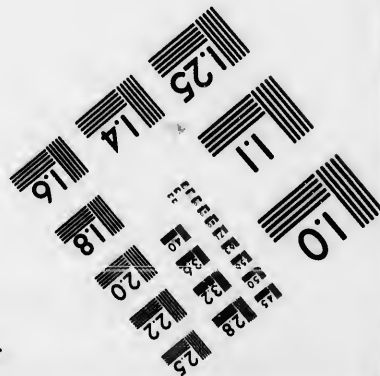
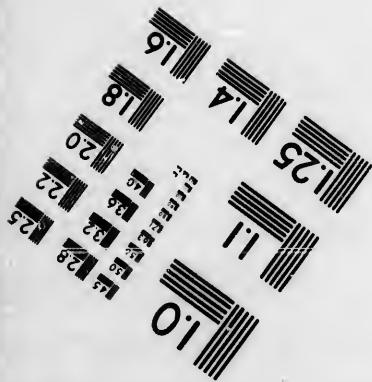
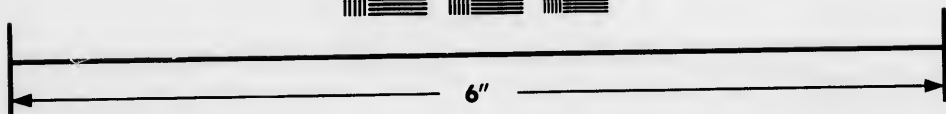
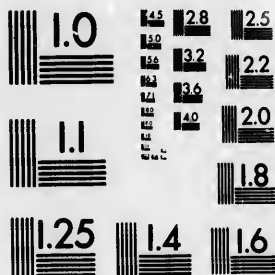


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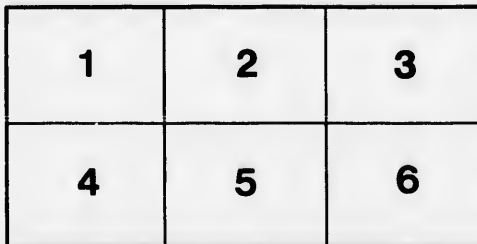
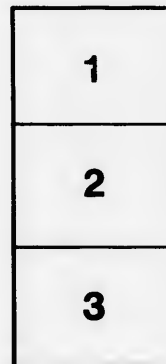
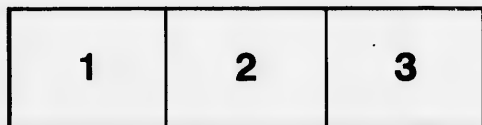
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DOCUMENTARY HISTORY  
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EDUCATION IN UPPER CANADA,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791,

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION  
OF THE EDUCATION DEPARTMENT IN 1876.

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VOL. VI: 1846.

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*Edited, under the direction of the Honourable the Minister of Education, with Explanatory Notes,*

BY

J. GEORGE HOLDGINS, M.A., LL.D.,

OF OSGOODE HALL, BARRISTER-AT-LAW,

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## PREFATORY REMARKS BY THE EDITOR.

This Sixth Volume of the "Documentary History of Education in Upper Canada" is largely devoted to a Record of Proceedings, which detail what steps were taken in 1846 in laying "educational foundations."

As this Volume deals chiefly with the subject of "first things," in connection with our System of Public Education, and of "laying foundations," as connected with that System and University Education, I think it desirable to specify, in a somewhat general form, what is implied by these expressions in this connection.

The "first things," which this Volume records, as having been accomplished in 1846, are:—

1. The publication of an extended Report on a Projected System of Popular Education for Upper Canada.
2. The preparation and passing of a Common School Bill, founded upon that Report, and the first School Bill prepared under the auspices of Doctor Ryerson.
3. The appointment of a Board of Education for Upper Canada.
4. The selection of a Series of School Text Books, which remained in use in the Common Schools for twenty-two years, and until 1868.
5. The organization of the Education Department under the School Act of 1846.
6. The Establishment of a Provincial Normal School—(formally opened in 1847).
7. The substitution of District School Superintendents for local Township Superintendents.
8. General Forms and Regulations for the Government of Common Schools, including provision for giving Religious Instruction in these Schools, under the School Act of 1846.

The only really and effective efforts put forth in 1846 were those of the newly appointed Chief Superintendent of Education, in regard to the Common Schools of the Province. The strenuous efforts made, during that year, to settle the University Question were practically abortive. They proved, nevertheless, in the end, to be highly useful in clearing the way to a final settlement, at least for the time, a few years later, of that vexed question; but just then they were only tentative in their effects.

On his return from an examination, during 1844, 1845, of the Systems of Education and various kinds of Schools in Europe, and in the eastern part of the United States, Doctor Ryerson prepared an elaborate "Report on a System of Public Elementary Instruction for Upper Canada," in 1846. This Report was



based upon his own personal observations and the experience of others, who had preceded him in making similar investigations, and whom he quotes, as authorities, in his Report.

In the preparation of that Report, Doctor Ryerson had the great advantage—of which he availed himself freely—of consulting the Report of a prolonged inquiry, (like the one which he had just made), into the state of popular education in Europe, and the modes of teaching adopted in European Schools, by that noted American Educationist, the Honourable Horace Mann. Mr. Mann, at the time of his visit to Europe, in 1843, was Secretary to the State Board of Education of Massachusetts. His reasons for making that tour of observation were in effect those which had influenced Doctor Ryerson to visit Europe, with a similar object in view. They were also of a thoroughly practical kind, and they are stated very graphically, by Mr. Mann, in the preliminary part of his Report, as follows:—

“ I have attended a great number of Educational Meetings, and, as far as possible, have read whatever has been written, whether at home or abroad, by persons qualified to instruct mankind on this momentous subject ; still, I have been oppressed with a painful consciousness of my inability to expound the merits of this great theme in all their magnitude and variety, and have turned my eyes, again and again, to some new quarter of the horizon, in the hope that they would be greeted by a brighter beam of light.

“ Under these circumstances, it was natural that the celebrity of institutions in foreign Countries should attract my attention ; and that I should feel an intense desire of knowing whether, in any respect, those institutions were superior to our own ; and, if anything were found in them worthy of adoption, of transferring it for our improvement. Accordingly” . . . . having obtained permission from the State Board of Education . . . . “ I embarked for Europe on the first of May,” (1843).

“ Among the Nations of Europe, Prussia has long enjoyed the most distinguished reputation for the excellency of its Schools. In Reviews, in Speeches, in Tracts, and, even in graver works, devoted to the cause of Education, its Schools have been exhibited as models for the imitation of the rest of Christendom.

“ I have seen Countries, in whose Schools all forms of corporal punishment were used, without stint, or measure ; and I have visited one Nation, [Holland,] in whose excellent and well ordered Schools, scarcely a blow has been struck for more than a quarter of a century. . . .

“ On reflection, it seems to me that it would be most strange if, from all this variety of System, and of no System.—of sound instruction, and of babbling, of the discipline of violence, and of moral means, many beneficial hints, for our warning, or our imitation, could not be derived ; and, as the subject comes clearly within the purview of my duty, ‘ to collect and diffuse information respecting Schools,’ I venture to submit to the Massachusetts Board the results of my observations.”

In the light of to-day, and noting the great advance which has been made—especially in England—in the matter of public education during more than fifty years, this graphic bird’s-eye picture of the state and character of popular Education and of Schools in Europe, is deeply interesting. It is the more so, and also the more valuable, from the fact, that the picture is drawn by a master hand.—one whose name is still a household word in educational circles in the United States, and especially in New England.

The late distinguished Doctor Fraser, Lord Bishop of Manchester, in his official Report of 1865, when, as Commissioner from England, he made enquiry into the state of Education in the United States and Canada, speaking both of Horace Mann and of Egerton Ryerson, he said:—

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"What National Education in Great Britain owes to Sir James Kay Shuttleworth; what Education in New England owes to Horace Mann, that debt Canada owes to Egerton Ryerson."\*

It was but natural, (as I have stated on page 213 of this Volume,) that, with so able and experienced an Educationist, who had but lately,—just the year before,—gone over the same field, Doctor Ryerson should "compare notes with Mr. Mann," and fortify his opinions and conclusions, by quoting, as he has largely done, in his Report, those of Mr. Mann, on the Schools of England, and of the Continent of Europe. Mr. Mann's Report it should be remarked, was reprinted in England at the time, and deservedly attained the rank of an Educational authority.

This Report of Doctor Ryerson was published, as a Parliamentary Paper in 1846; and, in 1847, 3,000 additional copies of it were printed in pamphlet form, and, for some years, largely formed the basis of subsequent School legislation in Upper Canada.

Soon after the publication of his Report, Doctor Ryerson drafted his first Common School Bill, which, during the Parliamentary Session of 1846, became the Common School Act of 1846—known as the 9th Victoria, Chapter xx. This Act is inserted in full on pages 59-70 of this Volume. The emendations and additions to the original Draft of Bill made by the House of Assembly are printed in italics.

As this comprehensive Report on a projected System of Public Elementary Education for Upper Canada is somewhat elaborate, I shall here merely refer to some of the main features of it. In preparing the Report, Doctor Ryerson, wisely laid down certain fundamental principles which he believed to be essential to the success and stability of that System. These general principles may be thus summarized:—

1. That the machinery of education should be in the hands of the people themselves, and should be managed through their own agency; they should, therefore, be held, he consulted, by means of public Meetings and Conferences, in regard to all School Legislation. This he himself did every few years.
2. That the aid of the Government should only be given where it could be used most effectually to stimulate and assist local effort in this great work.
3. That the property of the country is responsible for, and should contribute toward the education of the entire youth of the country; and that, as a complement to this "compulsory education" should necessarily be enforced.
4. That a thorough and systematic Inspection of the Schools by competent persons is essential to their vitality and efficiency.

\* Speaking of his three weeks' stay in Toronto, making enquiries into our System of Education in Upper Canada, Doctor Fraser, in another part of his Report of 1865, said: "My best thanks are due to Doctor Ryerson, the Chief Superintendent, and to Mr. Hodgins, the Deputy Superintendent, for the abundant facilities they afforded me for making myself acquainted with the System of which they are the efficient administrators." Report, page 205. The other remarks, quoted above, will be found on page 279 of the same Report.

It was not to be expected that so comprehensive a scheme of education, as that proposed by Doctor Ryerson, in 1846, would at once meet with general acceptance. Its outlines were considered to be too broad for a young Country like Canada, and, therefore, objections were urged against it as impracticable. Even his reference to the compact and systematized plan adopted in Prussia was held to be an indication of his intention to introduce the "oppressive" System of so-called "Prussia despotism." This subject, at the time, was keenly discussed; but I have only devoted a short space on pages 214, 215, in referring to the discussion itself, as an incident, or episode, connected with introduction of a new School System into Upper Canada.

The School Law of 1846, founded upon this Report provided, amongst other things, for—

1. A general Board of Education for the Province, to take charge of a Normal School, and to aid the Chief Superintendent in certain matters.
2. A Normal School, with Practice, or Model, Schools attached.
3. The Regulations for Common School Libraries.
4. Plans of School Houses, rural and urban.
5. Appointment of District, instead of Township, School Superintendents.
6. Apportionment of School Moneys to each Municipality, according to the ratio of population, and to each School district, according to the ratio of children in each such School district, as compared with those in the whole Township, (and not, as, afterwards, by the Act of 1850, according to the average attendance of children, at each School).
7. Levy of a School Rate by each District Municipal Council, of a sum, at least, equal to the Legislative Grant to each such District.
8. The collection, by the local School Trustees, of the balance required to defray the expenses of their School, by rate-bill upon parents and guardians. (It was only under the School Act of 1850, that Trustees could raise this money in the way which the school-ratepayers, at the annual School meeting might determine,).
9. The recommendation of a Uniform Series of Text Books, with the proviso that no aid would be given to any School in which Books disapproved of by the Provincial Board of Education might be used.
10. The establishment of District Model Schools, aided by Parliamentary Grants, (reënacted from the School Law of 1843).
11. Examination and Licensing of Common School Teachers by the District, and not by the Township, School Superintendent, as heretofore.
12. Visitation of Schools by Clergymen, Magistrates, Municipal Councillors, etcetera, as "School Visitors."
13. Protection of children, (reënacted from the School Law of 1843,) from being "required to read or study in or from any Religious book, or join in any Religious exercise, or devotion, objected to by parents."

14. Establishment, (reënacted from the School Laws of 1841 and 1843,) of Roman Catholic Separate Schools, where the Teacher of the locality was a Protestant, and *vice versa*. (These Schools only received grants in accordance with their average attendance of pupils. In 1850, this restriction applied to Common and Separate Schools alike.)

15. Levy of rates by District Municipal Councils, at their discretion, and by them alone, for the erection of School Houses and Teachers' Residences.

Such were the principal provisions of the first School Act, proposed and adapted chiefly from other School Laws by Doctor Ryerson in 1846, so far as Rural Schools were concerned. In the following year he prepared a comprehensive measure in regard to Schools in Cities, Towns and Incorporated Villages.

The three University Bills of 1846 were practically copies of those which Mr. Draper had introduced into the House of Assembly in 1845, and which had been in effect approved by the Presbyterian, (Church of Scotland,) and Methodist Churches—pages 97 and 104. He entrusted the most important of these Bills,—that reconstructing King's College,—to Mr. G. B. Hall, Member for Peterborough, while he took charge of the other two, dealing with the King's College Charter Amendment Act of 1837, and the Endowment. These three Bills will be found on pages 38-42 and 45-47 of this Volume.

Following the example set by Mr. Draper himself, Counsel appeared at the Bar of the House of Assembly against his three Bills, as he had done, as Counsel in 1843, against the Baldwin University Bill of that year.

The main feature and purpose of the Baldwin University Bill of 1843 was to create a Provincial University, with which was to be affiliated, on surrendering their Charters, the Colleges then in existence—King's, Victoria, Queen's and Regiopolis. On doing so, each of these Colleges was to receive an annual grant of Two Thousand dollars, "out of the investment fund of the said University," as provided by the 96th Section of the Baldwin Bill.

The Draper principal University Bill of 1845—for there were three of them—was based on a similar principle, although the details were differently worked out; but each of the affiliated Colleges named was to receive a minimum annual grant of Twelve Hundred dollars; while the maximum yearly grant was not to exceed Four Thousand dollars.

The Hall-Draper University Bill of 1846—with two others—was identical with that of 1845; but the maximum grant in it was raised to Six Thousand dollars a year.

None of these University Bills were passed. The opposition to the Draper Bills came from the adherents of King's College, and, after having them read in the House of Assembly, Mr. Draper very reluctantly withdrew them.\*

\* Among the many private and confidential Letters (1844-1847) of the Reverend Doctor Ryerson to the Honourable William H. Draper, and his Replies to them, entrusted to me by Doctor Ryerson and by Mrs. Draper, at my request, on the death of the Chief Justice, are several relating to the University Question, and also to other educational matters.

Owing to this continued failure, on the part of Attorney-General Draper, to solve the University problem, with the aid of the House of Assembly, the Governor-General, Lord Cathcart, was moved by him to communicate, through his Private Secretary, Mr. Higginson, with the Heads of each of the four Colleges then in operation, on the subject. The object of this Letter was to ascertain what were the views of each of the leading Religious Bodies on this troublesome question. He asked them to furnish him, "in a definite and official form, with the views of the Governing Bodies of these Colleges," on the present state of the Charter of King's College, as amended" in 1837.

The Council of King's College, in its reply, sent to the Governor-General an elaborate statement of its case, as the Members of the Council viewed it. In addition, Doctor Strachan sent to him, semi-officially, a very able review of the King's College controversy. The reply of the Trustees of Queen's College was also an elaborate "Statement" of their case as they had always held it. Victoria College, through its then honorary President, Doctor Ryerson, gave a full historical resumé of the University Question, from the Methodist Conference and College Board point of view. Regiopolis College, as a Corporation, did not take action in the matter; but Vicar-General McDonell, in his reply to the Letter of the Governor-General, intimated, in general terms what were the views of the College Authorities on the subject. As the Baptist and Congregational Churches, as well as the Presbyterian (Free) Church, had no literary College at that time, Representatives of these Bodies, and others, gave expression to their opinions on the subject at a Public Meeting held in Toronto in February, 1846. The whole of these interesting Documents are embodied in Chapter V. of this Volume. In addition to these papers, a series of Seven Letters, on the founding of Queen's College and kindred topics addressed by the Reverend Robert McGill of Niagara to the Honourable William Morris, are embraced in Chapter I. Altogether these varied Letters and Papers on the University Question of the day form a complete, and most interesting, history of that question down to the then current year of 1846.

In addition to these valuable papers, there is appended to them a series of twelve Statistical Tables, relating to the Financial condition of King's College, down to the end of 1846.

The establishment of the first Provincial Normal School of Upper Canada, with its Model Schools, or Schools of Practice, was a notable event, as recorded in this Volume. So essential has this class of Schools become, that there are now three of them, besides a Normal College, in this Province.

The County Model Schools, authorized by the Act of 1843, and specially aided by the Government, were continued under the Act of 1846. While they have been very greatly improved of late years, yet, in these early years, they did good service in giving candidates for school-teaching the first general idea

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of what was necessary to know and to practice, in order to become successful Teachers in the Schools.

The selection of an excellent and well prepared series of School Text Books—the Irish National—was probably the most important practical event of the School year, as these School Books continued to be uninterruptedly in use in the Common Schools of Upper Canada for twenty-one years, and were only superseded by a new and revised Canadian edition of them in 1868.

The task of introducing these Text Books into the Common Schools in 1846 was indeed a difficult and delicate one. It was done without exciting the latent strong opposition which was known to exist in many places on the part of those who regarded Morse's Geography, Kirkham's Grammar, Daboll's Arithmetic, Cobb's Spelling Book and a great variety of other such School Books, then in use, as unexceptionally good. The Chapter on the "Text Book Question in 1846," page 273 of this Volume, deals fully with the difficulties then encountered on this subject. Some of these difficulties arose from the efforts made by the local writers of special and single School Books, forming no part of a connected series, to retain their publications in continued use in the Schools.

No compulsion was employed to unduly expedite a change in Text Books; nor was any Canadian School Book forbidden to be used in the Schools. In the case of United States School Books, a reasonable time was allowed before they were disapproved of by the Provincial Board of Education. As a matter of fact, the Irish National School Books, by their intrinsic excellence, gradually superseded all other Text Books in the Schools.

The condition of the Common Schools in Upper Canada, during 1845 and 1846, is fully stated in the two Annual Reports of the Education Department for these years, which are inserted on pages 216-225 and pages 247-256. Appended to the Report for 1846 is a carefully prepared Statistical Table of the Common Schools from 1842 to 1845, compiled by me, from the materials then available.

Among the means employed to give effect to the new Common School Act for 1846 was the sending of a Circular, in regard to the Schools, to the District Municipal Councils, embodying in it a strong appeal for coöperation and for active and practical support. Another Circular, largely explanatory and suggestive, was sent to the newly appointed District Superintendents of Schools, giving them all necessary information in regard to their duties, and directions as to the efficient inspection of Schools, and also, as to how to deal with Teachers who apply for Certificates of Qualification, and on other matters.

A word, in conclusion, as to the work involved in the preparation of this, and kindred, Volumes:—

This Sixth Volume, as may be seen from the forgoing rapid survey of its contents, embraces a great variety of most interesting educational matters. Its preparation—as did those of the preceding Volumes—involves months of labour,

and a good deal of correspondence, in collecting, from all sources of information available, such papers and documents, relating to Education in Upper Canada, as are of general and public interest,—abridging unnecessary details, as well as condensing, or omitting, others. It also implies the classifying and arranging, chronologically, the topics treated, and putting them into Chapters—and these Chapters include, at least, one thousand pages of “printer’s copy.” It has also to be so edited, that obvious errors, in names and dates, do not appear. Corrections have also to be constantly made in Grammar and Orthography,—supplying omissions, expanding elliptical expressions, making clear obscure and uncertain statements and dealing specifically with conflicting alleged “matters of fact.” Fortunately, I have had a personal knowledge of most of the matters treated of in these Volumes, and that greatly lightens the labour of the Editor.

It is gratifying to find, that, although the labour of compiling these Volumes is arduous, yet the Work itself is highly appreciated by the Educational Representatives of the United States. In Chapter IV, on “Education in Canada,” in the advance sheets of the forthcoming Report of the United States Commissioner of Education, kindly sent to me as I had finished this Sixth Volume, the Honourable Doctor Harris, Commissioner, says :—

“The history of the organized System of Public Education in Ontario may be said to date from the passage of the Upper Canada School Law of 1843. The practical establishment of the System was the work of Doctor Egerton Ryerson, who was appointed Chief Superintendent of Education soon after the passage of that Law. The services, which he rendered,—his catholic spirit, his administrative force, his untiring devotion to the cause, have long since commanded universal acknowledgement.

“The Province has been equally fortunate in the Historian of the System, Doctor John George Hodgins, who was associated with Doctor Ryerson in the Education Office from 1844, and has maintained official relations with it to the present moment.

“Doctor Hodgins . . . has enjoyed ample facilities for the work, with which he now crowns the service of more than half a century, namely the ‘Documentary History of Education in Upper Canada,’ from the passing of the Canada Constitutional Act of 1791, to a very recent date. This work, of which Five Volumes are completed. . . . is invaluable to all students of its social and political development, and equally valuable to all students of Educational History :

“It is particularly interesting to American readers to trace, in this record, the influence, from our own (original) Colonies and States, upon the Educational policies of the Province. . . .

“But, if Ontario owes much to the example of the United States, it offers us most instructive lessons, with respect to many questions of educational policy and organization.” . . .

Doctor Harris then proceeds to point out many features of our present Ontario System of Education which are worthy of consideration and study.

An able and thoughtful Writer (N.B.) in *The Globe* of the 27th of May, speaking of the previous Volumes of this History, says :—

“The history of Upper Canada might be written from the Educational, the Ecclesiastical or the Political, stand-point ; and, in each case, embody all the essential features through which we have grown into a young Nation. We have, therefore, in the [five Volumes, already published], the record of the founding of great National Institutions. . . . The battle for the equal rights and privileges, which we now enjoy, was fought around the School and College, as well as around the State Church and its endowments, and the forms of Colonial Government and Parliamentary authority. . . . The period opened up to us in the last two Volumes,

may well be regarded as the Emergent Age of our Upper Canadian History. . . . In the first, we have the planting of the Colonies in the Wilderness, and the struggle with stern nature for the very means of subsistence. . . . In the second period, there came, with peace, and with greater industrial prosperity, time for thought and plans of higher things. Political, Educational and Religious Institutions began to be conceived and discussed. But, the very first result of such discussion was the discovery of incompatible elements in our sporadic foundations. . . . In educational matters, the struggle was less obtruded upon public attention. . . .

The Writer then goes on, at length, to discuss in an interesting manner, the process followed, and difficulties encountered in dealing with questions of the Elementary and the Intermediate Schools of the Province, and finally, in the end, with the University Question itself.

J. GEORGE HODGINS,

LIBRARIAN AND HISTORIOGRAPHER OF THE  
EDUCATION DEPARTMENT OF ONTARIO.

TORONTO, 29th July, 1899.



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HISTORICAL

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## CHAPTER I.

### HISTORICAL SKETCH OF THE FOUNDATION AND PROSPECTS OF QUEEN'S COLLEGE, KINGSTON, IN 1842.

IN A SERIES OF LETTERS TO THE HONOURABLE WILLIAM MORRIS, BY THE  
REVEREND ROBERT MCGILL.

In Chapters I.-V. of the Fifth Volume of this Documentary History, I have given, in extended form, the Proceedings of the Presbyteries and Synods of the Church of Scotland in Canada, which led to the establishment of Queen's College at Kingston.

On page 11 of Chapter III. of that Volume, the reasons why Queen's College was established are given. In substance they were, that the adherents of the Church of Scotland in Upper Canada were :—

“Led to make efforts for the support of a separate Presbyterian University, only when, as it appeared to them that all hope was precluded of having King's (Anglican) College placed on a footing, such as should commend the confidence of the public in general.”

These being the circumstances, under which Queen's College was first projected and established, it will be understood, that the scheme must have been, in its early stages, somewhat tentative in its character. It was not, therefore, and could not, at the time, be so carefully, or systematically, thought out, as if it had been an original plan, drawn up with deliberation. Nor could it, in its development, be guarded against the contingencies which embarrassed the promoters of that College for many years. These difficulties and contingencies are graphically set forth in the correspondence relating to a special endowment for Queen's College, printed in Chapter VI. of the Fourth Volume of this History.

Of these difficulties and embarrassments, there was one Chronicler, who was a typical “chiel amang” his fellows, “takin' notes,” which he afterwards printed. This Chronicler was the Reverend Robert McGill, of Niagara, a Moderator of Synod, and one of the Trustees of Queen's College, which was first named on the Royal Charter of that Institution, which was granted, under the Privy Seal of Her Majesty, in October, 1841.

This gentleman published, in 1846, a series of elaborate Letters—seven in number—“On the Conditions and Prospects of Queen's College, Kingston, addressed to the Honourable William Morris, Chairman of the Board of Trustees” of that College. Mr. Morris, as will be seen from Volume Five of this History, was one of the principal and most active of the promoters of Queen's College.



The first of the series of these Letters criticises, with more or less pungency, the proceedings of his co-Trustees, as indicating undue haste, or want of thoughtful circumspection, in directing things to be done, while not at the same time foreseeing—and providing for—difficulties in the way of their being done, which seemed to be very apparent to him. Most of this criticism may have been unjust, and may have been, (as is too often the case,) based upon after-knowledge, and in the light of subsequent events.

It is not my intention to give more space to this kind of criticism than what may seem to be necessary to give fulness and completeness to the narrative, as a whole. For, after all, the Letters only reveal the state of affairs as they were in the early forties, and as they formed part of the then current history of the College and its early vicissitudes, which it may be desirable and interesting to know.

Such, too, in other forms, was the chequered history, as recorded in previous Volumes of this work, of King's College and Victoria College, and, to some extent, of Regiopolis College. In fact such was, almost invariably, the staple and, practically, the only kind of history of these Colleges, which has been recorded of the early days of their existence, and which has come down to us.

This series of Letters, by the Reverend Robert McGill, was begun in 1842; but they were not published until 1846, when Mr. McGill appended to them a "Note," written four years after the Letters themselves were penned. In that "Note," addressed, as were the Letters, to the Honourable William Morris, Mr. McGill explained the reason for the publication. I have not abridged, or curtailed, this "Note," because, as may be inferred, it contained "the sober, second thought" of the Writer of the Letters themselves; but, in that "Note" no part of the hostile criticism in the Letters was withdrawn; and, therefore, it must be assumed that, at all events, the criticism was, in the main, not hypercritical.

The chief value of these Letters, written nearly sixty years ago, is that they record, even in a somewhat censorious spirit, the history, the varying fortunes, the discouragements and vicissitudes through which Queen's College—equally with King's, Victoria and Regiopolis Colleges—passed in its early days.

#### SKETCH OF THE REVEREND ROBERT MCGILL, WRITER OF THESE LETTERS.

Miss Janet Carnochan of Niagara, in her historical paper on St. Andrew's Church, Niagara, 1794-1894, gives a sketch of the Writer of this series of Letters on Queen's College in its early days. She says that:—

In 1829 a call was sent to the Presbytery of Glasgow, offering One Hundred and Fifty pounds (£150) as the salary of a Minister for St. Andrew's. The result was that the Reverend Robert McGill was ordained there to the office of Minister of St. Andrew's Church, Niagara. After further remarks, Miss Carnochan says that:—To the zeal of the Reverend Robert McGill is due the Congregational Library of St. Andrew's, as, through his influence, many books were presented from friends in Scotland. . . . In 1839, in acknowledgment of sacrifices made by Mr. McGill, by remaining in Niagara, instead of accepting a call to Glasgow, a subscription

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was set on foot to raise the sum of Three Hundred pounds, (£300,) as a New Year's gift from the Congregation. . . . In 1845, there is an account of a presentation to the Reverend Doctor Robert McGill of a Breakfast Tea Set of solid silver, on the occasion of his leaving for Montreal, where he was Minister of St. Paul's Church there for many years.

On pages 271-273 of the Third Volume of this Documentary History will be found an elaborate Letter from Mr. McGill on the state and needs of the District Grammar and Common Schools of Upper Canada, dated the 20th of December, 1839.\*

#### THE REVEREND ROBERT MCGILL'S "NOTE" TO HIS SEVEN LETTERS.

The preceding Seven Letters, written at their respective dates, were sent to the Honourable Gentleman to whom they are addressed, and who was pleased to express a general concurrence in the views and opinions contained in them.

The Appendix and Notes promised . . . were intended to embrace extracts from various public and official documents explanatory of the movements in which Queen's College originated, and of its actual condition and prospects, as the writer viewed them, when these letters were written. It is found, however, that the extracts would be too voluminous to be inserted here.

#### INEXPEDIENCY OF THE PREMATURE APPOINTMENT OF PROFESSORS.

The Reverend Doctor Liddell, who had been appointed Principal of Queen's College by the Colonial Committee of the Church of Scotland, arrived in Canada, in January, 1842; and, after a short session, which commenced in March, he returned to Scotland, and was there when these Letters were written.† Had the writer's views been entertained by all parties concerned, the Reverend Principal Liddell would have continued in the United Kingdom for a year or more, advocating the cause of Queen's College, securing that endowment for our Divinity Chair, for which the General Assembly's Committee in Scotland had virtually pledged itself;—collecting a Library, and other requisites for the success of our object. The Reverend Peter Colin Campbell's call to the discharge of the duties of Professor of Languages, which would not be regarded as otherwise than temporary, and which, in the circumstances of the case, ought not to have been made at all, would not have prevented him from returning to his Pastoral charge.‡ The writer ascribes to this hasty and ill-advised step—a step that led subsequently to a series of false movements, the results of which aggravate our present embarrassments,—(1), that we are now without any secure and permanent endowment for the Divinity Chair in Queen's College derived from subscriptions on which we counted from Scotland;—(2), that large expenses have been incurred by Professors' salaries, when there was no adequate number of students prepared to enter the College;—(3), that the capital fund has been diminished, contrary to the pledges given to the subscribers; and (4), that such unpopularity has fallen upon the Institution as will render it impossible to collect the instalments that may be still due.

The writer had hoped also that it would be in his power to present an abstract of the financial affairs of the College, and of the attendance during each Session respectively on the different classes. These matters, he is persuaded, when they are fully enquired into, will corroborate the opinions he has expressed in these Letters, and at various times to the Board of Trustees, that the Literary Department of the College ought not, in the circumstances, to have been commenced, and that the appointment of two Professors to this Department has been, and still is, a source of embarrassment and wasteful expenditure.

#### THE AMENDED CHARTER OF KING'S COLLEGE.

From the views expressed in Letter VII on the amended Charter of King's College, the writer has seen no reason to depart. If, in spite of its liberal provision, that Institution has assumed a decidedly sectarian character, the fault lies with the Government, and it alone is to

\* In the "Short History of the Presbyterian Church of the Dominion of Canada, from the Earliest to the Present Time," by the Reverend William Gregg, M.A., D.D., I could find no reference to the Reverend Robert McGill.

† For a personal reference to the Reverend Doctor Liddell, see pages 83, 215 and 218 of the Fourth Volume of this Documentary History.

‡ For this reference to the Reverend Peter Colin Campbell's duties, see page 216 of the Fourth Volume of this Documentary History. For a personal reference to him, see page 83 of that Volume.

blame for the prevailing discontent and the clamour for further change, in order to the correction of a grievous mal-administration. What avails a just and liberal Charter, if it be not carried out in a just and liberal spirit? In the absence of this, even Mr. Baldwin's or Mr. Draper's Bill\* might not greatly improve the condition of King's College.

The writer abstains from saying anything on the present position of Queen's College. The ship is on the rocks. Whether she can be brought safely off, and afterwards made anything of, will depend on the wisdom of those who may come on board.

ROBERT MCGILL.

MONTREAL, 12th August, 1846.

LETTER I.—DESIRE FOR AN UNRESTRAINED AND CONFIDENTIAL CONFERENCE WITH  
THE HONOURABLE WILLIAM MORRIS.

In the opening part of this Letter, Mr. McGill stated that he went to the Meeting of the Trustees of Queen's College,

"In the hope of an unrestrained and confidential conference with [the Honourable William Morris] on the condition and prospects of that Institution."

. . . He then proceeds:—

"Its affairs, at this very momentous crisis in its history, require the most careful and deliberate counsel on the part of those who are constituted its legal guardians. Permanent results for good, or evil, are often consequent on primary measures, and, as, in my humble judgment, the Board has taken one or two false steps, from which inconvenience and detriment may arise, I should have been glad of an opportunity of explaining to you personally my objections. . . .

I am sure you will, therefore, with candid consideration, excuse me for troubling you with a written statement of my views.

TOO GREAT HASTE IN COMMENCING THE TEACHING DEPARTMENT OF THE COLLEGE.

At the outset, then, permit me the freedom to express my opinion, and I do it with all deference, and with great esteem and affection for every individual comprising it,—that the Board has been much too eager in hurrying on the commencement of the teaching department. To open classes in the beginning of March, unexpectedly, and with little previous notification, when the state of the roads and the interruption of water communication rendered it impossible for young men at a distance to proceed to Kingston,—when no plan of the Course of Instruction had been fixed upon, or published,—when even the ordinary class-books could not be procured,—when neither library nor apparatus existed, so essential to instruction in the higher branches of education,—when it was known that, with all these disadvantages, the Session could not continue more than three, or four, months,—with these circumstances before me, I cannot help thinking that the commencement which we have made has been premature and injudicious.

Our ill-success justifies this conclusion. Some dozen of matriculated students, at stages of advancement so varied that they cannot be classified, and a few boys who, with much advantage to themselves, and at less expense to their parents, might have remained at the local Schools, in which they had been placed, compose the first catalogue of the sucklings of Queen's,—their *Alma Mater*.

Our proceedings in the matter, while they have entailed a very considerable expense, without any equivalent advantage, are at variance with Resolutions that have previously been passed at full meetings of the Board, and which ought not to have been reversed, except by a meeting equally full, and after the most mature deliberation. . . .

I would scarcely have ventured to advert to these circumstances were it not that I believe our future course of proceeding may be injuriously affected by them, and that it is not too late to apply a remedy. The Principal [Thompson] has declared to the Board that the requisite classes

\*The full text of the Baldwin University Bill of 1843 will be found on pages 61-87 of the Fifth Volume of this Documentary History; and the text of the Draper three-fold Bill is printed on pages 159-166 of the same Volume.

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cannot be conducted, unless two additional Professors be appointed and ready to unite with him in October;—and this, he says, at the very least, is required to constitute anything worthy of the name of a professional staff. . . .

But, Sir, we have not the funds to defray the salaries of two additional Professors. When the instalments due in May are paid in, we may perhaps be prepared to support one other, but by taking this step, there will remain with the Treasurer not a fraction for Building, for a Library and other requisites. In this state of affairs, I hereby submit that we should prefer . . .

#### DELAY IS HIGHLY DESIRABLE—FINANCIALLY AND OTHERWISE.

In the prosecution of so great a work, there is no dishonour in thus being called to halt, until we acquire additional resources for an onward movement. In the foundation of Colleges, as of cities, a breathing interval of years is often indispensable. Let me then submit to you that in my judgment we ought not to contemplate the opening of another Session of Queen's College in October next.

Were the Board to resolve upon this delay, the services of the Principal and Professor P. C. Campbell might, during the suspension of teaching, be turned to much better account than they are at present, or than they are likely to be, even on the most favourable supposition, during next winter.

The Principal, on his return to Scotland, might prolong his stay and advocate our cause there and in the Sister Kingdoms, with much advantage to the ultimate prosperity of the Institution. As the Head of Queen's College, provided he were at liberty to devote himself to this work for twelve or fifteen months, he might succeed in awakening an interest in its favour, which would issue in something more substantial than any aid we have yet obtained from the parent Church in Scotland. Possessed as he is of great tact and energy, we might indulge the hope that he would bring back with him no only such funds as would, with the Provincial contributions, enable us to provide for two additional Professors, but also such a collection of Books and Instruments, as the character of such an Institution demands. Mr. Campbell, in the meantime, might be employed with the same object in Canada. Under Mr. Campbell's management we might look for such a replenishing of the exchequer as would enable us to begin the Session of 1843 under better auspices.

#### ADDITIONAL ADVANTAGE OF DELAY IN RESUMING WORK.

The proposed delay, necessary as I think, to avert from us the charge of proceeding without due deliberation . . . would moreover afford us leisure to bring some other suspended questions to a fair settlement.

ROBERT MCGILL.

NIAGARA, 24th of May, 1842.

#### LETTER II.—FINANCIAL RESULTS MUST BE A TEST OF SUCCESS IN FOUNDING QUEEN'S COLLEGE.

The actual result of our solicitations for support to Queen's College since its claims were first brought before the public, may enable us to judge, perhaps with tolerable accuracy, what shall be the total success of our first effort for its establishment. . . .

Two or three years must elapse ere this first movement shall be completed, and the fruits of it fully gathered in; and, although the sum that may even then be realized, may come far short of what a few of the sanguine advocates of this Institution anticipated, yet we are assured that it will greatly exceed the amount reckoned on by many who were disposed to very sober and cautious calculations.

#### LIBERAL SUBSCRIPTIONS IN CANADA FOR QUEEN'S COLLEGE, 1841-3.

That, within the short space of two years, and amid the many difficulties under which this Province was labouring, we should have collected £10,000, and have outstanding subscriptions to nearly an equal amount is certainly no doubtful evidence of the hearty good-will and liberality of the friends of the College;—and, should an efficient Agency be appointed both for Canada and Britain, there is every reason to hope that our subscriptions, within two or three years, might amount to £25,000.

In venturing to express such a hope, I am quite aware, Sir, that the large and wealthy Cities, upon which in such undertakings we must always mainly depend, as Quebec for instance,

and Montreal, Kingston and Toronto, have already paid over large sums, and that the instalments due in those places are pretty well forestalled; yet . . . I believe that the Trustees may return again and again to many of the wealthy contributors in these cities, and, provided we can show a judicious disbursement of funds, and a proportionate attainment of the grand object for which the Institution has been founded we shall not be sent empty away.

#### NOT SO CERTAIN AS TO FINANCIAL AID IN SCOTLAND.

In regard to the Parent Country, I can scarcely form a conjecture what an efficient Agent might accomplish there. The perplexed state of ecclesiastical affairs, the depression of manufactures, . . . together with our great distance, and the little knowledge that is diffused in Scotland of the want and claims of this Colony, might probably render it difficult to call forth much general liberality in support of a College in Canada; yet, we might surely expect from the numerous mercantile houses more immediately connected with this Country very considerable assistance. . . .

#### OUR NEXT FINANCIAL EFFORTS MUST BE IN THE FUTURE.

It is not to be imagined that those who have already contributed liberally, and perhaps up to the extent of their means, will bear soon to be solicited again for the same object; they have done their part.

The second effort must be left to a new generation, and, perhaps we do not specify too great an interval when we say, that it ought not to be attempted within twenty years. When this cycle has revolved, there will be another race in Canada and with ampler resources. It is our duty, meanwhile, to manage wisely, for present necessities, the sum entrusted to our disposal. If it should amount to £25,000, of which £5,000 may possibly be transferred to us in the shape of books, £20,000 will be available as a source of revenue and for buildings; with this sum, (stated I fear as a maximum), we shall be required to carry on the whole business of the University for the next twenty years.

#### THE COLLEGE BUILDINGS MUST BE DEFERRED.

The plan of College edifices, for which the Trustees awarded their highest premium, cannot be executed at an expense less than £20,000, and, though it were deemed practicable to carry on the business of the College for twenty years, with the erection of only one-half of the buildings on the proposed plan, even this would require an expenditure quite incompatible with other necessary demands.

#### ESTIMATED CURRENT EXPENSES OF THE COLLEGE.

In supposing that the Scottish Church Assembly's Committee shall continue to pay the Principal's Salary for the period specified, a condition for which we have no guarantee, the maintenance of other three Professors, without whom, as the Principal states, the objects of a University cannot be attained, would require an investment of at least £15,000; and should there be added to this a further investment of £5,000 for incidental charges,—a sum certainly not too large. The entire proceeds of our first effort will be absorbed by our teaching department alone.

#### WHAT IS NECESSARY TO CONSTITUTE A UNIVERSITY WE HAVE NOT GOT.

But, unless there be four Professors, besides the Principal, the College Senate cannot be so constituted as to confer Degrees; and, if it were declared that there is no prospect of its being so constituted for twenty years to come, and that no Degrees could be conferred on successful students during that long period, I fear, even though it be admitted that this is not a Country in which academical honours are unduly estimated, that it would make our Halls but thinly attended. Students will generally prefer Institutions where all the customary advantages and honours are enjoyed, while the infant College, even though honoured with a Royal Charter, straitened in its resources and struggling with difficulties, will be passed by, even by such as sincerely wish it were in a more prosperous condition.

The abilities and learning of Professors, however eminent, are placed in circumstances of extreme disadvantage, without Buildings, Books, Apparatus, Museum, and whatever else is necessary to a Seat of Learning. But Queen's College is destitute of all these appliances, and, having no very certain, or immediate prospect of obtaining them on a suitable scale, it seems to me as if it were beginning its career like a tender exotic, exposed to the severest of our biting north winds.

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## EXTREME CAUTION NECESSARY UNDER THESE CIRCUMSTANCES.—ALTERNATIVE.

If these views of our financial prospects be correct, we could have little claim to the merit of discretion were we to commence the erection of College edifices. The only alternative, therefore, remaining, provided it were resolved on to bring the College into immediate operation with four Professors, would be to make another attempt to rent some Building until the time for a second effort to enlarge our funds should have arrived. It does not appear, however, that any building can be found in Kingston at all adapted to our object. . . . I confess I do not regret the failure of the negotiations to effect a lease of . . . [the General Hospital, or the Archdeacon's House.] We should, on the expiry of the three years lease have been . . . constrained to seek after some new tabernacle for the muses, and the few disciples who might be inclined to follow them, notwithstanding their houseless condition. Besides, in the state of our funds, the abstraction of £300 annually for rent is quite out of all proportion to our income. It would have obliged us to break in upon our capital. . . .

I am sure, Sir, I fully sympathize with the Trustees in their eagerness to bring Queen's College into early operation. I acknowledge myself to have been one of the sanguine projectors, who anticipated much greater things than have been actually attained; and I have endeavoured, in my advocacy of this undertaking, to represent the sad evils resulting to the best interests of this Province from the want of a University, at which the youth destined for public and professional life might obtain a liberal education, . . . —but in this, as happens in many a human scheme, the course of events does not run according to our wishes, . . . and wisdom calls on us to search about for a practical opening in some new direction.

ROBERT MCGILL.

NIAGARA, 26th of May, 1842.

## LETTER III.—THE ORIGINAL INTENTION WAS THAT QUEENS SHOULD BE A THEOLOGICAL SEMINARY ONLY.

At the commencement of this movement, in which Queen's College has resulted, nothing more I think, was contemplated by the originators than the establishment of a Theological Seminary to fill up the ministry of the Presbyterian Church. The idea of founding an Institution that could be entitled to the name of a University, or that could present all of its advantages was too magnificent a Scheme to be entertained by the cautious and practical men who took the first part in calling attention to this subject.

## PRACTICAL DIFFICULTIES IN THE WAY OF FOUNDING A SEPARATE UNIVERSITY IN CANADA.

Such an undertaking, at least to those who have formed their ideas of it upon European models, is only for wealthy and ancient Nations, and is quite beyond the reach of settlers contending with all the difficulties of a recent Colony—and, far more impracticable, if a fraction only of their number can, because of religious diversities, be induced to support the measure. For, even though it be attempted on the smallest scale, a large capital must necessarily be invested for the purpose; and, in Canada, where capital is so limited, where there are few individuals of great wealth from whom material assistance could be obtained, where the Presbyterian Community, upon whom we mainly depend, is so widely scattered that it is next to an impossibility to concentrate their liberality on one great object,—if it were to succeed at all, it can only be after many long years of unusual sacrifice and laborious exertion.

Yet, sir, I am fully persuaded, and no man can be a better judge of the fact than yourself, that such a spirit animates the Presbyterian Community in this land, that were it not for the continual demands made upon the surplus of their industry for local objects, we should have made a very close appropriation, even in our first effort, to the complete attainment of our wishes in the permanent foundation of a University.

## WHAT ARE THOSE CONTINUAL DEMANDS UPON OUR PEOPLE?

They must expend their labour for years, and whatever capital they have brought hither, in clearing away these primeval forests; they must construct Roads and Bridges; they must build Houses and Barns. Every little neighborhood must combine for the erection of a School-House and maintenance of a Teacher; in localities more densely peopled, a Church must be erected and a Minister supported, in almost every case at a charge very burdensome, as compared with the disposable means of the parties. These urgent and local demands will always take the precedence of those made for a distant and general object. It is just and right

that it should be so ; and I advert to it in connection with this subject, merely because it is one of the peculiar circumstances that increase the difficulty of our general enterprise, and which was fully before us at its commencement.

#### THESE CIRCUMSTANCES COMBINED TO HINDER THE ESTABLISHMENT OF A UNIVERSITY.

From this consideration among others, the first originators of this measure, who had mainly in view the education of young men for the Church, did not contemplate more than the establishment of a Theological Seminary, and that the funds that might be obtained from the Christian public for this purpose, would, in addition to the expected [£1,000] endowment of a Theological Chair in connection with our Church by King's College, be subsidiary to the endowment of other chairs necessary to render that faculty complete.\*

#### LONG CHERISHED AND DEFERRED HOPE THAT KING'S COLLEGE CHARTER WOULD BE LIBERALIZED.

We long cherished the hope that the Council of King's College would be so constituted as to remove every suspicion of an undue sectarian influence, and that its literary and scientific departments would be available to our youth generally, as well as to such young men as had the intention of entering into the sacred office of the ministry.

#### EFFECT OF THESE FEELINGS AND HOPES ON THE PROJECTORS OF QUEEN'S COLLEGE.

These feelings and hopes pervaded all our early deliberations on this question. But the protracted delay in bringing King's College into operation, the pertinacity with which its Council, supported by the Executive Government, persevered in this exclusive regime blighted all hope of a liberal accommodation with them, and turned us, in our great anxiety to remove an evil pressing sorely upon the spiritual condition of our people, aside upon a new position: the attempt to establish, not merely a Theological Seminary, but also a Literary Institution, which should furnish instruction in all the branches of a liberal education. This gave rise to the Bill, in the framing of which you gave so much attention and which you conducted through the Legislature with so much ability—the various provisions of which are embodied in that Royal Charter which Her Majesty has been graciously pleased to confer upon Queen's College

#### FOUNDING QUEEN'S COLLEGE DID NOT WEAKEN OUR CLAIM ON KING'S COLLEGE.

Though we were thus constrained, as we thought, to change our position in order to secure an immediate and unalloyed good, yet the greatest care was taken, on every occasion, to make known that our attempt to establish an independent Institution should not be held as a relinquishment of any right we possessed to the privileges of the Provincial Institution endowed at the public charge for the benefit of all, and in which neither our own interest, nor that of coming generations, could, by us, be rightfully relinquished. The unsuccessful negotiation, accompanied by so many mortifying circumstances, to transfer the long-promised endowment for a Theological professorship from King's College to Queen's, did not involve any such relinquishment, except in so far as Theology was concerned. On all other departments in that Institution, we held a common and undiminished claim.

#### EXPECTATIONS FOUNDED ON THE RESULT OF THE SUCCESS OF THE CLAIM ON KING'S COLLEGE.

Had the negotiation, however, been successful, it would have materially changed the aspect of our affairs. The sum of £1,000 annually, of which we had reason to feel ourselves assured, † would, under economical management, have endowed the Theological Faculty, and have enabled the Trustees to appropriate the interest of the contributions obtained in Canada, together with

\* The prolonged Correspondence in regard to this proposed endowment of a Presbyterian Theological Chair in King's College, or a specific grant from its endowment to Queen's College for a like purpose, as an alternative, and other kindred matters, will be found on pages 74-108 of the Fourth Volume of this History.

† The foundation for such an assurance was questioned, and even denied, by the parties whom it was alleged made it. See pages 94 and 106 of the Fourth Volume of this History. See also Lord John Russell's Despatch on this subject, printed on pages 107, 8 of that Volume.

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the aid received from Scotland, to maintain the literary and scientific departments, and to provide, as necessity demanded, suitable buildings; and, although, even on this contingency, our means would have been very inadequate to so great an undertaking, we might, nevertheless, have contributed our full share to the educational improvement of the Province.

But—

“The wisest schemes of mice and men  
“Gang aft aagee.”

and the mice destroyed ours!

#### CRITICISM ON THE FAILURE OF THE THEOLOGICAL CLAIM ON KING'S COLLEGE ENDOWMENT.

Upon the manoeuvring displayed in this transaction, I at present pass no judgment.\* My design in alluding to it is to bring to your remembrance that the [alleged] promise of this aid formed a very important element in our calculations of success—that, amidst all the sanguine anticipations that we cherished of the liberality of our Body, we had sufficient knowledge of the vastness of our undertaking to be fully aware that we could not accomplish it by voluntary contributions alone, without public assistance—and on the faith, as we supposed, of positive pledges we held out, for the encouragement of our friends, the sum stated above, that would be obtained for our Theological Faculty. The denial of the obligation to its full extent by the Executive Government, . . . has cast a very unexpected cloud over our prospects, and seem to me plainly to indicate the necessity of a corresponding change in our proceedings.

#### FRUSTRATION OF OUR WISHES MAY RESULT FAVOURABLY TO US.

With the additional light that two years' experience has shed upon us, I am inclined to think that the frustration of our wishes, in this matter, must lead us into a path that will promote, not only our own advantage, but also to the general interests of Education and Religion in the Province.

#### GREAT IMPROVEMENT IN THE SPIRIT AND ACTS OF PUBLIC MEN AND PARTIES.

The spirit of monopoly and exclusion is less rampant, or, at least, less presumptuous and powerful, than it used to be; a disposition seems to be awakened among public men to prosecute measures of general utility, and to overlook perhaps to frown down, the rivalships of sect and party; parties themselves are more under the influence of the attractive power; the legislation of the country has recently been based on more enlightened and liberal principles; and, considering the heterogeneous character of our Legislative Assembly, and the perplexities arising from our peculiar circumstance, and the ancient misrule, some progress has, doubtless, been made in the restoration of mutual confidence.

#### RECENT ATTEMPT TO ESTABLISH A UNIFORM SYSTEM OF PUBLIC EDUCATION.

The recent attempt, though certainly very crude and defective in many of its details, to establish a uniform system of Common School Education, is highly laudable, and, in connection with the more liberal provisions made for District Grammar Schools, may lead us to conclude that the highest interests of the people,—their intellectual and moral culture,—will no longer be neglected.

#### THE OPENING OF KING'S COLLEGE A HOPEFUL SIGN OF PROGRESS.

The prospect now afforded of the early commencement of King's College serves to confirm these expectations. Are not these signs of a better era? May we not safely reckon upon them, should it be deemed advisable to change our course in regard to Queen's? It will surely be incompatible with the line of policy, out of which these improvements have grown, to permit the reign of exclusiveness in the only Literary Institution over which the public has control. Will an Institution, founded at the common charge, be permitted to remain under the exclusive government of a party?

\* By reference to the Letters on this subject of Lieutenant-Governor, Sir George Arthur and Governor-General, Lord Sydenham, it will be seen that Mr. MacGill's use of the word "manoeuvring" was unjust, as it was unfounded in fact. See pages 73-88, and 88-108 of the Fourth Volume of this History.



## AN ANGLICAN CEREMONY IN LAYING THE CORNER STONE OF KING'S COLLEGE.

A stranger, in reading an account of the late ceremony of laying the foundation stone of King's College, would naturally conclude that it must be an Episcopal Institution;—that the Mitre will be on all of its pinnacles, and that the youth of every name, who are invited to enter it, will be dazzled with its glittering horns.\* Now, to this supposition of the Mitre, the people of Canada could have no reasonable objection, provided King's College were endowed by the voluntary contributions of the Episcopal Church, or had the Royal munificence been specially designed for its advantage alone. Associations of individuals may manage their own as they please;—but it ought not to be so with public property.

## WHAT KING'S COLLEGE IS NOT, AND WHAT IT IS.

King's College is no more an Episcopal Institution than it is a Presbyterian, or a Methodist, or a Roman Catholic one. It is public property, not private; it is Canadian, not sectarian; it is designed for the benefit of all; and every class, so far as it may be entitled by its numbers, and can furnish representatives suitably qualified, should have a voice in its Council; and, if it were restricted, as it ought to be, to objects purely literary and scientific, there could be no just fear of a discordant, or misdirected, management. Trojan and Tyrian here occupy the same ground and can act with perfect unanimity. Literature and Science is the common inheritance both of the Jew and of the Greek; both can cordially unite in transmitting it to their children, and in such a matter, there can be no fair pretext for the Greek's lording it over the Jew.

## INTENTIONS OF LORD SYDENHAM IN REGARD TO KING'S COLLEGE.

We have heard it stated that it was the intention of the late lamented Governor-General, whose melancholy and untimely death cast so deep a gloom over this Province, so to remodel the Council of King's College as to remove every cause of dissatisfaction arising from the undue influence of party in its management; and that no part of the revenues should be applied to any other than literary and scientific purposes. To extend its usefulness and to draw to it the youth of every denomination. It was further said to be part of his scheme to favour the erection of Theological Seminaries around it, but to be maintained at the charge of the respective Religious Bodies founding them, and to be, of course, wholly under their own control, while the heads of these denominational establishments might be admitted to a seat in the Council of the University which would be common to them all. Such a scheme, worthy of the comprehensive views which this eminent statesman formed on all great questions, is well adapted to the circumstances of the Colony and if carried out by his successor and the Legislature, would prevent some fruitless and impracticable undertakings, and ultimately contribute, beyond all other means, to unite the people of this land in the support of religion and order.

## EXAMPLE OF THE UNITED STATES IN REGARD TO THE MULTIPLICATION OF SMALL COLLEGES.

This country ought not to waste its educational resources in multiplying, as they do in the United States, half finished Buildings, under the name of Colleges, where one or two Teachers, of no name, dole out, amidst sordidness and privation, their scanty stores of learning to the few lads, that by a forced patronage are gathered from the paltry villages, by which they have been erected. Canada, in its present state, will not furnish students for more than one University; and if more than one be established, there will not only be a waste of capital, but such institutions, according to their number, will emaciate and destroy each other. The learned professions here do not afford numerous openings; they offer no premium to the cultivation of refined and obtruse learning; and, so long as merchandise, and agriculture, and the mechanical arts lead to wealth and independence, while the highest abilities in professional life will scarcely suffice to raise their professor in these respects above the humblest level, we must not expect that parents will very readily run into expense that can bring no very profitable return, in order to procure a liberal education for their sons.

## WHAT WE SHOULD DO UNDER OUR CHANGED CONDITIONS.

If, therefore the frustration of our views in our negotiation for the transference of funds for the endowment of a Theological professorship from King's to Queen's College shall prevent us, for the present, from proceeding in a work not required by the circumstances of the Country, and shall arouse our people to assert their claims upon all the privileges of the former Royal Institution, both we and the general community will have reason to congratulate ourselves on the result.

ROBERT MCGILL.

NIAGARA, 30th of May, 1842.

\* For a detailed account of the ceremony of laying the Corner Stone of King's College, see pages 202-209 of the Fourth Volume of this History.

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LETTER IV.—DID NOT THE AMENDED CHARTER OF KING'S COLLEGE DO AWAY WITH THE THEOLOGICAL PROFESSORSHIP IN IT?

According to my recollection of the various reports and discussions that preceded the amendment of the Charter of King's College, and of the well known opinions of those, by whose untiring energy this important measure was effected, it was evidently the intention of the Legislature to divest it entirely of a theological character. In looking at the special changes in the amended charter, it appears to me that this intention has been fully embodied in it,\* and that King's College cannot now be viewed with any propriety as a Theological Institution, but is limited to literary and scientific objects. No particular Religious Denomination has any special claim upon it.

For the establishment of a Theological Chair, in which its own peculiar dogmas shall be taught, no subscription to any articles of religion is required from any Professor;—a provision that seems plainly to imply that there shall be no Professors of Theology acting under the Charter in that University and supported from its endowments.† If this opinion be correct, and it seems to be in conformity with that entertained by the Commissioners (appointed by Lieutenant-Governor Sir George Arthur in 1839)—all of them members of the Church of England, who drew up the Report on Education presented to the Legislature in 1840, it would be quite incompetent for the Council of King's College to establish a Chair of Theology on the funds of the University since, except under authority of its own by-laws, the Council could have no control or jurisdiction over it. If, as has been, on several occasions, recommended and proposed, “a Theological Professor of the Church of Scotland should be established in addition to that for the Church of England whose lectures the candidates for holy orders in the respective churches should be required to attend” ‡—it would certainly create much dissatisfaction, and would manifestly be at variance with that line of policy which the Government has for some time followed in ecclesiastical matters, and would infringe that equality of privilege which the amended Charter was designed to confer.

SUGGESTION THAT THE TWO CHURCHES FOREGO THEIR CLAIMS ON KING'S COLLEGE.

I do not scruple, therefore, to declare my humble judgment that it would be better far for these two churches to relinquish what they have long maintained as their peculiar claims—to forget past promises—to ask nothing from the funds of King's College for any object that peculiarly belongs to them as distinct Religious societies,—and to combine, on the same conditions with all classes, for the maintenance and improvement of that education which is common to all. Even on the ground of a free competition, they need fear no rivals, or that aught of their proper influence and just superiority will be diminished, when they cease to bolster them up, on the basis of prescriptive enactments.

EFFECT OF THE CLERGY RESERVES BILL ON DENOMINATIONAL CLAIMS.

The Bill for the disposal of the Clergy Reserves, (1840,) has levelled all distinctions among religious sects, as to the support granted to them by the State, and it would be sadly unwise and impolitic to persevere in an invidious claim, unsanctioned by positive law, and maintained, if at all, by the accidental circumstance that a majority happened to be in its favour;—a circumstance that would soon be reversed, if the indignation of the Country should be aroused by their exclusive and partial proceedings. Nor would the risk of popular dissatisfaction be much

\* This opinion is apparently based upon inference and not upon the actual text of the revised Charter of King's College, as printed on pages 88, 89 of the Third Volume of this History. That revised Charter says: . . . “it shall not be necessary that any . . . Professor, to be at any time appointed, shall be a member of the Church of England, or subscribe to any articles of Religion,” etc. This provision is not prohibitory, as Mr. McGill infers.

† Nevertheless the Reverend James Beaven, D.D., was appointed Professor of Divinity in the University of King's College on the 21st of September, 1843—the date of his Warrant of appointment. See page 293 of the Fourth Volume of this History.

‡ This recommendation may have been proposed “on several occasions,” but the words quoted are those of a Special Committee of the Imperial House of Commons in 1828, and are given in full on page 254 of the First Volume of this Documentary History. Sir George Arthur's commission, which is referred to by Mr. McGill strongly objected to this dual Theological Professorship in King's College. Their utterance on this subject will be found on page 247 of the Third Volume of this History. The names of these Commissioners, to whom was assigned the subject of “Education,” were, “the Reverend John McCaul, LL.D., the Reverend Henry James Grasett, M.A., and the Honourable Samuel Bealy Harrison, Q.C., Civil Secretary. See page 241 of the same Third Volume.

diminished on the supposition that our Synod obtained the endowment of a Theological Chair in that University, or what has been promised [?] to us in lieu of it—a sum equivalent to its charge transferred to Queen's College for that object. For what then should hinder any other Denomination from demanding a similar advantage? And thus new causes of discontent and agitation would arise, which, working upon old remembrances, would soon kindle anew the strife of parties and convulse the fabric of society.

Even though our claim were much more indubitable than I think it is, we had better relinquish it. Little is lost and much may be gained. The resources available for the purposes of general science will then be more ample; the different Churches being called on to support their own Theological Halls, will regard them with a more affectionate interest; the clamour of sectarian favoritism will be silenced; and religious man will be saved the necessity of asking the support of scoffing politicians to a cause, which they may regard with indifference, and sometimes treat with hatred and scorn.

#### WHY PUBLIC FUNDS SHOULD NOT BE APPLIED TO THEOLOGICAL OBJECTS.

The same reasons which discountenance the appropriation of any part of the funds of King's College to Theological purposes will also, in the peculiar circumstances of this Country, frown upon the appropriation of any part of the public revenue for these objects.

I would not, by this statement, be understood to mean that it is wrong in the State to maintain Religion, and, as one means to this end, to endow Theological Schools; for this I hold to be the highest and most sacred duty of every Christian commonwealth; but ecclesiastical affairs may sometimes be involved in such perplexity as to render public grants, in any form, for the support of religion, inexpedient and impracticable. When a Nation is divided into numerous conflicting sects, when the balance of parties is such that it is impossible to grant State assistance to truth without granting an equivalent aid to error, I am inclined to think that the Christian Statesman should not procure State support for truth by such a compromise; and rather than lend any aid to the dissemination of error, he should leave truth to be maintained by the voluntary contributions of its friends.

#### EMBARRASSMENT WOULD BE THE RESULT OF GIVING STATE AID TO DENOMINATIONS.

Without entering upon any particular illustration of the morality of this principle, allow me to say that our Canadian Statesmen will soon find themselves involved in no small embarrassment if once they should establish a precedent for conferring public grants in aid of every Religious Denomination that may petition for it, to enable them to carry out some sectarian project. Even were they to restrict their donations,—a restriction that could not be safely attempted in this Province,—to evangelical Protestants, who are agreed in the fundamental Articles of their Creed, and who may each be doing some service to the great cause of truth and morality,—I should nevertheless be in doubt whether more evil than good might not, in the end, result from a promiscuous liberality in support of permanent, and in some respects, rival Institutions. What is the duty of every Christian is pre-eminently the duty of the Christian Statesmen, to attempt to heal the divisions that have arisen in the Church, and, consequently, to favour no measure that would build up sectarian divisions in a more distinct form and give them a better chance of perpetuity.

I should not like to see in the annual budget of our Chancellor of the Exchequer a list of donations to colleges that might be set up by the numerous sects in this country,—even though he were a sound orthodox Theologian, and had rejected the worst of them and disbursed to the rest the State munificence to the minutest fraction, in proportion to their numbers. In my judgment, such a policy would be as much at variance with enlightened statesmanship as with true piety; and every year would aggravate its mischiefs.

#### GRANTS FOR LITERARY DEPARTMENTS OF SECTARIAN COLLEGES WOULD BE AN EVASION.

Nor could it materially diminish those evils, were such grants bestowed upon sectarian Institutions, under the colour that they would be exclusively applied to the literary departments within them. Even though this were faithfully done, I still deem it impolitic to commit any portion of the public funds to exclusive and sectarian management, over which the general public, from which these funds were derived, could have no direct control. If the State, as is its duty, has sufficiently provided for the higher departments of education in the country, why countenance voluntary erections by public grants? And why should any party feel inclined to retire from the public seminaries, and to support one of a sectarian order? Such seminaries, unless they are given up to the State and incorporated under its general scheme, must interfere with it and be either hostile or unnecessary, and, therefore, they should be left to their own resources.

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## ADVANTAGE OF A NATIONAL UNIVERSITY, HAVING CONTROL OF SUBORDINATE SEMINARIES.

Many advantages would arise to the general interests of education by the establishment of only one University, having such a control over all subordinate District and Classical Grammar Schools as would render them subservient to it. In these higher Classical Schools, students must be prepared for the University. Should there be two or more independent Universities in the Country, different in their courses, using different elementary books, or differing even in even so trivial a matter as the pronunciation of the ancient languages, no small inconvenience might arise to all the Classical Schools in the Country. Students themselves, as well as their parents, will most usually wish that they shall be taught in the Classical Schools at which they are placed, in those Grammars and forms which are known to be approved by the University, to which they are to be sent, and thus a very serious difficulty is thrown in the way of the classical Master. He must either use different elementary books, according as the University prospects of his pupils may require, or, if he should insist that all must use the same books, the result will be that many of his pupils will make their first appearance at the University under great disadvantages, and may perhaps find it necessary to learn anew technical formulæ and definitions, which, at their stage, contribute nothing to their improvement.

The question as to what elementary books shall be used in the District Grammar School creates not only serious difficulties to the Teacher, but threatens to create mischievous division among the Trustees who happen to have different predilections on that point. Were there only one University, cordially supported by the Country, an uniform system of instruction could be more easily introduced into Grammar Schools, a circumstance that would contribute not a little to their greater efficiency; whereas were different Universities established, in which the rivalships of distinct sects and nationalities might prevail, this uniformity might not so easily be attained.

## PRACTICAL APPLICATION OF THE FOREGOING ARGUMENTS TO QUEEN'S COLLEGE.

The application which the entire argument is intended to have, in reference to our own proceedings as Trustees of Queen's College, is this: that, if no part of the funds of King's College be legitimately applicable to the establishment of Theological chairs for any sect, even within that University, we ought no longer to prosecute our claims for the fulfilment of [alleged] promises that were made to us, when other views were entertained of an endowment for a chair of Theology in connection with the Church of Scotland; that, as the State has made sufficient provision for the departments of science and literature in King's College, it would be altogether impolitic and unnecessary to grant additional public funds for this object; and, until the increasing necessities of the community require it, we should decline any application for aid from the Legislature in behalf of Queen's College, and make no attempt to carry into effect at present this part of our Charter, but should restrict ourselves to the carrying out of that part only which was contemplated in the original design,—the establishment of the Theological Faculty.

## IN THE FUTURE ANOTHER UNIVERSITY MAY BE REQUIRED.

The time will, perhaps, arrive when the growing wants of Canada will require the establishment of another University; and no better locality could be selected for it than that which we have chosen, now and probably then, the [present] provincial metropolis (Kingston); and when our Sovereign—(may it still be the gracious Queen,) . . . —and the Legislature will feel warranted, in their patriotic concern for the public welfare, to grant it a permanent endowment even more ample than her Royal grandfather, of pious memory, granted the University of King's College, Toronto. Should you, Sir, and I, have the honour then of a seat at the Board of Queen's College, and should . . . Canada then unhappily present the same aspect of religious division that it does now. I will be ready to second your motion for a petition to the Queen for an amended Charter, in which every hard-lined Presbyterian peculiarity shall be expunged, and our Theological chairs, being turned out to the bare rock on the bleak side of the north wall, it shall be agreed that all the comforts within shall be devoted to the science which is common to all.

NIAGARA, 1st of June, 1842.

ROBERT MCGILL.

## LETTER V.—DESIRABILITY OF HAVING A WELLEQUIPPED UNIVERSITY.

The friends of general education, and, in this class, we may charitably comprehend the great body of the people, would be disposed to rejoice in the exclusive appropriation of the funds of King's College to that department; nor would there be more than sufficient to provide in the best style for its several branches. For, not to mention the chairs of Philology, and of Mental, Moral and Political Science, it seems to me that, in a Country like this, Natural and Mechanical

Science, upon which our prosperity is so immediately dependent, should be fostered with a liberality which they have not shared in some of the older seats of learning in Britain, founded under the patronage of the Church, and chiefly for ecclesiastical purposes.

#### SIX CHAIRS AT LEAST SUGGESTED FOR SUCH A UNIVERSITY.

It might be desirable to establish not fewer than six distinct chairs for this object, videlicet :—

1. For Mathematics, pure and mixed ; 2. For Physics ; 3. For Natural History and its cognates ; 4. For Chemistry and its cognates ; 5. For Engineering in all its branches ; 6. For Botany and Agriculture.

Some of these Chairs, it is true, might, for a time, be united, and the duties discharged by one Professor ; but it should never be forgotten that it belongs to learned men in Universities not only to teach what is known in their respective departments, but to push on in the career of discovery and to extend their boundaries. For this a division of labor is necessary, and any proposal which offers an enlargement of means for this object should not be rejected.

#### THE RELIGIOUS QUESTION IN UNIVERSITY EDUCATION.

NOTE.—I have not thought it expedient to omit the following portion of the Reverend Mr. McGill's Letters to the Honourable William Morris, which discuss the "vexed question" of the days in which they were written videlicet : "Religion in its relation to Education."

I insert these portions of the Letters, because they form the Substratum of the Letters themselves, and also because they illustrate the history and aspect of the question at the time when Mr. McGill wrote these Letters. His style, and his arguments on the question itself, are marked by rare moderation and practical wisdom, both of which were somewhat uncommon in his day

#### RELIGION WILL NOT SUFFER, IF THE DENOMINATIONS BE REQUIRED TO SUPPORT THEIR OWN THEOLOGICAL SCHOOLS.

My main design, however, in this Letter is not to force the obvious proposition that the cause of General Education will be a gainer by the appropriation of larger funds for its support ; but to show that the interests of true Religion, in the circumstances of this Province will suffer nothing by requiring the different Religious Denominations within it to make provision for the Theological Education of the young men among them, designed for the ministry, in the manner that may be most agreeable to their own order and views of duty.

#### RELIGION THE ESSENTIAL BASIS OF ALL TRUE EDUCATION.

In presuming to offer a suggestion of this nature, I trust I shall not incur the charge of even wishing to divest the University of its Religious character, or to place Divine science,—so essential to the present and eternal well-being of man, in the background. Religion, in my estimation, is the first and most important interest of man. Nothing must be allowed to take the precedence of it ; and any system of Education not based upon its principles, and any seat of learning, not pervaded by its influence, will never receive the blessing of God, without which no human scheme can prosper.

I have never heard of a Literary Institution, from which religion was formally excluded save one [? Girard College, Philadelphia] and the failure that has attended it may be pointed to as a beacon to admonish against a similar impiety—Religion should preside everywhere, and, above all, in the sanctuaries of learning. Unless it shed its blessing upon them, all human science will prove as the waters of bitterness. But, while this is freely admitted, it surely is not essential that Religion should be patronised and paraded under any sectarian costume in halls consecrated to the study of science.

Has true piety not a substantial reality, a distinct spirit that may be seen and felt, and express its divinity, whatever its possessor's notions may be on many points respecting which Theologians have keenly debated ?

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Men of extensive erudition and profound science indeed, and such only should be honoured with offices in our University, are not the most likely persons to attach an undue importance to minute and doubtful things; and the reformers of the Charter of King's College have done well in requiring no precise confessions from them. To whatever denomination of Christians they belong, if they be Christians in reality, their spirit and example will have a salutary influence upon their students; and it will detract nothing from the excellence of a demonstration in Mathematics, though the Teacher in that Chair should entertain, like Pascal, a superstitious reverence for the Pope; nor would it mar any prelection, or experiment in physics should the Lecturer, like Brewster, have leanings towards Presbytery. The religion of such men will be acknowledged, though marked with none of the peculiarities of the particular Church with which they are connected, in circumstance, at least, where any display of such peculiarities would be altogether gratuitous and irrelevant.

While, therefore, it is right that the best guarantees should be demanded, which the nature of the case admits of, that Professors in arts and the sciences be sincere believers in the Christian faith, and exemplary in their lives, it is enough that they be eminently qualified for the departments to which they have been preferred. Religion will never be thrust out of its proper place in any Institution, over which religious men preside.

#### IS DENOMINATIONALISM ESSENTIAL TO A PROPER HOMAGE PAID TO RELIGION?

But, if any one be inclined to maintain that proper homage is paid to religion only when the peculiar forms and customs of his own denomination are introduced, though the University be frequented by youth, the greater part of whom are of a different persuasion, I should dissent from his opinion. Where such forms are expressly enjoined by divine authority, the exclusion of them would be tantamount to the exclusion of all religion, and the observance of them would be a dutiful homage; but, should there be no divine authority claimed for them; should it be admitted that an acceptable worship may be presented unto God in other forms; and should it happen that many may have objections to them, on what they deem scriptural and conscientious grounds, then the obtruding of such forms could not, with any propriety, be called a doing homage to religion. But apart from these considerations, such a measure might be objected to on the grounds both of justice and expediency.

#### THE CASE OF KING'S COLLEGE IS ONE IN POINT.

If King's College were the only University in Canada, and, in so far as public endowment is concerned it is, and were the students attending it nearly in the ratio of the various denominations respectively, and should it be decided that the forms of the Episcopal Church must be observed there as a fundamental part of its order and discipline, it is clear that, a sort of violence would be done to the religious feelings of at least one half of the College, by which parents and the religious Denominations to which they severally belong would, in some degree, be affected, and, in the resenting of which, they could scarcely fail to take a part. If conformity were imperative, it would be tantamount to the converting of King's College into an Episcopal Institution, and to the exclusion of all but Episcopalians; and, even though attendance and conformity were not indispensable, and imperative, it is not unlikely that, the religious guardians of the youth connected with other Denominations might feel it to be their duty to fortify them with such warnings and instructions as would have no favourable bearing upon the religious forms adopted in the College, and the more so if, as it might be deemed, the measure were a mere usurpation on the part of the Council. There are better modes of doing homage to Religion in a seat of learning, designed for the benefit of all, than by the establishment of Religious Worship in any one of its sectarian forms. This may appear in the sequel.

#### WHAT THE AMENDED CHARTER OF KING'S COLLEGE CONTEMPLATED.

The amended Charter, however, evidently contemplates the possibility, that the Professors and Officers in this University, as well as students, may not be adherents of the same Church; and it would clearly be inconsistent with its just and liberal spirit, to enforce, or countenance, any sectarian mode of worship within it; and since, as I view the case, no portion of its funds can now be rightfully appropriated to Theology, the perplexity that might have arisen from the conflicting pretensions of the different sects is removed out of the way. Science is left in possession of the property. Theology can look for no more than perhaps the permission to squat within the enclosures. Inhospitable as this may seem to a branch of Science more important than all the rest, it may be shewn that, in the present circumstances of the Church among us, some advantages may result from it.

### THE NATURAL AND PROPER WAY OF CHOOSING PROFESSORS OF THEOLOGY.

The first of these respects is the appointment of the Professors of Divinity. Had the King's College Council possessed the power of endowing Theological Chairs, it would probably, as the custom is in such cases, have claimed the right of presenting persons to them. Now, the right of appointment, or, at least, of nomination, ought, undoubtedly, to rest with the Spiritual Authorities in each Church, and not in any Council, over which the Church can have no control; and, for this, there will be the stronger reason, should the Council be composed of persons belonging to different Religious Denominations, of whom there may be, now and then, a few who have no religious character at all. The right of nomination, and of supervision, of the Professors of Theology would be esteemed, I think, by the Bishops of the Church of England; and, I am sure, it would be held by the Presbyterian Synod of Canada and by the Methodist Conference,—a thing that could not be surrendered on any conditions.

The piety, the orthodoxy, the fidelity of such office-bearers, must have so much influence upon the well-being of the Church which has entrusted to their care the training of young men for the Sacred Office, that, not to watch over them with a vigilant eye, might soon bring into peril the most valuable interests. When each Denomination is left to provide for its own Theological Professors, no difficulty is likely to arise respecting their appointment and supervision.

### BENEFIT TO EACH CHURCH OF THE INDEPENDENCE OF ITS THEOLOGICAL FACULTY.

Another benefit would result from this independence of the Theological Faculty,—each Church would be at perfect liberty to direct the Course of Study in that Science. The Presbyterian Church has always claimed, and, it seems to me, the inalienable right of every Church, to prescribe the extent and Course of Study to be pursued by candidates for the Ministry, and by Professors of Divinity, who are required to conform to these regulations. But I see nothing in the Constitution of King's College to guarantee this right to any Religious Body, not even to the Church of England. If the Council of King's College, for the time being, were obsequious to the Prelates, such an authority might perhaps, in courtesy, be conceded to them; but it could not rest on any sure, or constitutional, right. The Body that holds the purse-strings might, on some important occasion, set at nought ecclesiastical authority. Were the Professors of Theology appointed and maintained each by their own Religious Body, and made subject to its jurisdiction alone, such an evil could never possibly occur, or might speedily be remedied.

### STUDENTS IN DIVINITY SHOULD BE ALWAYS UNDER CHURCH SUPERVISION.

Further, it is held to be indispensable, that Students in Divinity, throughout their entire course, shall be under the immediate superintendence of the Church. It claims the right of prescribing the standard of literary attainment that must be reached by Student-candidates, previous to their entering upon the course of Theological studies; of examining every applicant previous to his admission into the Divinity Hall; and, at any time afterwards, to inquire into his proficiency, and as to whether his conduct be suitable to his views. Such a power would scarcely be acknowledged in any department, not under the entire control of ecclesiastical authority. College Corporations have always manifested a very sensitive jealousy of foreign interference. In the Scottish Universities, which are of ecclesiastical origin, the supervision of the Established Church of Scotland is secured by law. But, is the origin of King's College the same, and would any supervision, not secured by law, be granted to one Church, or more, out of courtesy? I doubt it; no one could safely trust in that courtesy.

### OBJECTIONS TO THE FACULTY OF DIVINITY IN KING'S COLLEGE.—SCOTTISH EXAMPLES.

I discover, moreover, very serious objections, should the Divinity faculty of King's College, as it may possibly be constituted, go beyond its province, and so far intermeddle with Theology as to grant Degrees in that Faculty. There is a vast deal of absurdity in the proceedings of our Scottish Universities, and I presume many others are equally absurd in this particular. Some dozen of Professors constitute the College Senate, only two or three of whom belong to the department of Theology, the rest not knowing, some of them not caring, much about the matter. One of them wishing to procure a clerical title for a friend, diligently canvasses the rest; their consent is obtained, and, in due time, the said friend is pronounced a 'Doctor of Divinity.' Now, even let us make the large supposition, that such an honour is never conferred upon an unworthy person, we may, nevertheless, gravely question the authority of the persons presuming to confer it.

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## DIFFERENCE IN THE OLD AND NEW CONDITIONS AND MODES OF UNIVERSITY PROCEDURE.

The Chairs of these Collegiate Institutions, be it remembered, at their first foundation, and so long as Romanism was the Established Religion, were all filled with Churchmen and Divines, and there was no incongruity in a Senate, so composed, conferring Degrees in Divinity; for, individually, they were all ecclesiastics, and, corporately, they belonged to the prevailing Church, and were subordinate to it. But, in Scotland, in modern times, the case is very different. With the exception of the Professors of Theology, the Members of the College Senate may be very loosely connected with the Church, and may even entertain sentiments very much at variance with the established standards of orthodoxy. For such a Body to confer such a Divinity title upon an Officebearer in the House of God,—a title which is supposed to be conferred by the best judges only upon persons highly distinguished for their knowledge of sacred learning—is a bold and preposterous intrusion into a province not rightfully submitted to them.

## APPLICATION OF THESE REMARKS TO KING'S COLLEGE.

Now Sir, are not the same absurdities likely to rise up in King's College, should its Faculties not be restricted to the department of art and science? It is not required by the statute that the Professors in these departments should be very minutely orthodox,—that they should all be ecclesiastics of one order, or ecclesiastics, at all;—even, should the old system of exclusion be persevered in, under the reformed Charter, there will not be more than two or three Members of the Theological Faculty in the Senate, who may be High Church or Low Church, Puseyite, or anti-Puseyite; and, why should it be thought desirable to commit to such hands the disposal of ecclesiastical honours? The most enlightened members of the Episcopal Church would surely wish it otherwise, and, in this wish, all other Denominations would heartily join; for no beam of academical honour would ever shine on them, and, if it did, they could not consistently esteem it of any value. In short, Sir, to remove the possibility of such an absurdity, and the evils that might arise out of it,—a Senate so constituted should have no power to confer Degrees, except in Arts, leaving to the Faculties of Theology and Medicine the distribution of honours to their own alumni.

## MY REMARKS APPLY ONLY, AND PRIMARILY, TO DEGREES IN DIVINITY.

It is, however, with Degrees in Divinity that I am at present, chiefly concerned; and, I fancy that I can discover, in the establishment of distinct ecclesiastical Schools by the different Religious Denominations, a method of granting Degrees in Divinity more consistent with reason and the Holy Scriptures. The office of Doctor, or Teacher, in the Church is of divine institution, and the Church alone has authority to confer it. The custom of Colleges conferring the title, as a mark of honour, we owe, I suppose, to the Church of Rome; and, if it should be thought necessary to preserve the custom, we might, with some advantage, consult His Holiness the Pope, or the College of Cardinals, as to the particular rules by which the custom should be governed; and I apprehend we might find authority for thus expressing them:—

“The conferring of degrees in Theology belongs exclusively to the Faculty of Theology; this should be composed of ecclesiastics alone, and, or directly, under the authority of the Church, and only with its consent, expressed or implied, can this honour be lawfully conferred.”

Were such the practice, I am persuaded the Degree would have far more value attached to it; and it would really be more significant of its true object, were it never bestowed except on the recommendation of the spiritual rulers, founded on the peculiar eminence and merit of the candidate

## DIVINITY DEGREES SHOULD BE REGARDED AS A SYMBOL OF THE DENOMINATIONAL STANDARD OF EACH RELIGIOUS BODY GRANTING THEM.

By the adoption of such a rule every Church would act independently through its spiritual rulers, and its Theological Faculty. We should then have Denominational doctorships, which would be respectively estimated for so much as they were worth.

This scheme would demolish the walls of exclusiveness that ‘party’ has built around the fountains of academical honour; it would leave it in the power of Religious Bodies, according to the standard they might adopt, to affix their own value to their own Divinity Degrees; and, what would prove a still more substantial benefit, it would, probably, unite more perfectly the title with the qualification. For these reasons, I should prefer the establishment of Theological Seminaries for the different Religious Denominations, to be under their own jurisdiction, and to be maintained at their own charge, either out of their proportion of the Clergy Reserve fund, or from the voluntary contributions of their respective adherents.



### HOW EACH RELIGIOUS DENOMINATION MIGHT TAKE ADVANTAGE OF KING'S COLLEGE.

To draw from this scheme, however, its full advantage, both to Literature and Theology, it is necessary that all the Theological Seminaries should with us be in the immediate vicinity of King's College Toronto. Were this the case, all scruples and suspicions would be removed from persons of different Christian Denominations sending their sons thither, since the duty of spiritual guardianship over them might be committed to the Professors in their own Theological Institution; and, were proper Boarding-houses established, under the general supervision of the Professors, and the more direct and personal superintendence of the advanced students of Divinity, as Tutors, the evils that often arise in such places might be prevented, and the literary and moral improvement of the junior students greatly promoted.

### PRUDENCE DICTATES THE NECESSITY OF PROVIDING FOR THE DISCIPLINE OF STUDENTS.

It is very clear that, in the present state of society, in our large towns, it would be quite impossible to procure, at any moderate charge, boarding for five or six hundred young men in private houses; and, I very much doubt whether, even if it were practicable, greater evils might not be generated than those which have sometimes arisen, where young men are collected in numbers in the same edifice. However this may be, there seems to be no alternative; and, in my opinion, a measure thus rendered necessary may even be turned to advantage. By appointing the advanced students of Divinity to act as Tutors in these Boarding establishments, disorder and irregularity may be prevented, and the junior students be assisted in their private studies, while an opportunity may be offered to parents, who possess larger means, to obtain chambers in the edifice for their sons, for whom they may, if they think fit, engage the entire services of a Tutor of the highest qualifications.

With such conveniences, it might be expected that the youth of all classes, for whom a liberal education is designed, would avail themselves of the advantages presented, in connection with the University, and the public would be satisfied that, under so liberal an administration, neither the endowments granted by the State, nor those raised from private liberality, had been bestowed in vain.

### GENERAL EFFECT OF THE MEASURES HEREIN SUGGESTED ON THE PROVISIONS FOR THE STUDY OF THEOLOGY.

But it is more closely connected with my present object to state my opinion of the general effect of such a measure, as that now recommended, upon the study of Sacred Literature.

It might perhaps be thought hazardous by some to favour the erection of Theological Seminaries by different Religious Denominations in which jarring creeds would be taught, and angry controversies kindled, both among the Teachers and their disciples, from which heats and strifes might be engendered, as unsuitable to the quiet of academic groves, as they are unfavourable to piety and truth. To affirm that there is no danger to be apprehended in this quarter would be to speak in the teeth of many an instructive lesson presented in the histories of literary warfare. But, is the danger of such a magnitude as to form an insurmountable obstacle in the execution of the proposed plan?

The doctrinal symbols of the leading Protestant Denominations in this Country are substantially the same; and, it is very unlikely, were the best men in each Denomination appointed to preside over its own Seminary, that they would give an undue prominence to subordinate and controverted questions; and, even should this happen, in any particular case, it would probably attract little attention beyond the Hall where the folly was displayed.

### THE ADVANTAGE, VS. THE HAZARD, OF A WIDE RANGE OF INVESTIGATION IN THEOLOGY.

But while we look at the hazard, let us not turn our eyes away from the advantage. Little is gained to the cause of truth and to the intellectual energy of the inquirer, by limiting the range of investigation, by concealing the objections of an adversary, or, by exhibiting every subject always in the same aspect; and I should deem it no small advantage for students, at least in the higher stages of their course, to have men distinguished in different sections of the Church,—as Paley and Pusey, Hill and Chalmers, Wardlaw and Smith, Booth and Hall, Wesley and Watson,—expound each their peculiar views of doctrine and ecclesiastical order; and, I believe that in erudition and perspicacity they might not be a little benefitted. Nay, Sir, I should not even wish to restrict advanced students to Protestant Teachers, but, if an opportunity presented itself of listening to a lecture from the ghost of Peter Denis, or some other learned Doctor of the Sorbonne, I think it might probably be turned to good account, both in their pri-

vate studies an hour to imagine that to pitch the daily, Sunday. Among gentlemen for a region of far near height

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LETTER

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vate studies and in their public ministrations. In some cases they would gain more by listening an hour to such men than by a month's reading on the same subject. Moreover, Sir, I do not imagine that the evil would overbalance the good, were the disciples of Maynooth and Queen's to pitch their tents on the opposite sides of a quadrangle in the College Avenue, and come out daily, Sundays excepted, upon the intermediate area to try which had the best in the argument. Among generous youth, such contests might neither be bitter, nor unseemly; and even though truth for a time should make few proselytes, the extremes of error would be moderated in a region of free discussion, and intolerance and superstition would become less pernicious in the near neighborhood of liberality and evangelism.

#### HOW MUCH WOULD DEPEND UPON THE PERSONNEL OF THE THEOLOGICAL TEACHERS.

My chief hope of success, however, rests on the character of the men who should be appointed to teach in these Theological Seminaries. Should the evangelical Professors be men of extensive erudition and eminent ability, of enlightened and scriptural views, heartily disposed to a mental subversion of dogmas, doubtful and unimportant, and sincerely desirous of promoting the unity of the Church, they might, by affectionate conference and united prayer, and hallowed investigation, attain to such a harmony of judgment and of feeling in sacred things as, in its communication to their respective classes, and by them to the Congregations of which they may become the spiritual Guides, would prepare the way for the healing of those divisions which are the reproach of our Common Faith, and a sore hindrance to our religious and political well being. When we contemplate the mighty influence which one or two men, holding an exalted station in an university, may exert upon the ministry of the Church, and, through it, upon all its Members, the hope that I have ventured to express ought not to be denounced as chimerical and delusive. It would not be easy to estimate the effect which the labours of the late venerable Professor of Divinity in the University of Glasgow, or of the present celebrated Professor of Divinity in the University of Edinburgh, had in reviving a more evangelical temper in the Ministers of the Church of Scotland; and, from the result of Pusey's labours in Oxford, we may learn also what an influence for evil may rest with one individual. . . . So what might not Protestant Doctors of equal learning and greater wisdom, accomplish in the same station towards perfecting that Reformation for which we have so many reasons to bless God?

#### WHERE RELIGIOUS SCHISMS MOSTLY ORIGINATE.

As most of the remarkable schisms that have rent the Church have originated with the learned, and in seats of learning, we look to the same quarter for the instruments that shall heal them. When the Gamaliels are perfectly joined together in the same mind and in the same judgment, we shall probably see unity among those that sit at their feet; and I can see no more likely way of accomplishing this than by placing in friendly juxtaposition, around the same University, the most learned and pious men of all parties, devoted to the study of the Divine science of Theology, who may together occasionally look into the gulfs of mystery that they cannot fathom, define the points about which it is not worth while to dispute, and agree to take their place side by side as brethren, on the sure and common ground clearly prepared for them by the revelation of God.

#### RESULTS WHICH MIGHT FOLLOW IF THE KING'S COLLEGE COUNCIL SECONDED THESE VIEWS.

Were the Council of King's College, on the one hand, and the several Religious Denominations on the other, to act in conformity with these views, the cause of general education would be a gainer by the inheritance of ampler funds and a wider diffusion of knowledge;—and the sacred Science of Theology would flourish more under the care of the Church, which is its proper guardian.

NIAGARA, 7th June, 1842.

ROBERT MCGILL.

#### LETTER VI.—THE RECENT MOVEMENT IN FAVOUR OF POPULAR EDUCATION IN UPPER CANADA NOT WIDE-SPREAD IN ITS INFLUENCE.

It is interesting to know from an independent source, such as is represented by the Writer of these Letters, what was the state of popular feeling in regard to Common School Education in Upper Canada, in 1841, when the foundation of our Public School System was first laid. Collateral evidence of another kind point also in the same direction. Up to that time the Country Schools were, as a rule,

conducted by very inferior Teachers, and, at the least possible cost, in the way of Salaries. Besides, taxation for school purposes was unknown, and School Houses were of the rudest construction,—of rough logs, generally—with slab roofing. (The testimony of the local Superintendents of Schools, quoted on pages 286, 7 of the Fifth Volume of this Documentary History fully confirms these statements).

Apart from these facts, the Common School Act of 1841 was very unpopular; and a formal Report on the subject was adopted by the Home District Council in February, 1842, as given on pages 223, 4 of the same Fifth Volume. See also pages 232, 3 and 267.

Bishop Strachan's objection to the Common School Act of 1841 was solely on religious grounds. See pages 269, 70 of the Fifth Volume of this History.

Mr. McGill's Sixth Letter is as follows :—

Although little has yet been done for its advancement in Canada, Education has always been a favorite topic among the people. Their Representatives in the Provincial Assembly have not failed, for some years, to give it a large space in their deliberations. The appropriation of monies for its support from the public treasury could always have been a popular measure,—a circumstance that would naturally lead to the conclusion that the benefits of education were duly appreciated among us. But, Sir, I think I have observed certain indications, on the part of the people in certain quarters, since the attempt has been made to carry into effect the present Common School Law (of 1841),\* which have awakened in me the suspicion that, notwithstanding all the noise upon the subject; education is not really held in high estimation among us, and is very far from being sure of a liberal maintenance.

#### THE TAXATION AUTHORIZED BY THE SCHOOL ACT OF 1841 WILL LIKELY PREVENT ITS SUCCESS.

The munificent appropriation of £50 000 annually is indeed a very well liked part of the measure ;†but taxation to an equal, or a larger, amount by the District Councils is, by no means, so palatable ; and, although, the school fees have been reduced, in lieu of this, by more than one half ; and, although, the amount to be raised by taxation, at least from families, in which there are children, to obtain the benefit of the law, will probably be less than the sum saved to them by the reduction of the school fees, yet I greatly fear that the scheme, with this condition, will drag heavily ; and that our Canadian love of education will, in the end, be found no match for our Canadian hatred of taxation. It will, by and by, I think, appear that a grant from the public Treasury is a popular measure only so long as it is drawn from sources not directly connected with the people's pockets,—preventing a drain upon them, rather than creating one.

I confess to you, Sir, that I have seen nothing within the range of my own observation that would authorize me to conclude that there existed any very general disposition among the people, either by a voluntary liberality on their part, or by a willing submission to be taxed, to afford to Common Schools a secure and sufficient maintenance. Cheap education is wanted ; I have not seen much desire for any improvement in quality ; and I rather fear that the low-priced article, hawked about by illiterate itinerants who are too lazy for manual labor for which alone they are fitted, will preclude the possibility of very generally introducing that better ware which can be expected only from educated and well paid men.‡

#### SUCH A STATE OF FEELING IS NOT FAVOURABLE FOR THE SUCCESS OF HIGHER EDUCATION.

I make this allusion to the popular feeling, as respects Common School Education, to introduce my opinion, that we must not look for much sympathy from this quarter in behalf of Collegiate Institutions, and how desirable it is that these should be placed upon a foundation which the *vox populi* could not, by any of its sudden and capricious warblings, disturb. The

\*For a copy of this Common School Act of 1841, See pages 48-55 of the Fourth Volume of this Documentary History.

† For the circumstances under which this munificent grant was made, see pages 159, 160 of the same Fourth Volume.

‡This opinion in regard to the popular indifference to the necessity for good Teachers is amply borne out by the equally strong opinions on the subject quoted on page 307 of the Second Volume of this History ; and on page 3, 137 and 245 of the Third Volume.

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existence and support of Colleges should not rest on the uncertain issues of a vote in our House of Assembly, but should be drawn from sources, the permanent gift of the State, which, though it may have left itself the power to regulate, shall not have left itself the power to revoke. Because King's College is thus endowed, I should cling to it in preference to an Institution that depended on voluntary contributions, or on the no less precarious chances of the vote of a Legislature, composed of such heterogeneous materials as ours.

#### QUESTIONABLE CHANCES OF SUPPORT FOR QUEEN'S COLLEGE FROM THE LEGISLATURE.

If it were contemplated to derive any support from the Legislature for Queen's College, several causes would operate powerfully against it. The tedious delays and provoking mismanagement of the Toronto University would probably deter the Legislature from granting much aid to another college, until the one already endowed were brought into operation, and it were made fully evident that a second was required. Besides, on many peculiar grounds, I fear, we might not always be able to ensure a successful application. Our Charter, notwithstanding it contains some liberal provisions, possesses undeniably a sectarian character; its whole hard-lined countenance is Presbyterian; and, though this has endeared it to not a few, it might have a very different effect should Queen's be introduced as a suppliant before a political body, the majority of whose members would probably mistake Her Majesty (in the person of Queen) as a veritable effigy of John Knox.

It would be impossible, and I am sure, Sir, you will agree with me in thinking, that it would be very far from being desirable to divest our Church of those characteristics, by which she has been distinguished from the earliest period of the Reformation. With all our liberality, and, I believe, we are not more deficient in this virtue than any of our neighbours, we can never as a body be brought to shake hands with the Pope; . . . and, your own experience will enable you to judge what effect these warlike movements are likely to produce upon the French, should we ever come before them, asking an alms for our Presbyterian College.

But the fact is, Sir, prelacy owes us as bitter a grudge as popery, for since the olden time, . . . the Presbyterian gorge rose as high in looking at the mitre, as at the triple-crown. To our confused optics, they are taken for "brither's bairns," and on their part both are inclined to deal with us very much in the one style, as may be seen, *passim*, in our Canadian Chronicles. I say nothing, at present, of the friendships we might purchase from the representatives of the smaller sects, and, at how much it might be estimated; my design in adverting to these points is to dissuade our Trustees from making any application to the Legislature for aid to Queen's College. It will certainly be denounced by our charitable opponents,—as the trick of a Yankee slaver, displaying the flag of liberty,—a cruise of sectarian piracy under the colours of science. Now, Sir, I abominate all deception whether in Jesuit or Presbyter. I would do much to free our name from the very suspicion of it, while in the manner of an Aberdeen diplomatist in an analogous instance, I would publish a manifesto,

"That it was not consistent with the honour of Presbytery to allow any other body to prosper "through such deceitful stratagems."

#### THE STATE HAS PROVIDED FOR SECULAR EDUCATION, SHOULD WE NOT ENDOW THEOLOGY.

Let the State act in consistency with its avowed principles. Let it sustain, by a liberal patronage, the branches of education that are common to all, in Institutions bearing its own name, and under its own control, and let the different Religious Denominations sustain and govern what is peculiar to themselves, by any method they may like best.

And if the State should exercise this liberality, as it has already done, in a measure, by the ample endowment of King's College; and should we, availing ourselves of the privileges afforded in that Institution, be exonerated from all charge for the support of secular literature, we might then begin to inquire how far we are prepared to accomplish that which peculiarly belongs to us as a Religious Denomination. I take it for granted that, in this new view of the case, no objections would be started on the part of any of the subscribers. Should they be convinced that the cause of general education will be promoted by this arrangement, they will, without hesitation, approve of the conduct of the Trustees in appropriating the entire fund to the department of Theology.

#### IN SOLICITING SUBSCRIPTIONS WE PLEDGED OURSELVES TO PROVIDE FOR THEOLOGICAL EDUCATION.

We have obtained aid, I believe, from none who are not quite as favourable to the Church as they are to science, or who will refuse to acquiesce in any measure by which both may be most effectually served. The truth is, the arguments which were employed by those who most

actively solicited subscriptions for Queen's were chiefly drawn from the religious destitution of the Country and the necessity of educating young men for the Ministry amongst ourselves; and, hence it was thought not inconsistent with the sanctity of the Church and the Sabbath to avail ourselves of them in the work of solicitation,—a liberty we should never have used, had not the interests of Religion entered mainly into our design. General literature, indeed, was pleaded for, but chiefly as a preliminary to the other, and, though it was our design that Queen's College should afford the means of a liberal education to the sons of the wealthy who had no profession in view, as well as to those who might intend to follow the professions of Law and Medicine, yet our most prominent object was to secure facilities for educating candidates for the Holy Ministry. To have called for the liberality of a Christian people in the circumstances of this Country, in support of secular education, except in so far as it is subservient to a sacred object, would, in my judgment, be altogether illegitimate. The Church has far more than enough to do in sustaining her own proper undertakings.

#### PERSONAL PLEDGES GIVEN THAT THEOLOGICAL TEACHING WAS OUR MAIN PURPOSE.

In so far as I had any part in this College movement, I constantly declared, agreeably to the first step that the Commission of Synod took in the initiative, that our main object was to secure endowments for Theological Chairs stating, at the same time, that the Professors who might be appointed to them would be required to teach in the preliminary branches, until it should be found practicable to appoint distinct Professors for them. We have no doubt, therefore, that all the subscribers to Queen's College will rejoice should it be found safe and practicable to return to our claims upon King's College for arts and literature, and to appropriate all the funds that have been, or may be collected, to the maintenance of our Theological Faculty.

#### WE ARE STILL LARGELY HANDICAPPED IN CARRYING OUT OUR LEGITIMATE CHURCH SCHEMES.

Should it appear in the progress of negotiation that this course is left open and safe to us, there is still a vast deal to be done in order to carry out even that part of the Charter which is peculiar to us as a Religious Body. Our subscriptions are very far from having reached the sum that our sanguine calculators anticipated. Though many of our friends have come forward with their £5, £10, £25, £50 and £100, the beautiful conception of 'a single dollar from each of 100,000 Presbyterians' has not been realized. This statement is not intended for complaint, but rather to suggest the difficulty of carrying out a project so extensive in a thinly peopled and recent Colony, and at a time when we had scarcely recovered from the disastrous effects of anarchy and rebellion.

#### WE SHOULD NOT BE DISCOURAGED BY CONTRAST WITH THE CHURCH IN THE UNITED STATES.

Considering how small a part of the field has yet been brought under contribution, we ought rather to be encouraged by the progress we have made than mortified with the idea of failure. Let them reproach us who have done better. Our success contrasts, by no means unfavourably, with that of the Presbyterian Church of the United States in a similar effort though its communicants alone, in 1837, were 220,557, and its adherents probably not fewer than one million of souls. This Church, in the United States, with which we have numerous kindred relations, began their Theological Seminary at Princeton, New Jersey, in 1809; and it was announced to the General Assembly in 1821, that foundations for three professorships had been commenced, and that for this purpose a capital sum of £20,000 should be raised within the bounds of four of their wealthiest Synods. I learn from a report, made after an interval of twenty years, that not one of these endowments had been fully completed, and that a considerable deficiency was required to be made up every year for the Professors' salaries by congregational collections; and all this, be it observed, amidst a people remarkable for their liberality towards public objects, in a period of great commercial prosperity, and while the chairs were filled by men who have few superiors on this Continent.

#### WHAT ARE OUR PRESENT FINANCIAL PROSPECTS FOR QUEEN'S COLLEGE?

With all the experience of the past that may be fitted to repress extravagant expectations, considering that we have money and other property already in possession exceeding £12,000, and £6,000 of uncollected subscriptions, and a large portion of our people yet unsolicited, we may assure ourselves that funds will be obtained to complete our undertaking within the fourth part of twenty years from the date of its commencement.

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It may be well to inquire what capital sum may be needed when our scheme is narrowed down to that which properly belongs to us,—the establishment of the Theological Faculty of Queen's College. For this object, a Principal and two Professors, at least, are necessary, besides edifices, a Library, and bursaries for the assistance of poor students. To each of these purposes I affix conjecturally the following capital sums for endowment purposes, videlicet:—

	Currency.
For the Principal's salary .....	£ 6,000
For the salaries of two Professors .....	10,000
For Public Buildings, including Chapel, Library, three Class Rooms, and Boarding accommodation for 100 students.....	5,000
For three dwelling houses for the Professors .....	4,000
The first instalment for a Library .....	1,000
	£26,000

The first of these items may be considered as already guaranteed to us by the General Assembly's Committee of the Church of Scotland, in the shape of an annual salary to the Principal, to be converted as soon as practicable into a fixed capital sum of £5,000 sterling. To meet the second, there are funds already in the hands of the Treasurer. To meet the third, there are about £6,000 of uncollected subscriptions and lands to some amount, which taken together and making due deduction, we hold to be more than sufficient for this item. To meet what remains we would require an additional sum of £5,000, which, considering that we have received but little aid from England and Ireland, may possibly be raised there. Another item I would very gladly add to the preceding, namely, a capital sum as a foundation for twenty-four bursaries at £25 each per annum, to be held for the space of four years. A goodly number of these is indispensable to the success of the Institution.

CONDITION OF THE PRESBYTERIAN CHURCH IN CANADA TO MEET SUCH CALLS UPON HER.

The Presbyterian Church of Canada, like her mother of Scotland, "is planted upon the rock of poverty;" and, in the natural course of things, it is not to be expected that young men will be very ambitious to ascend it, nor that parents will be much inclined to disburse sums, larger in proportion to their means, upon the preparatory education of their sons, when there is no prospect, at the end of their course, but of a precarious dependence. Unless advantages of this sort be conferred upon meritorious competitors, many young men, who might become ornaments to the Christian ministry will never be able to enter it.

This circumstance, arising chiefly from the want of an Established Church, and a competent provision for the Clergy, has given rise, in the United States, to Education Societies whose objects is to grant aid to students of Divinity, on certain conditions, that they may be enabled to prosecute their studies. I observe, also, that twenty-six scholarships have been founded in connection with the Theological Seminary at Princeton for the same object. The first plan of raising funds, namely, by Education Societies, is immediately within the reach of the Synod; and I trust this Body is fully prepared to provide such funds, by annual collections, or otherwise, for the maintenance of twelve students of Divinity; and from what was, some time ago, intimated to us by the Colonial Committee of the General Assembly of the Church of Scotland, I have no doubt that twelve more would obtain support from the fund under the control of the Committee; and thus there may be twenty-four meritorious students supported at Queen's College, six of whom will be annually introduced to the Ministry of the Church in Canada. Meanwhile, it may happen to Queen's College in Canada, as it did in the fourteenth century to Queen's in Oxford, that some pious Founder, or Founders, shall resolve to endow twelve fellowships, "after the number of Christ's disciples, who, to further their education, shall be called together "for their meals in the Public Hall, by the sound of the horn."\* This restricted scheme, and the project of ways and means, though still impracticable, without energetic measures, we can accomplish, if we only remain united and heartily disposed.

SUGGESTIONS AS TO BUILDINGS FOR THE THEOLOGICAL SEMINARY.

I beg, in this place, to offer a single remark in explanation of the third item in the preceding estimate (relating to Public Buildings). You will bear in mind that, according to the scheme which I prefer, the Theological Seminary will be somewhere in the vicinity of the University, and subsidiary to it. A chapel will be needed, in which, under the pastoral care of the

\* During the recent visit of the Editor of this Volume to Queen's College, Oxford, (in June, 1898,) he saw the silver horn, here referred to, by the sound of which students are still summoned to their meals in the Hall.

Professors, all the students belonging to the Church shall assemble for Divine worship. I suggest three class-rooms, on the supposition that there will be three distinct Professorships. If economy should require it, the Chapel might not only be used as a Library, but also as a Lecture-Room for the Professor of Divinity, and, by a suitable arrangement of their hours of lecturing, one class-room might suffice for the other two Professors; and thus a material saving in space and cost might be attained. I have specified boarding accommodation for only 100 students, a number which our Denomination will probably not exceed for many years.

#### COURSE PURSUED IN THE PRESBYTERIAN THEOLOGICAL SEMINARY AT PRINCETON, NEW JERSEY.

The following extract from "The Brief History of the Theological Seminary at Princeton," presents to us the course pursued by Presbyterians in the United States, in circumstances very similar to our own:—

"The General Assembly (of the Presbyterian Church of the United States) which met in May, 1815, taking into consideration the great inconveniences resulting to the institution from the want of suitable apartments for the recitations and other exercises of the Seminary, and more especially the numerous privations and even danger to their health to which the students were subjected by the want of convenient places of lodging, determined to erect a public edifice in Princeton, which should contain all the public apartments indispensibly necessary for the present, and also lodging-rooms for the comfortable accommodation of the pupils. Accordingly this edifice was commenced in the autumn of that year; was first occupied by the Professors and students in the autumn of 1817, when about one-half of the apartments were prepared for their reception, and was soon afterwards completed. This building is of stone, one hundred and fifty feet in length, fifty feet in breadth, and four stories high, including the basement story. It has been admired by all who have seen it as a model of neat and tasteful, and, at the same time, of plain, economical, and remarkably solid workmanship. Besides the apartments necessary for the Library, the recitations, the refectory establishment, and the accommodation of the steward and his family, this edifice will furnish lodgings for about eighty pupils."

#### ECONOMICAL CONDITIONS OF THE PROPOSED THEOLOGICAL SEMINARY DISCUSSED.

To establish anything that could fairly merit the name, or that could afford the advantages of a Theological Faculty, at a cost less than that specified, cannot, I think be practicable. I am aware, that it has been proposed to begin with two Professors, and, even with one, in this department. I know, Sir, that many admirable Divines and most exemplary Ministers have never been within the walls of a College, and I have no doubt that some such department might be formed, were our Seminary committed to the care of two Professors, or even of one, were he peculiarly gifted for his office. But the general fact, nevertheless, is that, in order to the most successful culture of the mind for the sacred office (and it holds of every other liberal profession) the greater the variety of talent in the Instructors, the greater the effect on the diversified characters of the students; and though one Professor may contain in himself the learning, ability and industry of three, yet he would not; on that account, be qualified to communicate to those under his care the benefits to be derived from three. But, even were a threefold division made of this faculty, namely, into (1) Didactic and Pastoral Theology; (2) into Ecclesiastical History and Government; (3) into Sacred Philology and Criticism, yet each department is sufficiently ample for one Professor to cultivate and teach; and the public good would be greatly promoted by our resolving on no more limited or imperfect distribution.

#### IMPOSSIBILITY FOR US AT PRESENT TO ESTABLISH A LITERARY AND THEOLOGICAL INSTITUTION

The statements and remarks, contained in this and the preceding Letters, are sufficient to show that it is quite beyond our actual resources, or any that we can reasonably calculate on from voluntary contributions alone, to bring into operation both the Literary and Theological Departments of Queen's College. By attempting both, we shall inevitably emaciate and destroy both; our choice must be the one, or the other. It is a happy circumstance that should the preference be given to Theology, and, on every ground, it is entitled to our preference, we are able to complete this part of our scheme almost immediately, and in a highly respectable manner; while, by availing ourselves of our rights in King's College,—provided that Institution be immediately brought into operation,—our students will obtain instruction in Literature and Science at the public charge. What is necessary, in our present circumstances, is practicable, and the practicable, if all parties are wise, may be rendered not only safe and agreeable, but highly conducive to the general interest both of Science and Religion in Canada.

ROBERT MCGILL.

NIAGARA, 13th of June, 1842.

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## LETTER VII.—OPERATION OF THE AMENDED CHARTER OF KING'S COLLEGE.

Deliberating upon the expediency of availing ourselves of whatever advantages may be presented in the Literary Department of King's College for our students, it is proper that we should narrowly examine the Charter of that Institution, to be assured that nothing exists in it that might, in any way, compromise our character and interest as a Religious Body. I have once again read it with attention, and, it appears to me, that we have no very urgent reason to desiclerate any farther amendment in its fundamental structure.

For it is now wholly divested of a sectarian character. Every trace of the exclusiveness of the old Charter is obliterated. The whole patronage, indeed, is in the Chancellor of the University of King's College, as Her Majesty's Representative, and, if this Officer should think fit, the University may still in fact be rendered sectarian; but this would be an obvious contravention of the whole spirit of the amended Charter, our present Bishop of Toronto, [Doctor Strachan] also is President, and all its Visitors, with a solitary exception, [the Honourable Mr. Justice Archibald McLean] and all the Members of the College Council belong to the Episcopal Church; \*but the Charter does not require this, and evidently contemplates a very different reckoning of its Office-bearers. Who, and what the Professors shall be will be known by and by, † and whether the stream of Court favour will continue to flow always in the same channel.

In these days of responsibility, however, and pretended deference to public opinion, if this sluice be not duly regulated, the people themselves will be to blame.

## PROCEEDINGS IN LONDON OF MR. MORRIS, IN REGARD TO KING'S COLLEGE AMENDED CHARTER.

I have a lively remembrance of the prudent anxiety you displayed on your mission to London to secure our interests in King's College, and to prevent the Royal assent from being given to the amended Charter, until these were sufficiently guaranteed. This caution was especially just and necessary, under the old regime; what it may be under the new, I am too little acquainted with its administrators and principles to conjecture. Notwithstanding the spirit of the Charter, and the professed liberalism of the times, it would not surprise many, "were the old fashioned Geneva gown excluded from the precincts of the College avenue"

## POSSIBLE PROCEEDINGS OF CHANCELLOR, SIR CHARLES BAGOT, UNDER THE AMENDED CHARTER.

The Chancellor, [Sir Charles Bagot of Oxford University, was then Governor General and Chancellor] in the exercise of his patronage may not be aware that persons of competent qualifications for Professorships could be found in North Britain Oxford and Cambridge are invested with a splendour that renders our small northern universities invisible to a Southern's eye, and the broad Doric prevailing there, to say nothing of certain prelatical antipathies, might be rather at variance with his own predilections. If, however, he should have caught any portion of the spirit of Lord Chatham,—and the present crisis of this country would require a kindred genius to preside over its Administration.—he may perhaps adopt as his own the language of that illustrious statesman:—

"I have no local attachments. It is indifferent whether a man was rocked in his cradle on this or on that side of the Tweed. I sought for merit wherever it was to be found. It is my boast that I was the first Minister who looked for it, and I found it in the Mountains of the North. I called it forth, and drew it into your service,—a hardy and intrepid race of men!—men, who were left by your jealousy to become a prey to the artifices of your enemies."

Sir, I wish that our Governor-General may be such a statesman; and were some one to administer to me a lethean draught sufficiently potent to wash away all remembrances of the past I might be able to declare it as my conviction, that in the exercise of his patronage, no national, or religious, jealousies will be awakened, and the interests of learning alone will be regarded.

\* The other Visitors of King's College University were: the Honourable Chief Justice Sir John Beverley Robinson, Mr. Justice James Buchanan Macaulay, Mr. Justice Jonas Jones and Mr. Justice Christopher Alexander Hagerman. The names of the original Councillors of King's College will be found on page 16 of the Third Volume of this Documentary History, and those of the Members of the Council, appointed in 1837 by Lieutenant-Governor Sir Francis Bond Head, under the amended Charter of King's College, of that year, on pages 97 and 98 of the same Volume.

† These Professors (six) were appointed in 1843, videlicet; the Reverend Doctors McCaul and Beaven, and Messieurs William H. Blake, Henry H. Croft, William C. Gwynne and Richard Potter. See page 293 of the Fourth Volume of this History.



## RELATION OF THE FACULTIES IN KING'S COLLEGE UNIVERSITY TO ITS COUNCIL AND SENATE.

The University of King's College, in so far as it can be brought constitutionally under the direct control of the Council and of the College Senate, is, in my judgment, purely literary and scientific.—Theology being virtually excluded. There may, indeed, be Faculties of Theology, as of Medicine, constituted under the By-laws and Regulations of the College Council, but these must be independent in their own department, and no further under the control of the Senate than may be necessary to the public order and discipline of the University. If admitted on the foundation at all, they must really be distinct bodies under their own government. Certain prohibitions in the Charter must materially affect the proceedings of all its Officers.

In reference to the Faculty of Divinity, all subscriptions, tests, and qualifications, except in a very general form are removed. The members of the Council and Senate, and the Professors also, may be of any faith consistent with the declaration :

"That they believe in the authenticity and Divine inspiration of the Old and New Testament, and in the doctrine of the Trinity."

This clause must be designed to admit the Theological Faculty in any variety consistent with it, or to exclude it altogether; for a Body which has not itself any definite symbols cannot prescribe them to others.

The Select Committee of the Legislative Council appointed to report on the King's College Amendment Bill appear, though their language is somewhat ambiguous, to have entertained this view of the clause; they say :—

"Under this Bill, no degrees in Divinity can be conferred, if literally interpreted. These must be By-laws and Regulations to do so."

## GENERAL PROVISION FOR THEOLOGICAL INSTRUCTION OUTSIDE OF THE UNIVERSITY.

The Committee on Education [appointed in 1839 by Lieutenant-Governor, Sir George Arthur], although they recommend the establishment of an exclusive Faculty of Theology, do it on the ground of expediency, and not on that of positive enactment; and they are not so far forgetful of the liberal spirit of the Charter as to propose altogether the exclusion of other Religious Denominations. They say :

"It is their conviction," (all the Commissioners, be it remembered, are of the Episcopal Church) "that it would be wholly subversive of the order and well-being of an University to have within its walls Chairs for the Professors of different Denominations of Religion. But although they would, for this reason, suggest that the University, in this Faculty, should be assimilated to those of Oxford, Cambridge, and Dublin; they would also recommend that provision should be made for affording to the student for the Ministry in other Denominations of Christianity the advantages of Academic Education. They, therefore, submit the only plan, by which it appears to them the important object of instruction for Theological Students can be obtained, without exciting angry and jealous feelings through the Province, or endangering the peace and harmony of the University. They would recommend that Theological Seminaries should be established, (either all in one, or each in a different part of the Province;) one for each Denomination that might appear to require such an establishment for the education of their Clergy. On finishing the course of instruction there, the student should receive a Diploma, certifying that he had completed the requisite course of Theological study, which might be an essential in the requisites for such titles or degrees in Divinity as the authorities of each Theological Seminary might be empowered to confer."†

My opinion is thus variously borne out, that the University is literary and scientific in its prominent character; that the Charter (in its amended form) has made no provision for a sectarian Theology; that Theology is virtually excluded from its funds, control, and protection; and all sources of sectarian rivalry, being thus removed, every sect may, without suspicion, send its youth up to contend in generous emulation on one common and equal arena.

## THE AMENDED CHARTER OF KING'S COLLEGE PROVIDES FOR A JUST AND SATISFACTORY ADMINISTRATION OF THAT COLLEGE.

If these views be correct, it does not appear to me how the government of the University could be provided for in a more unexceptionable manner than that which the Charter prescribes. Endowed by the munificence of the Sovereign, its patronage, according to the custom of Britain, is vested in the Crown, and it becomes us to look for an enlightened and faithful exercise of this

\*Page 65 of the Third Volume of this Documentary History. See table of "Comparison of the original Charter," on that page, with the proposed Bill of 1837.

† See page 247 of the Third Volume of this Documentary History.

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high trust on the part of Her Majesty's Representative in Canada, on whom (as Chancellor of the University) it devolves. The Visitors, whose consent is necessary to render valid all Statutes, Rules and Ordinances, are the Judges of the Queen's Bench,—men, it may readily be admitted, the most enlightened in the Country, raised above local and party prejudices, of suitable habits and sufficient leisure, devoted to the advancement of learning, too discerning not to see the spirit of the Charter, and too upright not to respect it. Such men are not usually bigots, and, if, at any time, an individual among them should be hurried away by strong partizanship, his zeal will probably be restrained by the rest, or, if need be, will be subjected to some extraneous control. And, if any of the older residents of the Country should yet cherish the suspicion, that its first President (Doctor Strachan) is disposed, so far as his influence can go, to mar the liberal spirit of the Charter, let it be borne in mind that time is the rectifier of evils, as well as of senates; and that his successor, "who is not required to be the incumbent of an Ecclesiastical office," may not be tainted with a Churchman's bigotry. Again, when we look at the composition of King's College Council, we find it may be very much what the Chancellor of the University chooses to make it. It belongs to him to appoint the President; the Speaker of the Legislative Council is, *ex officio*, a Member, but then the Speaker is appointed by the Governor; so, also, with the Attorney and Solicitor General, and the Principal of the Minor (or Upper Canada) College. The other five Members, whether, as now, they be persons not holding an office in the University, or whether they shall be persons filling Chairs within it, owe their seats to His Excellency's patronage. The only person who may be independent of that patronage is the Speaker of the House of Assembly (who is elected by the Members of the House.) It is quite clear, therefore, that the character of the Council and Senate of King's College University will be just what the Governor General (as Chancellor) chooses to make it. If a right commencement be made, in the free spirit of the Charter, no class in the community should allow themselves to suspect any malign influence on any of their interests. Mismanagement may arise; some attempts may be made to secure party objects; but, unless an extreme case be supposed, which no scheme of regulations can be framed to meet, sufficient checks exist for the abatement of that evil.

#### CONCLUSION AND GENERAL REMARKS ON THE WHOLE UNIVERSITY QUESTION.

Had my leisure permitted, . . . I might enter upon a statistical examination of the number of students in the liberal arts, and for professional life, that the population of Canada may probably furnish, and deduce an argument against the attempt to bring the Literary Department of Queen's College into operation at present; I might show that the funds of King's College are adequate, and immediately available, for a complete establishment of Teachers in Art and Science, and argue the wisdom of claiming our privilege there; I might, on the supposition that the Theological Department of Queen's College shall, (after the proper steps have been taken), be established in the vicinity of Toronto; explain a method by which the capital sums to be invested in Buildings there, together with all the endowments, shall be transferred to Queen's College at Kingston, when the proper time shall have arrived; I should, moreover, have explained a scheme for the encouragement of learning, by rendering University Degrees necessary, not only for all the members of the learned professions, but in order to the holding of every valuable office at the disposal of the Crown; and I should gladly have expatiated on the importance of framing all the educational institutions of this new country on a broad and comprehensive basis. But . . . questions I must deline for the present, and at the approaching meeting of the Trustees of Queen's College, an opportunity may be afforded of explaining myself fully upon them.

I have addressed myself to you, on the present occasion, . . . not only because I have presumed on your good will to me personally, but because you fill the honourable office of Chairman to the Trustees of Queen's College, and have rendered to this whole enterprise your zealous and able support.

I have a very lively persuasion that if the scheme which I have suggested be right and agreeable to your own sentiments, no individual in the Province will engage more heartily or more efficiently in carrying it out than you. I know that you are possessed of large and liberal views on all questions of Canadian policy; and I rejoice that the warm attachment you have always manifested for the Church of Scotland does not diminish your regard for the Church universal; and that no mere feelings of nationality can ever turn you aside from promoting the best interests of your adopted country.

NIAGARA, 20th of June, 1842.

ROBERT MCGILL.

## CHAPTER II.

## EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF THE PROVINCE OF CANADA, 1846.

On the 20th of March, 1846, the Proceedings of the Second Session of the Second Provincial Parliament of Canada were opened by a Speech from the Throne by Earl Cathcart, Commander of the Forces in Canada, and Administrator of the Government, (on the retirement of Lord Metcalfe in 1845), and afterwards Governor-General. In his Speech, Lord Cathcart made a fitting reference to the departure of his Predecessor and, what was to Lord Metcalfe himself, the painful cause of it; but he made no reference to the subject of Education.

## PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1846.

*March 23rd, 1846.* The Honourable William B. Robinson presented a Petition from the Municipal Council of the County of Simcoe, praying that the Common School Act of 1843 may be so amended, that the (County) Municipal Council can collect, as well as assess, the School Taxes. This Petition was read on

*March 26th, 1846,* and also one from the Home District Council, praying for certain amendments in the Municipal Council and School Acts.

*March 30th, 1846.* The following Petitions were read: From Mr. D. B. O. Ford and others of Brockville, praying for the passing of an Act to authorize the Trustees of the District (Grammar) School, of the District of Johustown, to hold a certain lot of ground in the said Town; from Mr. William Lough and others, of the County of Russell, praying for certain alterations in the Charter of the University of King's College.

## PROPOSED UPPER CANADA COMMON SCHOOL ACT OF 1846.

On motion of the Honourable the Attorney-General, (W. H. Draper,) seconded by the Honourable Solicitor-General, (Henry Sherwood), it was,—

*Resolved,* That this House do now resolve itself into a Committee of the Whole House, on the School Law of Upper Canada; The House accordingly resolved itself into the said Committee, Mr. Robert Christie took the chair of the Committee, and, after some time spent therein, Mr. Speaker resumed the Chair, and Mr. Christie reported that the Committee had come to a Resolution, which he was directed to submit to the House, whenever it shall be pleased to receive the same. It was then ordered, that the Report be received to-morrow.

*March 31st, 1846.* Mr. Robert Christie, from the Committee of the whole House, on the School Law of Upper Canada, reported, according to the Order of the House, the Resolution of the said Committee, which Resolution was again read at the Clerk's Table, and agreed to by the House, and is as followeth:—

*Resolved,* That it is expedient that provision should be made, by Law, for the expense of establishing a Normal School, and for amending the Common School Laws of Upper Canada. It was further—

*Ordered,* That the Honourable Attorney-General Draper, have leave to bring in a Bill for the Better Establishment and Maintenance of Common Schools in Upper Canada. He accordingly presented the said Bill to the House, and the same was received and read for the first time, and ordered to be read a second time on Tuesday next.

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*April 1st, 1846.* A Petition from the Municipal Council of the Niagara District was read, praying that a more economical mode of disposing of the Wild Lands of the Province be devised; and, that the funds arising from the same be applied to the support and maintenance of Common Schools and Literary Institutions.

PRESBYTERIAN SYNOD AND KING'S COLLEGE; QUEEN'S COLLEGE.

*April 6th, 1846.* A Petition was read from the Reverend William Bell, Moderator, on behalf of the Presbyterian Church in Canada, in connection with the Church of Scotland, praying that they may have an equitable amount of influence in the management of the University of King's College; and that Queen's College may be incorporated with the said University as a Theological College merely. The following is a copy of this Petition:—

*Unto the Honourable the Legislative Assembly of the Province of Canada, in Parliament Assembled:—*

The Petition of the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland,—

*Humbly sheweth:*

That your Petitioners, continuing to be deeply impressed with a conviction of the great advantages which would result to this Country from cordial union among all classes and interests in this Province in prosecuting the objects of a University Education, are persuaded that such advantages cannot reasonably be expected to be secured from the publicly endowed University of King's College, unless the various classes and interests of the Country have a share in the management of the affairs of that Institution; and they believe that the principle of the University Bill brought into Parliament, and passed through a second reading during last session,\* would, if faithfully carried out by judicious and suitable details, secure these great objects.

May it therefore please your Honourable House, with the concurrence of the other Branches of the Legislature, so to alter and amend the Constitution of the publicly endowed University of King's College, at Toronto, as to secure to the Church, of which this Synod is the Supreme Court, through the authorities of Queen's College, as well as to other ecclesiastical sections of the community, who may desire it, an equitable amount of influence in the management of the University of King's College, as a publicly endowed Institution, and to incorporate Queen's College therewith, as a Theological College merely.

And your Petitioners, as in duty bound, will ever pray.

Signed at Kingston this 8th day of July, 1845, in the name and by the appointment of the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland, by

WILLIAM BELL, Moderator.

(NOTE. This Petition was, on the 7th of April, referred to a Select Committee on a Clergy Reserve Petition from Mr. George Roe of the County of Russell, consisting of Messieurs Archibald Petrie, John A. Macdonald, James H. Price, William Stewart and George Chalmers, to report upon it.)

MISCELLANEOUS PETITIONS AND REPORT ON A SCHOOL SYSTEM FOR UPPER CANADA.

A Petition was read from Mr. William Kent and others, of the Township of Toronto and Chinguacousey, praying that the Common School Act of 1843 be amended.

The Honourable Dominick Daly, Secretary of Province, by command of His Excellency the Governor-General, laid before the House a Report on a System of Public Elementary Education by the Reverend Egerton Ryerson, Superintendent of Education for Upper Canada.

(NOTE. This Report will be inserted further on in this Volume. Prepared in 1846, it forms the foundation of the present Public School System of Upper Canada.)

PETITION FOR THE DRAPER UNIVERSITY BILL OF 1845.

*April 8th, 1846.* The following Petitions were read: From Mr. Donald Mathison and others, of the Presbyterian Church at Richmond, praying that the (Draper University) Bill, introduced into Parliament during the last Session, relating to the Constitution and Management of King's College, be passed into a Law; of Mr. George J. Grange, Sheriff, and others, of

\* See page 192 of the Fifth Volume of this Documentary History.

the District of Wellington, praying that no measure may be passed to destroy the religious character, or to invade the chartered rights of the University of King's College. This latter Petition is as follows:—

*To the Honourable the Legislative Assembly of Canada, in Provincial Parliament Assembled.*

The Petition of the undersigned inhabitants of the District of Wellington—

*Humbly Sheweth:—*

That your Petitioners have learned with much concern that efforts are now being made, in various Districts of this Province, to get up Petitions to Your Honourable House, calling for extensive changes in the Charter of King's College.

That your Petitioners are persuaded that, in the great majority of instances, the signatures to these Petitions are obtained by means of the most false and unfounded statements made by the enemies of King's College.

That, although a Public Meeting of the Inhabitants of this District has adopted a Petition to your Honourable House, in reference to King's College, that Petition does not fairly express the sense of the Inhabitants of the District, inasmuch as the promoters of the said Meeting ingeniously combined the subjects of King's College and the Clergy Reserves, in the Resolutions proposed by them at the said meeting, and refused to allow those subjects to be considered separately.\*

That, previous to the holding of the said Meeting in this District a report was industriously circulated, that, if the Church of England should obtain the management of its share of the Reserves, the present occupants of Clergy Reserve Lots would be kept perpetually in the condition of Tenants-at-will, which statement is utterly false and unfounded; and that, it was alone, by the impression, thus created, and by coupling the two subjects, wholly distinct, that a majority of the Meeting was induced to express an opinion unfavourable to King's College.

That, your Petitioners are strongly opposed to any interference with the chartered rights of that Institution, because they deem it unconstitutional, and subversive of the security of all property, and especially all chartered property, to violate the provisions of a Charter granted by the Crown.†

That, your Petitioners believe that the object of the present movement against the University of King's College, is to divest it of all religious character, without which it could not expect God's blessing, or be a fit Institution for the education of the youth of this Province.

Your Petitioners also believe, that, as at present constituted, the University meets in some measure, the wishes of the Church of England, whilst it does not interfere with the distinctive tenets of any other Religious Denomination.

King's College University is, at this moment, in successful operation, imparting united education to Presbyterians, Roman Catholics, Methodists, Independents, and other Religious Denominations, as well as to Members of the Church of England.

Wherefore, your Petitioners entreat your Honourable House not to pass any Bill, whose object may be to destroy the religious character, and to invade the Chartered Rights of the University of King's College.

And your Petitioners, as in duty bound, will ever pray.

GEORGE J. GRANGE,  
(and others).

GUELPH, 20th March, 1846.

#### VARIOUS PETITIONS—UPPER CANADA COMMON SCHOOLS BILL—KING'S COLLEGE.

The following Petitions were also read: Of Mr. Thomas C. Allis, and others, of the District of St. Francis, praying that certain amendments be made to the present Charter of the University of King's College; of Mr. Moses Young and others, of Dumfries, in the County of Halton, praying that no partition be made of the endowment of King's College, but that it be so managed as to remove sectarian differences; of Mr. Samuel Wood and others, Agriculturists, praying that provision be made for a Professor's Chair in Chemistry, in its application to Agriculture, in the University of King's College, and for the establishment of Model Farms in each District.

The Order of the Day for the second reading of the Bill for the better Establishment and Maintenance of Common Schools in Upper Canada being read; The said Bill was accordingly read and committed to a Committee of the whole House on Tuesday next.

\* This Petition will be found on page 33 of this Volume.

† This theory of the restricted rights of the Legislature of a self-governing colony in dealing with a Royal Charter, is fully discussed on pages 201-210 of the Third Volume of this Documentary History.

*April 9th, 1846.*—A Message was received from the Legislative Council, by John Fennings Taylor, Esquire, one of the Masters in Chancery, as follows :

MR. SPEAKER,

The Legislative Council have passed a Bill, intituled :—"An Act to provide for vesting in Trustees the Sites of Schools in that part of this Province, called Upper Canada," to which they desire the concurrence of the Assembly.

LEGISLATIVE COUNCIL CHAMBER,  
April 9th, 1846.

R. E. CARON,  
Speaker.

An Engrossed Bill from the Legislative Council, intituled, "An Act to provide for vesting in Trustees the Sites of Schools in that part of this Province called Upper Canada," was read for the first time.

*April 13th 1846.* The following Petitions were read :—Of Mr James Carpenter and others, of Demorestville and its vicinity, praying that the District Grammar School Act of 1841, 4th and 5th Victoria, Chapter Nineteen,\* may be so amended, as to reduce the number of scholars, (fifty,) required to be taught in the Grammar School of that place ; of Mr. James P. Gage and others, of Nelson, and of Mr. Alexander McNaughton and others, of Nassagawaya, in the Gore District, praying that the Funds of the University of King's College may not be divided amongst different Religious Denominations.

*April 14th 1846.*—The Order of the Day for the House in Committee on the Bill for the Better Establishment and Maintenance of Common Schools in Upper Canada being read ; The House accordingly resolved itself into the said Committee. Mr. Jean Chabot took the chair of the Committee. Several members having retired, Mr. Speaker resumed the Chair.

VARIOUS PETITIONS—KING'S COLLEGE—CHURCH OF ENGLAND SCHOOLS.

*April 15th, 1846.* The following Petitions were read :—Of the Reverend Will'm Dick, on behalf of the Ottawa Baptist Association, praying that Her Majesty's subjects in this Province may partake equally of the benefits of King's College ; of the Municipal Council of the District of Bathurst, praying that the Charter of King's College may be established on a liberal basis ; and that a Chair for Agriculture and Agricultural Chemistry be established therein ; of the same Council, praying that they may receive the Common School Grant for 1845 ; of Mr. Thomas Ewart and others, of Toronto ; of Mr. John Murphy and others, of Vaughan ; of Mr Daniel Knowles and others, of Scarborough and Pickering ; of Mr. Henry Miller and others, of Markham, praying that no partition be made of the endowment of King's College, but that it be protected from mismanagement ; of the Reverend Newton Bosworth, F. R. S., and others, of the Baptist Church in Paris, Upper Canada, praying that there be no Theological Chair in the University of King's College, but that it be for the promotion of general Education, of the Reverend J. M. Cramp, on behalf of the Canada Baptist Union, praying that no aid be granted to Denominational Schools, or Colleges ; of the same, praying for an alteration in the Charter, and against a division of the endowment, of the University of King's College : of the Reverend Job Deacon and others, of the Church of England Parishes of Adophustown and Fredricksburg, praying that the Church of England may have control of its share of the Common School Funds. The following is a copy of their Petition.

*To the Honourable the Legislature of the Province of Canada :*

The Petition of the Members of the United Church of England and Ireland in Parishes of the Midland District, relative to the Common School Acts, 4th and 5th Victoria, Chapter 18, and 7th Victoria, Chapter 29 :- †

*Humbly Sheweth :—*

That your Petitioners beg leave respectfully to represent to your Honourable House, that they regard, as one of their most valuable privileges, the right of educating their children as Members of the Church of England ;—

That your Petitioners deprecate, as repugnant to their principles, as accountable beings, all Systems of Education, which are not based on the Christian Religion ; and they believe such Systems to be almost without precedent, in any Nation, which has embraced the Faith of Jesus Christ ;—

That your Petitioners would represent to your Honourable House, that, though the Laws for regulating and establishing Common Schools in Upper Canada, from 1816 to 1841, were, in some respects, unsatisfactory to the Members of the Church of England, and embarrassing from their details, yet, notwithstanding, your Petitioners were enabled, from the absence of any express prohibitions, to

\* This Act will be found on pages 55, 56 of the Fourth Volume of this Documentary History.

† Pages 48-55 and 249, 250 of the Fourth Volume of this Documentary History.

institute Schools themselves, in which their own religious principles were taught to their children, together with such branches of secular education as they themselves found proper.

During this period, (from 1816 to 1841,) your Petitioners were in the course of establishing a Parochial, or Day, School in each of their Stations, or Missions, and in all other places where they could collect an adequate number of pupils, and sufficient funds for supporting a School-Master ;—

That, though these School Acts were frequently found to be inconvenient in their operation to the Members of the Church of England, yet your Petitioners did not complain, because the openness of their provisions enabled them, under judicious management, to establish, in most places, Schools friendly to the doctrines and tenets of the Church of England ;—

That in 1841, an Act was passed, (4th and 5th Victoria, Chapter 18,) entitled : “ An Act to Repeal certain Acts therein mentioned, and to make Further Provision for the Establishment and Maintenance of Common Schools throughout the Province,”—of which Act your Petitioners feel they have a right to complain, inasmuch as it compelled them, by stringent enactments, to contribute towards a system of Education which excludes even the very mention of Religion ;—

That, in consequence of this Act, and the Act, (7th Victoria Chapter 20,) since passed, altering some of its provisions, your Petitioners are placed in a situation of peculiar hardship, because, although convinced that Religion is the very groundwork of all sound religious teaching, and feeling it to be a sacred duty to train up their children as Members of the Church of England, they are yet virtually prevented from doing this,—being, by these School Acts, compelled to contribute to the maintenance of Common Schools, which have no religious character, and from which it happens, that in places where the Members of the Church of England constitute a majority of the population, and pay more than others of the whole assessment for the education tax, they yet have not the control of a single School, nor can they have it, under the present Common School Act of 1843, so that if your Petitioners wish to afford their children a sound religious and secular education, they must assess themselves the second time, which it is more than reasonable to exact of the members of a community, and more than the great body of any people can conveniently afford.

Wherefore, your Petitioners pray, that the Common School Act of 1843, now in force, be wholly repealed, and, either that the inhabitants of Canada be left to educate their children by voluntary exertion, without being compelled to contribute to Schools founded on principles, of which no sincerely religious man can approve ; or that a Committee be appointed to distribute any appropriation of money made by the Legislature for the benefit of education, as is done in England, and that such Committee be instructed to grant to the Members of the Church of England, or, if it be thought wiser, for the combination of both ; or, if it be preferred, that a certain sum be allowed to each Congregation of your Petitioners, for the purpose of aiding in the education of the children thereof, the sum granted to be in a given portion to what shall be raised by each congregation, and the number of children to be instructed.

These plans appear to your Petitioners to be capable of being easily carried into effect, while they will be entirely free from difficulty on religious grounds. By the present system, large sums of public money are taken from a people not generally wealthy, and expended in the payment of Officers, employed to carry out a system, which appears to your Petitioners to give but little satisfaction to a large majority of Her Majesty's Canadian subjects ; and your Petitioners most urgently, but respectfully, pray, that your Honourable House would, either repeal the present School Act of 1843,—leaving it to the inhabitants of the Province to educate their youth by voluntary exertions, or merely grant a sum of money for education, to be distributed on one, or other, of those equitable principles, which, in this Memorial and Petition are humbly submitted.

And your Petitioners will ever pray, as in duty bound.

ADOLPHUSTOWN, March 20th, 1846.

JOB DEACON,  
(and Others).

#### PETITIONS—SCHOOL MONEYS—UPPER CANADA COMMON SCHOOL BILL.

The Petition of the Municipal Council of the District of Bathurst, relating to the establishment of King's College “ on a liberal basis,” be referred to a Select Committee, composed of the Honourable Attorney General Draper and Messieurs Malcolm Cameron, John P. Roblin, George B. Hall and William Stewart, to examine the contents thereof, and to report thereon with all convenient speed ; with power to send for persons, papers and records.

*Ordered*, That Mr. Roblin have leave to bring in a Bill to amend the Act therein mentioned, relating to the appropriation of moneys derived from sale of School Lands in Upper Canada. He accordingly presented the said Bill to the House, and the same was received and read for the first time, and ordered to be read a second time on Wednesday next.

*Ordered*, That Mr. Malcolm Cameron have leave to bring in a Bill to enable the District of Bathurst to receive the Common School moneys apportioned to it in the year one thousand eight hundred and forty five, (1845,) notwithstanding the failure of the Council of that District to levy an equal sum to that apportionment. He accordingly presented the said Bill to the House, and the same was received and read for the first time, and ordered to be read a second time on Monday next.

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The Order of the Day for the House in Committee on the Bill, for the Better Establishment and Maintenance of Common Schools in Upper Canada, being read, the House accordingly resolved itself into the said Committee. Mr. Jean Chabot took the chair of the Committee, and, after some time spent therein, Mr. Speaker resumed the Chair, and Mr. Cabot reported that the Committee had made some progress, and had directed him to move for leave to sit again.

*Ordered*, That the said Committee have leave to sit again on Friday next.

COUNTER PETITION IN FAVOUR OF KING'S COLLEGE UNIVERSITY—SCHOOL SITES.

*April 16th, 1846.* The following Petition was read: Of Messieurs George J. Grange and Thomas Hodgskin, on behalf of a Public Meeting, held in the Town of Guelph, in the District of Wellington; praying for alterations in the Charter of King's College. The Petition stated that the following Resolutions were passed at the Public Meeting in question:—

*Resolved*—1. That the Inhabitants of this District of Wellington feel themselves called upon, as loyal and devoted subjects of the British Realm, to send an address of congratulation to His Excellency the Right Honourable Earl Cathcart, on his appointment to the high and important Office of Governor-General of this Province; and

They consider that they would be neglecting their duty to His Excellency, themselves, and to the Provinces at large, were they to omit pointing out, at the same time, the deep responsibility which must ever rest upon any Governor of Canada until the question of the King's College and the Clergy Reserves be finally and justly settled, without tending, as it has done for years past, to unsettle the civil quiet of the Province, and, unfortunately, causing grievous complaints against Her Majesty's Government, for perverting the original intention in the establishment of a Public University for the General Education of the Youth of this Province, to that of a sectarian Institution, and the exaltation of a particular sect to the injury and manifest injustice of the public at large. . . .

*Resolved*,—2. That this Meeting is most decidedly of opinion that no settlement of the question of King's College will ever give satisfaction to the public, but that of totally excluding from it all theology. We also firmly believe that the inhabitants of this Province will never agree to any perversion of its funds from their original purpose, videlicet:—that of General Education.

And we do hereby pledge ourselves to give every opposition in our power to any allocation of its funds amongst the different Religious Denominations,—believing that such a division would be highly injurious to the best interests of this Province.

GUELPH, 3rd of March, 1846.

GEORGE J. GRANGE, Chairman.\*  
THOMAS HODGSKIN, Secretary.

On motion of Mr. George Sherwood, seconded by Mr. William Stewart, it was

*Ordered*, That the engrossed Bill from the Legislative Council, intituled: "An Act to provide for vesting in Trustees, the Sites of Schools, in that part of this Province called "Upper Canada," be read a second time on Monday next.

*April 20th, 1846.* The following Petitions were read:—Of the Reverend R. McCosh, and others, in behalf of the Presbyterian Congregation of Paris, Upper Canada, praying that no partition be made of the endowment of King's College; that an Agricultural and Commercial Chair be established therein, and that there be no religious test whatever; of Mr. M. T. O'Beirn and others, praying that the endowment of King's College be so disposed of as that all classes may participate in the advantages thereof.

VARIOUS PAPERS AND DOCUMENTS RELATING TO KING'S COLLEGE UNIVERSITY REQUIRED.

*April 21st, 1846.*—Mr. James H. Price moved, seconded by the Honourable Robert Baldwin, that an humble Address be presented to His Excellency, the Administrator of the Government; praying that His Excellency will be pleased to cause to be laid before this House, copy of any charge, or charges, that may have been made to the Chancellor of the University of King's College, for the time being, since the opening of the University, against any of the Members of the College Council, with their answers to such charge, or charges, and all documents connected with the same.

\*It will be noticed that Mr. Sheriff Grange's name is attached to this Petition, which is one in direct opposition to the one to which his name is attached on page 30. In this latter case, he spoke on his own behalf; in the former case he signed the Petition simply as Chairman of a Meeting held on the subject.



Mr. William Boulton moved in amendment, seconded by the Honourable Thomas C. Aylwin, that the following words be added to the said motion :—

“ And also all communications that have taken place between His Excellency, as Chancellor of the University of King's College, and the said College, with the answers thereto, as also any correspondence from other Institutions in this Province, in reference to King's College.”

The Question having been put upon the motion of amendment, it was agreed to unanimously. The Question being then put on the main motion, as amended, it was also agreed to, and it was resolved, accordingly. It was then

*Ordered*, That the said Address be presented to His Excellency, the Administrator of the Government, by such Members of this House as are Members of the Honourable the Executive Council of this Province.

#### VARIOUS AMENDMENTS TO THE UPPER CANADA COMMON SCHOOL BILL OF 1846.

The Order of the Day for the House in Committee on the Bill for the Better Establishment and Maintenance of Common Schools in Upper Canada being read; the House accordingly resolved itself into the said Committee. Mr. Jean Cabot took the chair of the Committee, and after some time spent therein, Mr. Speaker resumed the Chair, and Mr. Chabot reported that the Committee had gone through the Bill, and had made several amendments thereto, which he was directed to report to the House, whenever it shall be pleased to receive the same.

*Ordered*, That the Report be received tomorrow.

*April 22nd, 1846.*—Mr. Jean Chabot, from the Committee of the whole House, on the Bill for the Better Establishment and Maintenance of Common Schools in Upper Canada, reported, according to Order, the amendments made by the Committee to the said Bill, which amendments were again read at the Clerk's Table, and are as followeth :—

##### *First Clause :—*

Fill up the first blank with the following words :—“ A salary not to exceed Five Hundred pounds, (£500) currency, per annum, and to bear such a proportion to that sum as the sum of public moneys paid towards the support of Common Schools in that part of this Province called Upper Canada, bears to that paid towards the support of Common Schools in that part of this Province called Lower Canada.”

Fill up the second blank with the words, “ One hundred and seventy-five pounds,” (£175)

##### *Fifth Clause :—*

Fill up the first blank with “ Fifteen hundred pounds,” (£1,500)

Fill up the second blank with “ Fifteen hundred pounds,” (£1,500)

##### *Eighth Clause :—*

Strike out the Proviso at the end of the said clause.

##### *Tenth Clause :—*

Add the following Proviso, at the end of the said Clause :—

“ Provided always, that the Title to any Common School House, and the Land and Premises appurtenant thereto, now vested in Trustees, or other persons, to, and for, the use of any Common School, or hereafter to be purchased, acquired, and conveyed for such use, shall be vested in the District Council of the District, in which such School House and Lands are situated, in trust for the use of such School respectively.”

##### *Twelfth Clause :—*

*Thirty and thirty-first lines*—After “ Clergyman,” insert, “ Or Ministers.”

*Thirty-third line*—After “ City,” insert

“ the Judges of the District Court, the Warden of the District, and the Councillor, or Councillors, representing the Municipal Council of the District.”

##### *Nineteenth Clause :—*

Fill up the blank with the words :—“ A sum not exceeding two pounds,” (£2)

##### *Twentieth Clause :—*

*Thirty-fourth line*—Strike out “ persons qualified to vote thereat,” and insert “ landholders and householders.”

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*Twenty-first Clause:—*

Add the following words at the end thereof:—"Provided that any trustee, if willing, may be re-elected."

*Twenty-Second Clause:—*

*First and second lines*—Strike out "resident freeholder," and insert "persons."

*Third line*—Fill up the blank with the words, "a sum not exceeding five pounds," (£5)

*Twenty-fifth Clause:*

Strike out from "shall," in *thirty-seventh line* to "Corporation," in *fortieth line*.

*Forty-second and forty-third lines*—Strike out "property real, or," and, after "personal," insert "property."

*Forty-sixth line*—Strike out from "Corporation," inclusive, to the end, and insert "District Council, for the several Common Schools, and in trust for such Schools respectively."

*Twenty-sixth Clause, Third Section:—*

*Twenty-sixth line*—Strike out "real, or personal."

*Twenty-ninth and thirtieth lines*—Strike out "real, or," and after "personal," insert "property."

*Same Clause, Fourth Section:—*

*Forty-first line*—Strike out from "without," inclusive, to "nor," inclusive, in the *forty-third line*.

*Same Clause, Fifth Section:—*

*Fourth line*—After "cause," insert "in their discretion."

*Sixth line*—Strike out from "a sum," inclusive, to "and," also, inclusive, in the *ninth line*.

*Twenty-fourth line*—Strike out from "equal" inclusive to the end of the clause, and insert: "sufficient, with such allowance from the Common School Fund, for the purposes aforesaid."

Strike out the *Sixth Section*, and insert the following in lieu thereof:—

*Sixthly*—To prepare and determine a rate bill quarterly, containing the name of each person liable to pay for instruction of children sent by them to such Schools, and the amount for which he is liable, and by themselves, or any one of them, or by their collector, to collect from every person named in such rate bill, the amount therein charged against him, and in case they employ a collector, five per centum on each amount for the cost of collection, and to pay the amount so collected to the Teacher or Teachers entitled to receive the same; Provided that every person sending a child or children to any Common School shall be rated for a period of not less than two thirds of the current quarter."

*Same Clause, Seventh Section:—*

*Seventh line*—Strike out "assessment divisions" and insert: "district rates."

*Thirty-third Clause:—*

Fill up the first blank with "Two hundred Pounds," (£200)

Fill up the second blank with "Forty Pounds," (£40)

*Thirty-fourth Clause:—*

Fill up the first blank with "Forty Pounds," (£40)

Fill up the second blank with "Fifty Pounds," (£50)

Fill up the third blank with "Five hundred Pounds," (£500)

*Thirty-fifth Clause:—*

*Thirtieth line*—After "support of," insert: "the Normal School and."

Fill up the blank with "Two hundred Pounds," (£200)

*After the Tenth Clause*, add the following Clause, marked A:—

"And be it further enacted, that where under, or by virtue of any Act of the Legislature of this Province, for the establishment and maintenance of Common Schools, any School House shall have been erected, which from any cause whatever shall not have been paid for, to the person, or persons, entitled to the same, and for which a rate shall not have been assessed upon the School section, or, where such rate shall have been imposed, but not collected, in which the same was so built, it shall, and may, be lawful to, and for, the District Council of the District, in which the same is situate, to levy, by assessment, a rate upon the inhabitants of such School section, sufficient in amount to pay the same."\*

\* By reference to copy of the original Bill included in the next Chapter, it will be seen what were the changes here made in it by the House of Assembly.

On motion of the Honourable Attorney General Draper, seconded by the Honourable Attorney General Smith,

Ordered, That the Question of Concurrence be now separately put upon each of the said amendments.

And the first of the said amendments being again read ;

Mr. John P. Roblin moved, in amendment thereto, seconded by Mr. Harmanus Smith of Wentworth, that the words "five hundred" (pounds) be struck out, and the words "three hundred and seventy-five" (pounds) be substituted, as the salary which shall be received by the Superintendent of Schools of Upper Canada, [The Reverend Doctor Egerton Ryerson].

The Question having been put upon the said motion, a division ensued, and, the names being called for, they were taken down as followeth :—

**YEAS.** Messieurs Baldwin, Berthelot, Bertrand, Cauchon, Chabot, Cummings, Desautier, De Witt, Franchère, Johnston, Laterrière, Laurin, LeMoine, Leslie, John S. Macdonald, D. Æ. Macdonell, Merritt, Méthot, Powell, Price, Roblin, Rousseau, Scott, Seymour, Harmanus Smith and Taché.—(26.)

**NAYS:** Messieurs Boulton, Cayley, Chalmers, Chauveau, Colville, Dickson, Attorney General Draper, Drummond, Duggan, Ermatinger, La Fontaine, Le Boutillier, George Macdonell, John A. Macdonald, Meyers, Moffatt, Papineau, Riddell, Robinson, George Sherwood, Henry Smith, Attorney General Smith, William Stewart, Neil Stewart, Solicitor General Taschereau, Viger and Woods—(27.)

So it passed in the negative.

Mr. John P. Roblin then moved in amendment to the said first amendment, seconded by Mr. Harmanus Smith of Wentworth, that the words "Five Hundred," (pounds) be struck out, and the words "Four Hundred," (pounds), substituted as the Salary which shall be received by the Superintendent of Schools.

The Question having been put upon the said motion, a division ensued, and the names being called for they were taken down as followeth :—

**YEAS.** Messieurs Baldwin, Bertrand, Cauchon, Chabot, Cummings, Desautier, De Witt, Franchère, Johnston, Lacoste, Laurin, LeMoine, Leslie, John S. Macdonald, D. Æ. Macdonell, Merritt, Méthot, Monro, Powell, Price, Roblin, Rousseau, Scott, Seymour, Harmanus Smith and Taché—(26.)

**NAYS.** Messieurs Berthelot, Boulton, Cayley, Chalmers, Chauveau, Colville, Daly, Dickson, Attorney General Draper, Drummond, Duggan, Ermatinger, Gowan, Hale, LaFontaine, Laterrier, Le Boutillier, George Macdonell, John A. Macdonald, Meyers, Moffatt, Papineau, Riddell, Robinson, George Sherwood, Henry Smith, Attorney General Smith, William Stewart, Neil Stewart, Solicitor General Taschereau, Viger and Woods.—(32.)

So it passed in the negative.

And the said amendments being again severally read, and the Question of Concurrence being separately put upon each, they were agreed to by the House, and it was

*Resolved*, That this House doth concur with the Committee in said amendments.

*Ordered*, That the said Bill, as amended, be engrossed.

#### PETITIONS—AGRICULTURAL AND MODEL FARMS—QUEEN'S COLLEGE.

Petitions were read from Mr. G. W. Arnold and others, of Brockville in regard to the site of an Infant School there ; also one from the Reverend David Gibbs, A.M. of Granby, Lower Canada, in regard to King's and McGill's Colleges.

*April 23rd 1846.* A Petition was read from Messieurs Philip Austin and James Coverton, Officers of the Talbot District Agricultural Society, praying for the establishment of a Professor's Chair on Chemistry, in the application to Agriculture, in the University of King's College, and also for the establishment of Model Farms. (See page 30)

*April 24 h 1846.*—A Message was received from the Legislative Council by John Fennings Taylor, Esquire, one of the Masters-in-Chancery.

MR. SPEAKER,

The Legislative Council have passed a Bill intituled: "An Act to transfer to 'Queen's College at Kingston,' certain Estates, Rights, and Liabilities of 'the University at Kingston,' to which they desire the concurrence of the Assembly.

LEGISLATIVE COUNCIL CHAMBER,  
April 24th, 1846.

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An Engrossed Bill from the Legislative Council intituled :—“ An Act to transfer to ‘Queen’s College at Kingston,’ certain Estates, Rights, and Liabilities ‘of the University at Kingston,’ was read for the first time.

UPPER CANADA COMMON SCHOOL BILL OF 1846.—SCHOOL SITES.

*24th April, 1846.*—An Engrossed Bill for the Better Establishment and Maintenance of Common Schools in Upper Canada, was read for the third time, when it was,

*Resolved,* That the Bill do now pass.

*Ordered,* That the Honourable Attorney General Draper, do carry the said Bill to the Legislative Council, and desire their concurrence.

*April 27th, 1846.*—The Order of the Day for the second reading of the Bill to amend the Act, therein mentioned, relating to the appropriation of moneys derived from the sale of School Lands, in Upper Canada being read ; The said Bill was accordingly read, and ordered to be Engrossed.

The Order of the Day for the second reading of the Engrossed Bill from the Legislative Council intituled :—“ An Act to provide for vesting in Trustees the Sites of Schools in that “part of this Province called Upper Canada,” being read ; The said Bill was read a second time accordingly, and it was

*Ordered,* That the said Bill be read a third time on Tuesday next.

PETITIONS—KINGS COLLEGE—TRANSFER TO QUEEN’S COLLEGE—SCHOOL MONEYS.

The following Petitions were read : Of Mr. Daniel Macnab of Hamilton, and others, praying that the University of King’s College may be emancipated from all sectarian influence ; of Mr. John Adams and others, of Pickering, praying that no partition be made of the endowment of King’s College, but that it be secured from mismanagement, and that certain alterations be made in the Charter of the said College ; of Mr. Richard Percival and others, of the District of Johnstown, and of Mr. James Scott and others, of the District of Simcoe, praying that no Act may be passed to destroy the religious character and invade the chartered rights of the University of Kings College (Note This Petition is similar to that of Sheriff Grange and others, which was read on the 8th of April. See page 30) ; of Mr. Thomas Percival and others, of Elizabethtown, praying that the Church of England and Ireland in Canada may have the control of its share of the Common School Funds. (Note This Petition is similar to that of the Reverend Job Deacon and others, read on the 15th of April, pages 31, 32.)

*April 28th, 1846.* On motion of Mr. John A. Macdonald, seconded by Mr. Adam H. Myers, it was

*Ordered,* That the engrossed Bill, received from the Legislative Council, intituled : “ An Act to transfer to Queen’s College, at Kingston, certain Estates, Rights and Liabilities of the University at Kingston,” be read a second time on Thursday next.

*April 29th, 1846.*—The Order of the Day for the Second reading of the Bill to enable the District of Bathurst to receive the School Moneys apportioned to it in the year one thousand eight hundred and forty five, (1845,) notwithstanding the failure of the Council of that District to levy an equal sum, being read ; The said Bill was according read, a second time and ordered to be engrossed.

The following Petitions were read : Of the Reverend Robert Boyd and others, of Prescott and vicinity, praying that there be partition of the Endowment of the University of King’s College ; of the Reverend William McMurray and others, of Ancaster, praying for the repeal of the Common School Act of 1843, or that the School moneys may be divided among the different Religious Denominations, to be expended by them for School Purposes. (Note this Petition is in substance the same as that of the Reverend Job Deacon, read on the 15th of April. See pages 31, 32) ; of the Reverend William McMurray and others, of Ancaster, praying that no Act may be passed which would destroy the religious character, or invade the chartered rights of the University of King’s College. (Note. This Petition is in substance the same as that from Guelph, read no the 8th of April. See page 30).

*April 30th, 1846.*—An Engrossed Bill to enable the District of Bathurst to receive the Common School Moneys apportioned to it in the year one thousand eight hundred and forty-five, (1845,) notwithstanding the failure of the Council of that District to levy an equal sum, was read for the third time, and it was resolved that the Bill do now pass, and it was

*Ordered,* That Mr. Ogle R. Gowan do carry the said Bill to the Legislative Council, and desire their concurrence.

PETITIONS.—REPORT ON A SYSTEM OF SCHOOLS FOR UPPER CANADA.—QUEEN'S COLLEGE.

*May 1st, 1846.* A Petition was read from Mr. John S Herrick and others, of Farnham, Lower Canada, in regard to King's and McGill's Colleges.

*May 4th, 1846.* Ordered, That five hundred copies of the Report of the Reverend Egerton Ryerson, Superintendent of Education for Upper Canada, on a System of Public Elementary Instruction for Upper Canada, presented to this House on Monday, the 6th of April last, be printed for the use of the Members of this House.

(*Note.* This Report will be inserted in this Volume further on.)

The Order of the Day for the second reading of the engrossed Bill from the Legislative Council, intituled:—"An Act to transfer to Queen's College, at Kingston, certain Estates, Rights and Liabilities of the University of Kingston" being read, the said Bill was read accordingly, and it was

*Ordered,* That the said Bill be read a third time on to-morrow.

MR. GEORGE BARKER HALL'S UPPER CANADA UNIVERSITY BILL OF 1846.

*Ordered,* That Mr. George B. Hall have leave to bring in a Bill to erect a University, by the name and style of "The University of Upper Canada." He accordingly presented the said Bill to the House, and the same was received and read for the first time

Mr. George B. Hall, moved, seconded by the Honourable Mr. Attorney General Draper, that the said Bill be read a second time on Tuesday next.

Mr. William H. Boulton moved in amendment, seconded by Mr. George Duggan, that the words: "Tuesday next" in the motion be struck out and the words "this day fortnight" inserted in lieu thereof. The question on this amendment having been put it was decided in the negative. YEAS 20; NAYS 47. The question on the main motion having been put, it was agreed to, and ordered accordingly. The following is a copy of this Bill, as introduced by Mr. Hall:—

BILL: AN ACT FOR ERECTING A UNIVERSITY BY THE NAME AND STYLE OF "THE UNIVERSITY OF UPPER CANADA."

Preamble.

*Whereas* it is necessary to make further provision for the more general extension of liberal Education, and for facilitating the instruction of the youth of this Province, of all Christian Denominations, in the various branches of Science and Literature usually taught in a University, and to provide for the establishment of a University, in which Degrees in Arts and Faculties may be conferred; and

Despatch of November, 1832.

*Whereas*, in a Despatch, dated the 8th day of November, 1832, from [Lord Goderich]\* the then Principal Secretary of State for the Colonies, it is stated that

"The Legislature of Upper Canada have already been invited to consider in what manner the University can be constituted for the general advantage of the whole Society."

Upper Canada University.

*Be it therefore enacted*, etcetera; That there shall be erected and established at, or near, the City of Toronto, in this Province, from the passing of this Act, one University for the Education and Instruction of Youth and Students, and the conferring of Degrees in Arts and Faculties, to continue forever, to be called "The University of Upper Canada," and that the said University shall, by that name, be a Body Corporate and Politic, and shall have perpetual succession and a Common Seal, with power to change, alter, or make, anew the same, and shall, and may, by the name aforesaid, contract, and be contracted with, sue and be sued, implead and be impleaded, answer and be answered unto, in all Courts and places whatsoever, and by, and under, the name aforesaid, shall be able and capable in law of acquiring, taking, having, holding and enjoying, by gift, grant, conveyance, devise, bequest, or otherwise, to them and their successors, any estate real, or personal, to, and for, the use of the said University, or to, for, or in trust, for any other use or purpose, whatsoever, and of letting, conveying, or, otherwise disposing thereof, from time to time, as they may deem necessary or expedient.

Corporate Name and Powers.

\* See this same reference in the Draper University Bill of 1845 on page 159 of the Fifth Volume of this Documentary History.

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II. *And be it enacted*, That the Governor General, Lieutenant Governor, or Governor to Person administering the Government of this Province, for the time being, shall be the Visitor of the said University, for, and on behalf of, Her Majesty, Her Heirs and Successors.

III. *And be it enacted*, That there shall be a Chancellor of, and in, the said University, who shall be elected by a majority of voices in open Convocation, and shall hold office for the period of four years from his election: *Provided*, That the person so to be elected Chancellor, shall be a natural born subject of Her Majesty, and shall not, at the time of his election, or while he is Chancellor, hold any other office, place, or appointment, in the said University.

IV. *And be it enacted*, That the Vice-Chancellor shall be a Professor of, and in, the said University, and shall be appointed by Her Majesty, Her Heirs, or Successors.

V. *And be it enacted*, That the President, Principal, or Head of each College, shall be, *ex officio*, a Pro-Vice-Chancellor of the University, and shall take precedence as such Pro-Vice-Chancellor, according to the date of his appointment to be such President, Principal, or Head, of such College.

VI. *And be it enacted*, That there shall be for and within the said University a Council, to be called "*The Caput of the University*," which shall consist of the Chancellor of the University, the Vice-Chancellor, the Chief Justice, and the Vice-Chancellor, or other senior Judge in equity in Upper Canada, for the time being, the Senior Puisné Judge of the Court of Queen's Bench of Upper Canada, for the time being, the President, Principal, or Head of King's College, as soon as the same shall have become a College of the University, the President, Principal, or Head, of Queen's College, as soon as the same shall become a College of the University, the President, Principal, or Head, of Victoria College, as soon as the same shall have become a College of the University, the President, Principal, or Head, of any other College, which shall be united to, and declared and constituted a College of, the said University, taking precedence according to the date at which such College is so united to the University,—and the Principal of Upper Canada College, and the Members of the said *Caput*, shall have precedence therein, in the order in which they are above-named.

VII. *And be it enacted*, That, in case, at any time, there shall be no Vice-Chancellor, the senior Pro-Vice-Chancellor shall exercise all the powers, and perform all the duties of Vice-Chancellor.

VIII. *And be it enacted*, That the Vice-Chancellor, or if there be none, then the senior Pro-Vice-Chancellor, and the two Professors, next in seniority, shall form a *Hebdomadal Board* for the internal discipline of the said University; and the Officers, Lecturers, Tutors and Students thereof, and shall have, and exercise, such powers for all, or any of the purposes aforesaid, as shall be assigned to them, by any Statute, Rule, or Ordinance, to be made, as hereinafter provided by the *University Caput*.

IX. *And be it enacted*, That the *University Caput* shall have full power and authority to frame and make Statutes, Rules and Ordinances, touching and concerning the good government of the said University and of Upper Canada College, the Studies, Lectures, Exercises, Degrees in Arts and Faculties, and for the summoning and holding regular, or Special, Meetings of the *Caput*, and for times of holding general and special Convocations, as hereinafter mentioned, and all matters relative to the same; the residence and duties, (except where provided for by this Act,) of the Vice-Chancellor of the University, the number, examination, residence, duties and order of precedence and seniority of the Professors thereof, the number of Fellowships and Scholarships of, and in, the said University, and all matters relative to the creation and conferring thereof; the number, residence, appointment and duties of all Tutors, Lecturers, Officers and Servants of the University; the management of the revenues and property thereof, the salaries, stipends, provision, fees and emoluments of, and for, the Vice-Chancellor, Professors, Fellows, Scholars, Officers and Servants of the University; the appointment and removal of the Masters of Upper Canada College, excepting the Principal thereof, and, generally, concerning any other matter, or thing, for the well being and advancement of the said University, and agreeable to this Act; and also, from time to time,

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Convocation.

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- to revoke, renew, augment or alter, all, every, or any, of the said Statutes, Rules and Ordinances as to them shall seem meet and expedient :
- Statutes.** *Provided always,* That the said Statutes, Rules, or Ordinances, or any of them, shall not be repugnant to the Laws and Statutes of the United Kingdom of Great Britain and Ireland, or of this Province :
- Rules for Passing them.** *Provided also,* That no Statute, Rule, or Ordinance, shall be passed and adopted at the same Meeting, at which it is first introduced and considered, but that a second Meeting of the *Caput* shall be specially convened, for the passing and adopting any such Statute, Rule and Regulation.
- When in force.** *Provided also,* That no such Statute, Rule and Regulation shall have any force, or effect, until it shall have been approved and confirmed by the Visitor of the University. under his hand and seal at arms.
- Endowment safeguarded.** *Provided always,* That, except as to the sum of — pounds for buildings, it shall not be lawful for the said *Caput* to pass any Statute, Rule, or Ordinance, or otherwise to authorize, or direct, the laying out, or expenditure of, or to expend, any part of the Capital of the said University, or the proceeds of the sales of any endowment of Land or other Property that may be conferred thereupon, but that the annual expenditure shall be, at all times, except as aforesaid, limited to the annual income arising from interest, dividends, rents and fees.
- Only Income available.**
- No Religious observances to be prescribed. Outlying Colleges.** X. *And be it enacted,* That nothing herein contained shall be construed to authorize the *Caput* to pass any Statute, Rule, or Regulation for Religious observances by the Students of the said University, or to control, or interfere with, the powers of the several Colleges in that respect, or, in any other matter affecting the internal discipline, or regulation, of such Colleges.
- Caput Quorum.** XI. *And be it enacted,* That no Meeting of the *Caput* shall be, or be held to be, a lawful Meeting thereof, unless five Members, at the least, be present during the whole of such meeting, and that all questions proposed for the decision of the *Caput*, shall be determined by the majority of the votes of the Members present, including the vote of the Presiding Member; and that, in the event of an equal division of such votes, the Member presiding at such Meeting shall give an additional, or casting, vote.
- Casting Vote.** XII. *And be it enacted,* That, at any time, within two years after the passing of any Statute, or Bye-Law, of the University, and the approval thereof, by the Visitor, it shall be lawful for Her Majesty, Her Heirs, and Successors, in Privy Council, to declare Her disallowance thereof, and that such disallowance shall be communicated by the Visitor to the *Caput*, by an instrument under his hand, and Seal-at-arms, and shall operate as a repeal of the Statute, or Bye-Law, therein mentioned, from the date of such instrument.
- Queen may in two years disallow Statutes, etc.**
- Members of Convocation.** XIII. *And be it enacted,* That the Chancellor and the Pro-Chancellor, and all the Members of the *University Caput*, and all other persons holding Professorships in the said University, and all persons admitted therein to the Degree of Master of Arts, or to any degree in Divinity, Law, or Medicine, and who, from the time of such their admission to such Degree shall pay the annual sum of — shillings, of lawful money of this Province, for, and towards, the maintenance and support of the said University, shall be and be deemed, taken and reputed to be, Member of the general Convocation of the said University.
- Powers of Convocation.** XIV. *And be it enacted,* That the general Convocation shall have authority to elect the Chancellor of the said University, and also to confer Degrees in Arts and Faculties, excepting in Divinity, on Students of the said University, and to confer Degrees *ad eundem*, excepting in Divinity, on Graduates of any University within Her Majesty's Dominions, and to grant dispensations and letters testimonial.
- Affiliated College Convocations.** XV. *And be it enacted,* That the President, Principal, or other Head, of each College, and the Board thereof, and all persons, whose names shall be on the Books of such College as Members thereof, according to the Bye-Laws of such College, who shall have been admitted to the Degree of Master of Arts, or to any Degree in Divinity, Law, or Medicine, in the said University, or in any other University within Her Majesty's dominions, shall be, and be deemed and taken and reputed to be, Members of a special Convocation of the University for the College, of which they are members, as aforesaid.
- College Convocation President.** XVI. *And be it enacted,* That the President, Principal, or other Head, of every such College, shall, at the special Convocation of the University for his College, preside as Pro-Vice-Chancellor, and that each such Special Convocation

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respectively, shall have power to confer Degrees in Divinity on persons who shall conform to the College Statutes in that behalf, and make all such declarations and subscriptions as the respective Charter, or Statutes, of the College may require.

Divinity Degrees.

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XVII. *Provided always, and be it enacted*, That no Degree in Divinity, conferred on any person, who has not previously been admitted to the Degree of Master of Arts in the said University, or in some other University within Her Majesty's dominions, nor any honorary Degree, shall entitle the party, on whom the same is conferred, to vote in any General, or special Convocation.

Condition : Degree of M. A.

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XVIII. *And be it enacted*, That every Member of the *Caput* of the University, and every Professor, or other Officer, thereof, shall, prior to the entering on the duties of his office, make and subscribe a declaration of his belief in the authenticity and divine inspiration of the Old and New Testaments, and in the doctrine of the Trinity, but that no religious test shall be imposed by the *Caput* on any Student, or Undergraduate, entering his name in the University Book, nor on any person taking a Degree, which is authorized to be conferred in General Convocation.

Subscription to Religious Declaration.

No tests allowed.

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XIX. *And be it enacted*, That all, and every, the Professors of the said University, shall be nominated and appointed by Her Majesty, Her Heirs and Successors ; and, that every such Professor may be removed by Her Majesty, Her Heirs and Successors, on the recommendation of the *Caput*.

Appointment of Professors.

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XX. *And be it enacted*, That it shall be lawful for the *Caput* to suspend any Professor of the said University from his office, for any just and reasonable cause to them appearing, provided, That the grounds of every such suspension shall be entered and recorded at length on the Books of the said *Caput* ; and every Professor, so suspended, shall cease from the performance of his duties, and from the exercise of his rights, functions, and privileges until, and unless, he shall be restored and re-established in the Professorship by Her Majesty, Her Heirs and Successors, or by the Visitor of the said University ; and

Suspension of Professor by *Caput*.

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*Provided also*, that a copy, duly authenticated, of the entry and record of such suspension, and the grounds thereof, be forthwith transmitted to the Visitor of the University, in order that the same may be submitted for the decision of Her Majesty, Her Heirs and Successors.

Conditions.

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XXI. *And be it enacted*, That Upper Canada College shall be incorporated with, and form an appendage of, the said University, as a "Royal Collegiate Grammar School," and be subject to the jurisdiction and control of the *Caput* thereof, and that the Principal thereof shall be appointed and removed by Her Majesty, Her Heirs and Successors.

U. C. College a "Royal Grammar School."

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XXII. *And be it enacted*, That King's College, upon and after the passing of any Act of the Parliament of this Province, amending the Charter thereof, shall be affiliated, and become a College of the said University.

King's College

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XXIII. *And be it enacted*, That Queen's College at Kingston, upon the surrender by the Trustees of any rights, powers and privileges, as a University, conferred upon them by their Charter of Incorporation, shall be, and become, a College of the said University.

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XXIV. *And be it enacted*, That Victoria College, upon the surrender of any rights, powers and privileges, as a University, conferred upon them by their Charter of Incorporation, shall be, and become, a College of the said University.

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XXV. *And be it enacted*, That all and every other College, now, or hereafter to be lawfully incorporated, shall and may, on application to the *Caput* of the said University, under the Corporate Seal of such College, and on furnishing a duly authenticated copy of their Charter of Incorporation to the *Caput*, to be enrolled among the Archives of the University, be, by a Statute of the said University, to be passed under the regulation of this Act, declared to be, and be, and become, a College of the said University.

and other Colleges.

XXVI. *And be it enacted*, That every person desirous of becoming a Student of the said University, and of attending the Lectures thereof, and of taking any Degrees therein, shall enter himself as a student of some College of the University, and continue his name on the Books of such College, in conformity with the By-Laws and Statutes thereof, during the whole time that he shall be a Student on the Books of the said University.

Students to be enrolled.

XXVII. *Provided always, and be it enacted*, That, if any person, desirous of becoming a Student of the said University, shall belong to some Religious Body not having a College in the said University, it shall and may be lawful for the

Special cases.



*Habdomadal Board of the University* to enter his name on the University Books, and to admit him as a Student thereof, on his producing, and depositing with them, a Certificate from his Parents, or Guardians, of their approbation and consent to his not entering any College.

**Allowance of Affiliated Colleges.** £300. £1,500. XXVIII. *And be it enacted*, That, out of the annual income of the said University, there shall be paid to the proper Officer of each College belonging to the same, an annual sum of not less than — pounds, nor more than — pounds, for the support and maintenance of such College.

**Allowance to be proportional.**

XXIX. *And be it enacted*, That the annual sum to be so paid to each College shall be, within the limits aforesaid, annually fixed and determined by the *Caput* of the University, under the following Regulations, that is to say ;

That no College which shall not have on its Books, for the year preceding the determination of such allowance, at least fifteen Students, who shall have had their names also during the same year on the University Books as Students thereof, according to its Bye-Laws, shall be entitled to any allowance ; that the allowance to any College, not having more than fifteen such Students shall not exceed — pounds ; that the allowance to any College, not having more than twenty such Students, shall not exceed — pounds ; that the allowance to any College, not having more than thirty such Students, shall not exceed — pounds ; that the allowance to any College, not having more than Forty such Students, shall not exceed — pounds ; and that the sum of — pounds shall, in no case, be granted to any College not having at least fifty such Students on the Books thereof.

**Present Professors retained. Exception.**

XXX. *And be it enacted*, That, with the exception of the Professor of Divinity, every Professor, or Officer, now actually holding office in the University of King's College, may, in the discretion of the Visitor, continue to hold the like Professorship, or Office, in the University of Upper Canada, until removed, or suspended, in pursuance of the power and authorities conferred by this Act.

**King's College Statutes recognized.**

XXXI. *And be it enacted*, That all Statutes, Rules and Ordinances made by the Council of King's College, excepting such as refer to religious matters and observances, and in force at the time of the passing of this Act, and which are not inconsistent with the provisions thereof, shall be, and are hereby declared to be, Statutes, Rules and Ordinances of the University of Upper Canada, and shall continue, as such, in full force and effect, until the same shall be altered, or superseded, by the *Caput* of the last mentioned University.

**King's College Degrees.**

XXXII. *And be it enacted*, That all Degrees conferred by the Convocation of the University of King's College, shall be deemed and taken to be Degrees of, and conferred in and by, the University of Upper Canada, to all intents and purposes whatsoever.

**King's College Terms. Victoria and Queen's College Terms.**

XXXIII. *And be it enacted*, That all terms kept, and studies and exercises performed by the Students and Undergraduates of the said University of King's College, and Queen's College, and Victoria College, shall have the like force and effect, and shall entitle such Students, respectively, to the same rights, privileges and examinations for Degrees, as if the same had been kept and performed in the said University of Upper Canada

**Site for each College.**

XXXIV. *And be it enacted*, That it shall be the duty of the *Caput* to assign and convey to every College belonging to the University of Upper Canada, a convenient site or portion of land for the erection of all necessary buildings.

**Interpretation of words in this Act.**

XXXV. *And be it enacted*, That the words "University of King's College," and the words "King's College," shall be taken and construed to mean and designate the Corporation erected and created by certain Letters Patent, bearing date at Westminster on the fifteenth day of March, 1827, in the eighth year of the Reign of the late King George the Fourth, and recited and set forth in a certain Act of the Parliament of the Province of Upper Canada, passed in 1837, in the seventh year of the Reign of his Late Majesty King William the Fourth, intitled : "An Act to amend the Charter of the University of King's College.\*"

**4th William IV, Chapter 16.**

**This is a Public Act.**

XXXVI. *And be it enacted*, That this Act shall be deemed and taken to be a Public Act, and shall be judicially taken notice of, as such, by all Judges, Justices and others, without being specially pleaded, and that the same may be amended, or repealed, by any Act, to be passed during the present Session.

\*Printed on pages 88, 89 of the Third Volume of this Documentary History.

PETITIONS.—KING'S COLLEGE.—SCHOOL SITES BILL.

*May 6, 1846.* The following Petitions were read :—Of the Reverend J. Gamble Geddes and others, of Hamilton, praying against the passing of any Bill which would destroy the religious character, or invade the chartered rights, of the University of King's College. (This Petition is similar to a like Petition on page 80); of the same, praying that the Church of England may have control of its share of the Common School Funds. (Similar to a like Petition on pages 31, 32); of Mr. William H. Buttock and others, of Roxton, Lower Canada, in regard to King's and McGill Colleges,

*May 7th, 1846.*—On motion of the Honourable Solicitor General Sherwood, seconded by Mr. George Duggan, it was

*Ordered,* That the Engrossed Bill, from the Legislative Council, intituled :—“An Act to provide for the vesting in Trustees the Sites of Schools, in that part of this Province called “Upper Canada,” as amended, be now read for the third time. The said Bill was read a third time, accordingly and it was

*Resolved,* That the Bill, as amended, do now pass.

*Ordered,* That the Honourable Solicitor General Sherwood do carry back the said Bill to the Legislative Council, and acquaint, their Honours that this House hath passed the same, with an amendment, to which they desire their concurrence.

GOVERNOR-GENERAL'S MESSAGE WITH KING'S COLLEGE PAPERS AND DOCUMENTS.

The Honourable Attorney General Draper, one of Her Majesty's Executive Council, delivered to Mr. Speaker a Message from His Excellency, the Governor General, signed by His Excellency. And the said Message was read by Mr. Speaker, all the Members of the House being uncovered, and is as followeth :—

CATHCART.

The Governor General transmits, for the information of the Legislative Assembly, the Correspondence relating to King's College University, referred to in their Address of the 21st ultimo. (Page 33.)

The Governor General informs the Legislative Assembly, that he is not aware of any Charge, or Charges, having been preferred to the Chancellor of the University against any of the Members of the College Council by other parties beyond that contained in the Documents transmitted herewith. C.

GOVERNMENT HOUSE, MONTREAL, 7th May, 1846.

SCHEDULE OF THESE UNIVERSITY PAPERS AND DOCUMENTS.

The Honourable Mr. Attorney General Draper also laid before the House, by command of His Excellency the Governor General, a Memorial of Dr. William C. Gwynne, the Professor of Anatomy and Physiology in the University of King's College, Toronto, to Lord Metcalfe, Chancellor of the University, dated 15th February, 1845, and divers other Documents relating to it, and the said subject connected with the alienation of the endowment of the University.

NOTE. The explanatory and other papers connected with the Memorial will be found on pages 205-212 of the Fifth Volume of this Documentary History. The subject is again referred to in a Letter from the Chancellor given *in extenso* in connection with the Proceedings of the Council of King's College of the 16th of March, 1846, on page 114 of this Volume. The whole of the Documents themselves will be found in the latter, end of appendix, DD to the Council of the House of Assembly for 1846.

NOTE. The following is a Schedule of the Papers and Documents transmitted to the House by His Excellency the Governor General :—

1. The Memorial of the Reverend Charles Winstanley, M.A. to the Governor General, as Chancellor, in regard to a Lot of land purchased by him from the Council of King's College, dated 13th of May 1845.

2. Letter from Private Secretary Higginson of the Governor General, as Chancellor, to the Bursar of King's College, in regard to the Memorial of the Rev. Charles Winstanley, M.A., dated the 20th of May, 1845.

3. Report of the Committee of King's College Council on the case of the Reverend Charles Winstanley, M.A., dated the 17th of June, 1845, with appendices as follows :—

(1) *Appendix* Number 1. Letter from Mr. Edward Winstanley (Son) to the Bursar of King's College University, dated the 14th of June, 1844.

- (2) *Appendix* Number 2: Extract from the Minutes of the Council of King's College in regard to the preceding Letter, dated the 17th of July, 1844.
- (3) *Appendix* Number 3: Letter of the Bursar of King's College to Mr. E. Winstanley, dated 22nd of July, 1844.
- (4) *Appendix* Number 4: Letter of Mr. Edward Winstanley to the Reverend Doctor Beaven, dated 20th of February, 1844? (1845.)
- (5) *Appendix* Number 5: Extract from the Minutes of King's College Council, in regard to the foregoing Letter, dated the 26th of February, 1845.
- (6) *Appendix* Number 6: Remarks of the Bursar of King's College on the Memorial of the Reverend Charles Winstanley, M.A., to the Chancellor, dated the 14th of June, 1845.
4. Letter from Private Secretary Higginson to the Reverend Charles Winstanley, M.A., dated the 3rd of July, 1845.
5. Letter from Private Secretary Higginson, to the Right Reverend Bishop Strachan, President of King's College, dated the 7th of March, 1846, asking for "the views of the Council of King's College, in a definite and official form," on the present state of the amended Charter of King's College.
6. Circular Letter from Private Secretary Higginson, dated the 9th of March, to:
- (1) The Reverend Thomas Liddell, D.D., Principal of Queen's College, Kingston.
  - (2) The Reverend Egerton Ryerson, D.D., Principal Victoria College, Cobourg.
  - (3) The very Reverend Angus Macdonell, one of the Trustees of the College of Regiopolis, Kingston.
- Asking each of them the views of the Governing Body of their respective Colleges on the present state of the amended Charter of King's College "in a definite and official form."
7. Statement, with two Enclosures of the Council of King's College, in regard to the amended Charter and, in reply to the Letter of Private Secretary Higginson on the subject.
- (1) *Enclosure* Number 1: Message to the New Brunswick House of Assembly, with Despatch, by Sir W. M. G. Colebrooke, Lieutenant Governor, on the subject of the Charter of King's College, New Brunswick, dated the 4th of February, 1846.
  - (2) *Enclosure* Number 2: Report of the Council of King's College at York (now Toronto) on the Dispatch of Lord Goderich, Colonial Secretary, dated the 2nd of November, 1831, requesting a surrender of the Charter of King's College.
- (*Note.* This Dispatch, with the reply of the King's College Council to it, will be found on pages 31-37 of the Third Volume of this Documentary History.)
8. Statement of the Trustees of Queen's College, Kingston, in reply to the Circular of Private Secretary Higginson, with an Enclosure, dated 16th of March, 1846.
- Enclosure:* Resolution of the Board of Trustees of Queen's College, adopted 8th of September, 1842.
- (*Note.* This Resolution will be found on page 2 of the Fifth Volume of this Documentary History.)
9. Letter from the Reverend Egerton Ryerson, D.D., in reply to the Circular of Private Secretary Higginson, dated Cobourg, 17th of March, 1846.
10. Letter from the Very Reverend Angus Macdonnell of the College of Regiopolis, in reply to Private Secretary Higginson's Circular, dated at Kingston, the 24th of March, 1846.

## DOCUMENTS RESPECTING KING'S COLLEGE ACCOMPANYING THE MESSAGE OF THE GOVERNOR GENERAL.

1. Memorial of Dr. William C. Gwynne, Professor of Anatomy and Physiology in King's College University, to His Excellency the Chancellor in the Appendices, dated the 13th of February, 1845.
    - (1) *Appendix* A, Number 1: Resolution proposed by the Memorialist at a Meeting of King's College Council, 24th of January, 1845.
    - (2) *Appendix* A, Number 2: Extract from the Proceedings of King's College Council of the Months of February and March, 1845.

(*Note.* See pages 200-203 of the Fifth Volume of this Documentary History.)

*Appendix* B: Financial Statement in regard to the Endowment and Income of King's College University, dated February, 1843.
2. Report of a Committee of King's College Council on the foregoing Memorial of Doctor Gwynne, dated the 28th of May, 1845, (with Tabular Views appended.)
    - (1) *Tabular View*, Number 1: Receipts and Expenditure of King's College, on account of Capital, from 1828 to January, 1845.

(2) *Tabular View*, Number 2: Receipts and Expenditure of King's College on account of Income from 1828 to January, 1845.

(3) *Tabular View*, Number 3 Receipts and Expenditure of Upper Canada College from 1829 to January, 1845.

(4) *Tabular View*, Number 4: Application of the surplus Capital and Income of the University of King's College.

3. Opinion of the Visitors of King's College on the subject of the two preceding Documents,—Memorial of Dr. Gwynne and the King's College Report thereon, dated the 17th of December, 1845.

(NOTE: The whole of the Papers and Documents accompanying this Message of the Governor General to the House of Assembly, on the 7th of May, 1846, will be found in Appendix DD. of the Journals of that House, and of the Legislative Council, for the session of 1846. Only the more important of these documents will be inserted in the next Chapter of this Volume.)

SCHOOL SITES BILL. THE DRAPER UNIVERSITY CHARTER AMENDMENT BILL OF 1846.

May 8th, 1846.—A Message was received from the Legislative Council by John Flemings Taylor Esquire, one of the Masters in Chancery, as follows:

MR. SPEAKER,

The Legislative Council have passed the following Bill, with several amendments, to which they desire the concurrence of the Assembly.

The Legislative Council have agreed to the amendment made by the Legislative Assembly to the Bill, intituled:—"An Act to provide for vesting in Trustees, the Sites of Schools, in "that part of this Province called Upper Canada," without any amendment.

LEGISLATIVE COUNCIL CHAMBER,  
MONTREAL, May 7th. 1846.

R. E. CARON,  
Speaker.

Ordered, That the Honourable Attorney General Draper have leave to bring in a Bill to repeal a certain Act therein mentioned, and to alter and amend the Charter of the University of King's College. He accordingly presented the said Bill to the House, and the same was received and read for the first time, and ordered to be read a second time on Tuesday.

TEXT OF THE DRAPER KING'S COLLEGE CHARTER AMENDMENT BILL OF 1846.

BILL:—AN ACT TO REPEAL A CERTAIN ACT THEREIN MENTIONED, AND TO ALTER AND AMEND THE CHARTER OF THE UNIVERSITY OF KING'S COLLEGE.

Whereas a Bill has been introduced by Mr. George B. Hall on the 5th instant\* Preamble, during the present Session of this Legislature for erecting a University by the name and style of the University of Upper Canada; and,

Whereas it is designed that King's College should become and be constituted a College, of and in the said University; and

Whereas it is, therefore, necessary to amend the Charter of King's College:—

Be it therefore enacted, That a certain Act of Parliament of the Province of Upper Canada, passed in the Seventh year of the Reign of His late Majesty King William the Fourth, intituled: "An Act to amend the "Charter of the University of King's College" be and the same is hereby repealed †

II. And be it enacted, That from, and after, the passing of this Act, the said Corporation shall be known and designated by the name and style of "The President, Fellows and Scholars of King's College at Toronto," in the stead and place of the name given by the Charter thereof.

III. And be it enacted, That, notwithstanding anything contained in the Charter of the said University of King's College, set forth in the said Act of Parliament of Upper Canada, there shall not hereafter be any Chancellor, or other University Officer, belonging to the said College.

IV. And be it enacted, That, notwithstanding, as aforesaid, the said College shall not hereafter have, exercise, or enjoy, any of the rights, powers and privileges of a University, or hold any Convocation, or confer any Degrees.

\*This Bill is practically the same as that proposed by Mr. Draper on the 4th of March, 1845. See pages 164, 165 of the Fifth Volume of this Documentary History. Mr. Hall's University Bill was introduced on the 5th of May, 1846; See page 38

† A copy of this Act will be found on pages 88, 89 of the Third Volume of this Documentary History.

7th William IV., Chapter 16, repealed.

Name of the Corporation.

No Chancellor or other University officer belonging to King's College.

Privileges of a University withdrawn.

**Bishop of Toronto to be Visitor.** V. *And be it enacted,* That the Lord Bishop of Toronto, for the time being, shall be, and is hereby declared to be, the Visitor of the said College.

**Professor of Divinity to be first President.** VI. *And be it enacted,* That the present Professor of Divinity of, and in, the said University of King's College, shall become and be the first President of the said College, and Professor of Divinity therein.

**President and three Senior Tutors to be King's College Council.** VII. *And be it enacted,* That, notwithstanding, as aforesaid, the College Council shall consist of the President, for the time being, who shall also be Professor of Divinity, the Vice-President and the three Senior Tutors thereof; and that meetings of the said Council may be summoned by the President, or, in his absence, by the Vice-President; and the President, or Vice-President, and two other Members shall form a quorum.

**President may appoint Vice-President.** VIII. *And be it enacted,* That the President of the said College shall have power and authority to nominate and appoint the Vice President thereof.

**Visitor may appoint Tutors to Council.** IX. *And be it enacted,* That, for the filling up the said Council, in the first instance, it shall be lawful for the Visitor to appoint three tutors thereof.

**Tutors of King's College to be hereafter subject to examination.** X. *And be it enacted,* That all Tutors of the said College, after the first appointment, shall be subject to examination by the Council, in pursuance of any Statute, or Ordinance, in that behalf, which the said Council are hereby authorized to make, and, after examination and approval, shall, and may, be appointed Tutors by the said Council.

**Visitor may suspend any member of College Council for a just cause.** XI. *And be it enacted,* That the Visitor may suspend any of the Members of the College Council from his seat therein for any just, or reasonable, cause to him appearing; Provided that the grounds of every such suspension shall be stated, and communicated, to the College Council, in writing at length, signed by the Visitor, and shall be entered and recorded on the Books of the said Council; and that every person, so suspended, shall, thereupon, cease to be a Member of the said Council, unless, and until, he shall be restored to, and be re-established, in such his station therein, by Her Majesty, Her Heirs and Successors, or by the said Visitor, acting in behalf of Her Majesty, and in pursuance of any special reference from Her Majesty, Her Heirs, or Successors.

**College Council to enjoy certain powers.** XII. *And be it enacted,* That the said College Council shall continue to possess and enjoy all, and every, the powers and privileges conferred in, and by, the said Charters, except in so far as the same are inconsistent with the provisions of this Act.

**College Council may pass Statutes.** XIII. *And be it enacted,* That, notwithstanding, as aforesaid, it shall, and may, be lawful for the said College Council to initiate, as well as to pass, any Statutes, Rules and Ordinances not inconsistent with the provisions of this Act.

**Proviso** *Provided always,* That no such Statutes, Rules and Ordinances shall come into effect until they shall have been sanctioned and approved by the Visitors, and such sanction and approval shall have been communicated by him to the College Council, under his hand and seal.

**Fellowship and Scholarship may be endowed.** XIV. *And be it enacted,* That Fellowship and Scholarships may be erected and endowed within the said College, and may be regulated by Statute of the College Council.

**Certain powers granted by Charter to remain.** XV. *And be it enacted,* That all other, the powers, limitations, conditions and privileges and immunities conferred in, and by, the said Charter, which are not varied, or abrogated by this Act, shall, be and continue to be, enjoyed, exercised and observed in as full and ample a manner, as is expressed in the said Charter, as if the said Charter had not been, in any respect, varied, or interfered with.

*May 8th, 1846.* On motion, it was

*Ordered,* that the Honourable Mr. Attorney General Draper have leave to bring in a Bill to vest the Endowment granted by the Crown for University Education in Upper Canada, in the University of Upper Canada, and for other purposes therein mentioned.

He according presented the said Bill to the House, and the same was received and read for the first time, and ordered to be read a second time on Tuesday next.

The following is a copy of this Bill :—

**BILL—AN ACT TO VEST THE ENDOWMENT GRANTED BY THE CROWN FOR UNIVERSITY EDUCATION IN UPPER CANADA, IN THE UNIVERSITY OF UPPER CANADA, AND FOR OTHER PURPOSES THEREIN MENTIONED.**

*Whereas* Bills have been passed proposed during the present Session for erecting a University by the name and style of the University of Upper Canada, and for taking from King's College, all University privileges and powers ;

*And Whereas*, the Endowment conferred by the Crown on King's College was designed for the purpose of University Education within the Province of Upper Canada, and it is right and just that such Endowment should be applied accordingly

Be it, therefore enacted that so soon as the said Bill erecting the University of Upper Canada shall become law, or as soon as a Royal Charter shall be granted, incorporating a University by the same name and style in conformity with the provisions of the said Bill, all and every the land and other real estate and effects heretofore granted by the Crown to the said University of King's College, at York, in the Province of Upper Canada, be by any other name or style, and all Monies, Debentures and Securities for money, of what nature or kind, soever, arising from the sale or rental of any lands, so granted, as aforesaid, or purchased, procured, or taken, by, for, or through the means of any such lands, or any sale or leasing thereof, or for the security of any debt due to the said University of King's College, now in the possession of the said University of King's College, or to which the said University of King's College is legally, or equitably, entitled, shall be, and the same is hereby declared to be, vested in, and be the property of the University of Upper Canada, in whatever way the same may be incorporated, as aforesaid.

II. *And be it enacted*, That all debts due to "The Chancellor, President and Scholars of King's College, at York, in the Province of Upper Canada," shall be transferred and become due to the University of Upper Canada ;—and that the said University of Upper Canada shall have the same power to sue for, and collect, and recover the same, and to bring any actions, or suits, whatever, in respect of all, or any, of the aforesaid property, estate and effects, or any contract, lease or agreement in relation thereto, in their own corporate name, in like manner, as if such debt had been incurred to, or such property, estate and effects had originally belonged to, or such contract, lease, or agreement, had been made by, and with, the said University of Upper Canada, and to the same purpose and effect, as if such action, or suit, had been brought in the name of "The Chancellor, President and Scholars of King's College, at York, in the Province of Upper Canada."

III. *And be it enacted*, That all debts and liabilities, covenants, contracts and agreements entered into and incurred by "Mr. Chancellor, President, and Scholars of King's College, at York, in the Province of Upper Canada, shall be paid, discharged, fulfilled and performed by the University of Upper Canada ; and that the said University of Upper Canada shall be liable to any suit, action, or proceeding, on account of any such debt, liability, covenant, contract or agreement which could, or might, have been brought against the said "Chancellor, President and Scholars of King's College, at York, in Upper Canada," in respect of any such debt, liability, covenant, contract, or agreement.

IV. *And be it enacted*, That nothing in this Act contained shall be held, or construed, to entitle the University of Upper Canada to any other lands, real estate, property and effects now belonging to, or held by, or in trust for "Mr. Chancellor, President and Scholars of King's College, at York, in the Province of Upper Canada," than what is set forth in the first and second sections of this Act.

**KING'S COLLEGE DOCUMENTS—UPPER CANADA COMMON SCHOOL ACT, 1846.**

May 8th, 1846. On motion, it was

*Ordered*, That two hundred and fifty, (250,) copies of the Message of His Excellency the Governor General of the 7th instant, relating to King's College University, and the Documents accompanying the same ; and also the Memorial to His Excellency of Doctor William C. Gwynne, the Professor of Anatomy and Physiology in the University of King's College, and other Documents on the same subject, laid before the House, yesterday, be printed for the use of the Members of this House.

May 11th, 1846. The following Petition was read : Of Mr. Robert Walker and others, of the Township of Woodhouse, praying for certain alterations in the Charter of King's College.

May 12th 1846. A Message was received from the Legislative Council, by John Fennings Taylor, Esquire, one of the Masters in Chancery, as follows :

Mr. SPEAKER,—

The Legislative Council have passed the following Bill, with amendments, to which they desire the concurrence of the Assembly :—

“An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada.”

LEGISLATIVE COUNCIL CHAMBER,  
12th, of May, 1846.

R. E. CARON,  
Speaker.

May 18th, 1846.—On motion of the Honourable Attorney General Draper, seconded by the Honourable William Cayley, it was

Ordered, That the amendment made by the Legislative Council to the Bill, intituled :—  
“An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada,” be now taken into consideration.

And the said amendment was read, and is as followeth :—

LEGISLATIVE COUNCIL, SEPARATE SCHOOL AMENDMENTS TO THE COMMON SCHOOL ACT, 1846.

Press 17, Line 1.—After “School” insert “and from any Common School District.”

And the said amendment being again read, and the question being put thereon, it passed in the negative. It was then

Resolved, That a Select Committee composed of the Honourable Attorney General Draper, Mr. John A Macdonald of Kingston, and Mr. James H. Price, be appointed to draw up Reasons to be offered to the Legislative Council, at a Conference, for the disagreeing to the amendment made by their Honours to the Bill, intituled :—“An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada.”

The Honourable Attorney General Draper, from the Select Committee appointed to draw up Reasons to be offered to the Legislative Council, at a Conference, for disagreeing to the amendment made by their Honours to the Bill, intituled :—

“An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada,” reported that the Committee had drawn up the said Reasons ; which Reasons were again read at the Clerk’s table, and agreed to by the House ; and are as followeth :—

1st. Because the effect of the said amendment will be to permit children from several School Sections to attend together at one Separate School,

2nd. Because the share of the School monies to which such Separate School will be entitled. will be regulated by the proportion which the children attending such Separate School, bears to the number of children within the School Section, wherein such Separate School is held.

3rd. Because the consequence will be, that a single School Section will have to bear the burden of the education of not only the children resident within its limits, but also those children of other School Sections who may attend such Separate School, without any assistance from other School Sections, or any share of the School monies to which these other Sections are entitled.

4th. Because, without other changes in the Bill, it is very doubtful whether the Trustees of the School Section, in which such Separate School is held could make out a Rate Bill and enforce payment from the parents of children who are sent to the Separate School from School Sections other than that within which it is held.

On motion it was then

Resolved, That a Conference be desired with the Honourable the Legislative Council, for the purpose of communicating to them the Reasons which induced this House not to concur in the amendment made by their Honours to the Bill, intituled :—“An Act for the Better establishment “and Maintenance of Common Schools in Upper Canada.”

Ordered, That the Honourable Attorney General Draper do go to the Legislative Council, and desire the said Conference.

KING’S COLLEGE COUNCIL PETITION TO BE HEARD AT THE BAR OF THE HOUSE.

May 14th, 1846. Mr. William H. Boulton brought up, and laid on the Table, a Petition of King’s College Council, at York, now Toronto. On motion of Mr. W. H. Boulton, seconded by the Honourable William B. Robinson, it was

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*Ordered*, That the Petition of King's College Council, at York, now Toronto, praying to be heard at the Bar of the House with reference to the Bills relating to the said College; and that time be allowed them to prepare for that purpose, be now read and that the Rule of this House of the 28th of June, 1841, be suspended as to the present Petition. This was agreed to and the said Petition was read accordingly.

Mr. W. H. Boulton moved, seconded by the Honourable William B. Robinson, that King's College Council be heard by Counsel at the Bar of this House, on this day week, on the several Bills introduced, affecting the Charter and Endowment of King's College. The question, having been put upon the said motion, a division ensued, and it was carried in the affirmative, and it was ordered accordingly.

Mr. J. Johnston moved, seconded by Mr. George Chalmers, that five hundred, (500) additional copies of the several University Bills be printed for the use of the Members of this House. The motion was negatived on a division.

A Message was received from the Legislative Council, by one of the Masters-in-Chancery, dated this fourteenth day of May as follows:

*Ordered*, That one of the Masters-in-Chancery go down to the Legislative Assembly and acquaint that House that the Legislative Council agrees to the Conference desired upon the subject of the Separate School Amendment made by this House to the Bill intituled:—"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," and that the Managers on the part of this House are to be the Honourables James Crooks and John Neilson, who are to meet the number of Managers required by Parliamentary usage . . .

On motion it was

*Resolved*, That four Managers be appointed to meet the Managers appointed by the Honourable the Legislative Council . . . for holding the Conference desired upon the (Separate School) amendment made by their Honours to the Bill in question, and that the Honourable Attorney General Draper and Messieurs Ogle R. Gowan, James H. Price and John A. Macdonald be appointed Managers on the part of this House.

May 15th, 1846.—A Message was received by one of the Masters-in-Chancery from the Legislative Council, dated this fifteenth day of May as follows:—

*Ordered*, That one of the Masters in Chancery do go down to the Legislative Assembly and acquaint that House that the Legislative Council do not insist on their (Separate School) amendment to the Bill intituled:—"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," to which the Legislative Assembly disagree.\*

EDUCATION ACTS ASSENTED TO BY THE GOVERNOR-GENERAL.

May 18th, 1846.—Mr. Speaker reported that, agreeable to the commands of His Excellency the Governor General, the House had attended upon His Excellency in the Legislative Council Chamber, where His Excellency was pleased to give, in Her Majesty's name, the Royal Assent to the following Bills:—

"An Act to amend the Act therein mentioned, relating to the appropriation of monies derived from the sale of School Lands in Upper Canada."

"An Act to pr vide for vesting in Trustees the Sites of Schools in that part of this Province called Upper Canada."

"An Act to transfer to Queen's College at Kingston, certain Estates, Rights and Liabilities of the University at Kingston."

A Message from the Legislative Council, by John Fennings Taylor, Esquire, one of the Masters-in-Chancery:—

MR. SPEAKER,

The Legislative Council have passed the following Bill:—"An Act to enable the District of Bathurst to receive the School Monies apportioned to it in the year one thousand eight hundred and forty-five, (1845) notwithstanding the failure of the Council of that District to levy an equal sum."

LEGISLATIVE COUNCIL CHAMBER, 18TH May, 1846.

R. E. CARON,  
Speaker.

The following Petitions were read: Of Mr. James Morris and others, of Macnab and Horton; of Mr. Alexander Wright and others, of Renfrew, praying that the Charter of King's Col-

\* See note to the proceedings of the Legislative Council on this subject under date of the 15th of May, 1846, page 56.



lege may be amended by the passing of the Draper University Bill, introduced during the last Session of the Legislature for that purpose.

The Honourable Dominick Daly, one of Her Majesty's Executive Council, laid before the House by command of His Excellency the Governor General the Annual Report of the Assistant Superintendent of Education, (the Reverend Alexander Macnab,) upon the State of Common Schools in Canada West for the year 1844, in terms of the Sixty-seventh Section of the Common Schools Act of Upper Canada, 1843, 7th Victoria, Chapter XXIX.

(NOTE. This Report will be inserted further on in this Volume.)

*May 22nd, 1846.*—The following Petitions were read : Of Mr. John G. Edwards and others, of King ; of Mr. William H. Mitchell of Pickering and of Mr. Timothy Devenish and others, of Scarborough, praying that no partition be made of the Endowment of King's College, but that it be secured from mismanagement, and adapted to the circumstances of the Country.

*May 23rd, 1846.*—The Honourable Attorney General Draper, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, certain Returns and Documents relating to the University of King's College. It was

*Ordered*, That the said Returns and Documents be printed for the use of the Members of this House.

(NOTE. These Returns relate chiefly to the financial affairs of King's College for 1841-1844,—all those of any importance being already given in the proceedings of King's College for those years. All these Returns together they will be found in Appendix to the Journals of the House of Assembly for 1846.)

Mr. Speaker reported, that, agreeable to the commands of His Excellency the Governor General, the House had attended His Excellency in the Legislative Council Chambers, where His Excellency was pleased to give in Her Majesty's name, the Royal Assent to the following Bills :—

“An Act to enable the District of Bathurst to receive the School Monies apportioned to it in the year one thousand eight hundred and forty-five (1845), notwithstanding the failure of the Council of that District to levy an equal sum.”

“An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada,” 1846.

The Order of the Day for the second reading of the Bill to erect a University by the name and style of the University of Upper Canada, being read ;

*Ordered*, That the said Bill be read a second time on Thursday next.

*May 26th, 1846.* The following Petitions were read : Of the Reverend G. Winterbotham and others, of Brantford, praying that the endowment of King's College may be preserved entire ; and that each Religious Sect may be left to provide Theological Education for its Ministers, without public aid ; of the Reverend Charles Fletcher and others, of Chippewa and neighborhood, praying that no partition be made of the endowment of the University of King's College, but that the said University may be established upon a firm and liberal basis.

*May 28th, 1846.*—The following Petition was read :—Of Mr. Elliot Greeve and others, of Westminster, praying that no partition be made of the endowment of the University of King's College, but that it may be secured from mismanagement and established upon a broad and permanent basis.

NOTE. The following is a copy of a somewhat different Petition, but on the same subject, from the United Congregation of Oxford, South Gower and Mountain to the Legislative Assembly. This Petition Humbly Sheweth :—

That, while the Government of England have kindly bestowed upon the inhabitants of these lands, a munificent grant for the Liberal Education of their children, they have been robbed of their rights and excluded, in a great measure, from the enjoyment of those benefits that were conferred upon them.

That owing to misrepresentation and false report, the public funds have been monopolized, and diverted from a common to a particular use, and, but a mere fractional part of the population is receiving any advantage from said funds.

That your Petitioners, in common with the majority of Her Majesty's subjects in Canada, have, for some time, laboured under this grievance, and do now conceive it to be their duty to come forward in vindication of their claims.

Petitioners feel anxious that the funds be kept together and applied and to their original purpose and no division thereof be allowed, at which an attempt is now being made.

That the University was intended to be accommodated to all Religious Sects and Denominations, as far as is consistent with truth.

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Your Petitioners pray, therefore, that such rules and regulations be established by Legislative Enactment, as will guard against the teaching of anything contrary to the Word of God, and the fundamental doctrines of Christian religion.

And your petitioners, as in duty bound, will ever pray.

The Order of the Day for the second reading of the Bill to erect a University, by the name and style of the University of Upper Canada, being read ; also the Order for hearing Counsel at the Bar of the House against the said Bill, being also read, Robert Shore Milnes Bouchette, Esquire, Advocate, appeared at the Bar as Counsel for King's College Council and addressed the House. He having withdrawn, Mr. George B. Hall moved, seconded by the Honourable Attorney General Draper, That the Bill to erect the University of Upper Canada be now read a second time. Mr. Rolland Macdonald moved in amendment, seconded by Mr. William H. Boulton, to leave out from the word "That" to the end of the said motion, in order to add the words : "It is inexpedient, at this late period of the Session, to proceed any further with the Bill to erect a University by the name and style of the University of Upper Canada. A debate arising thereupon, it was, on motion of Mr. John A. Macdonald, seconded by the Honourable William B. Robinson,

*Ordered*, That the debate be adjourned until to-morrow, and that it be then the first Order of the Day in the afternoon sitting.

NOTE. I have thought it desirable to record here what was the general opinion of Members of the House of Assembly on these University Bills, now for the second time brought before the Legislature, and not passed. I have, therefore, procured a brief report from a local paper of the remarks and speeches made in the Legislative Assembly, after the Counsel for King's College had addressed the House. The newspaper report of the 2nd of June, 1846, is as follows :—

Mr. Bouchette was heard at the Bar on behalf of King's College against the second reading of the Hall-Draper University Bill.

Mr. Edward Ermatinger stated that he had voted last year for this measure, when he found it so strenuously supported by the Administration ; but now, when he found it an open question, he was anxious for a postponement, he had turned the matter over in his mind, and, until he knew the opinions of the Country, he had determined to vote against the measure.

Mr. P. J. O. Chauveau\* had last year felt a repugnance to meddle with what the people of Upper Canada considered vested rights ; and nothing but the almost unanimous voice of the people of that portion of the Province would have led him to do so, the position taken by the Administration, their declaration that they would stand, or fall, by the measure, and the votes of the members for Upper Canada had led him to the supposition that this measure was almost unanimously desired by the people whom they represented. But this year he did not feel himself in the same position ; when the Administration had abandoned the Bill in 1845, and it was no longer a Ministerial measure, he must conclude that the people of Upper Canada no longer desired it.

The question had undergone no change, the rights of King's College had received no accession, and he was, therefore, led to one or two conclusions, either that those who did represent Upper Canada did so no longer, or, that the people of Upper Canada no longer desired the Bill. He would not vote for this question, as having any analogy to the Colleges of Lower Canada, for there was no such analogy ; but he would deal with it on the grounds which he had stated.

He felt that he dared not vote for an interference with what were even conceived to be vested rights, unless he found the measure effecting that alteration supported by the almost unanimous voice of the people of Upper Canada ; if they were really disappointed by its failure, let them not blame the Members from Lower Canada, but those, who, after having brought forward this measure, and declared that they would stand or fall by it, abandoned it.

Mr. George Macdonell stated that his intention was to support the Bill.

Mr. J. Johnston considered this Bill an interference with vested rights ; if amendments were required in the Charter, let them be made, but the House had no right to strip the University of King's College of its endowment.

\* Mr. Chauveau was afterwards Chief Superintendent of Education for Lower Canada, from 1855 to 1873.

Mr. William H. Boulton said that the endowment possessed by the University of King's College was set apart for that Institution alone, and had not been taken from any other Institution, or diverted to any other purpose, as had been represented. The measure came up last year under extraordinary circumstances, as a Government measure, in which the very existence of the Administration was wrapped up, and it had received votes on that account alone. Those who were the most ardent supporters of the measure were Clergymen of various Religious Denominations. . . . He warned the members from Lower Canada that, if these men succeeded in destroying the Church of England University in Upper Canada, the day was not far distant when these men . . . would also attempt to sweep away the Roman Catholic Institutions of Lower Canada, and the people of Lower Canada would then need the assistance of the Members from Upper Canada in preserving their Religious Institutions inviolate. But he did not support King's College as a Religious Institution because it was no more Church of England than it was Presbyterian, except that it had a Chair of Theology belonging to that Church, but, in every other respect, it was as open and liberal as it was possible for an Institution to be.

The present Bishop of Toronto (Dr. Strachan), in the pursuit of a long cherished object, (a provision for Collegiate Education in Upper Canada), went to England in 1826, and applied for a Charter. A Charter was offered him, the same as those of the University of Cambridge and Oxford—an exclusively Church of England Charter, with tests and restriction, the same as every Charter which has hitherto been given by the Crown of England. The Bishop, fully acquainted with the wants and wishes of the people of Upper Canada, refused it, as of too exclusive a character, and eventually obtained the first Charter of King's College, in 1827, the most liberal ever granted by the Crown of England.

Mr. W. H. Dickson supported the Bill.

Mr. W. H. Draper said, he never yielded a question with more reluctance than he had when last session he consented, at the earnest solicitations of his friends, to postpone the measure. He did so at a great sacrifice, and stated then that, at a future time, the question would be found in a different position.

On such a question he would never fear to stand, or fall, for, at length, it must be acknowledged that sooner, or later, this matter must be settled. He regretted that the amendment of the member for Cornwall would divide the vote; he had rather that the House should affirm, or reject, the Bill upon its merits. This measure was represented as an attack against the University of King's College, whereas it was an attempt to strengthen its foundations, and make it more permanent. It was said that there was no agitation on this subject, honourable members, who opposed this Bill, would find that it would come sooner than they expected, and would produce more commotion in Canada than any measure previously mooted in it, he anticipated this, but he hoped that he might be mistaken.

*May 29th, 1846.*—According to the Order of the Day, the House resumed the adjourned debate upon the amendment which was yesterday proposed to be made to the motion for the second reading of the Bill to erect "the University of Upper Canada." And the question being put on this amendment, a division ensued as follows:—

YEAS: Messieurs Armstrong, Baldwin, Berthelot, Boulton, Boutillier, Cauchon, Cayley, Cabot, Chauveau, De Witt, Drummond, Duggan, Ermatinger, Foster, Guillet, Jofin, La Fontaine, Lantier, Laterrière, Laurin, Le Morine Leslie, Roland Macdonald, John S. Macdonald, D. A. Macdonell, Merritt, Method, Moffat, Munro, Morin, Nelson, Price, Robinson, Rousseau, George Sherwood, Henry Sherwood, Harmanus Smith, Taché, Watts and Williams.—40.

NAYS: Messieurs Chalmers, Christie, Cummings, Daly, Dickson, Draper, Gowan, Hall, Jessup, John A. Macdonald, George Macdonell, McConnell, Petrie, Scott, Seymour, Henry Smith, J. Smith, William Stewart, Viger and Woods.—20.

So it passed in the affirmative. It was then

*Resolved*, That it is inexpedient at this late period of the Session to proceed any farther with the Bill to erect a University by the name and style of the University of Upper Canada.

*June 5th, 1846.*—The Committee of Supply reported the following Resolutions which were adopted: £1111.2.2 to Upper Canada College; £500 to Victoria College, and £500 to Queen's College, for the year 1846.

#### PROCEEDINGS OF THE LEGISLATIVE COUNCIL, 1846.

NOTE. During the Session of the Legislative Council in 1846, a number of Petitions were presented to it similar to those presented to the House of Assembly. Reference to them is omitted in this record of the Educational Proceedings of the

Legislative Council, as it would be a mere repetition of what is already noted and included in the Educational Proceedings of the House of Assembly.

The proceedings and the ceremony observed at the opening of this Second Session of the Second Parliament of the Province of Canada will be found on page 28 of this Volume.

*April 6th, 1846.*—The Honourable James Morris presented to the House a Bill intituled :—“An Act to provide for vesting in Trustees the Sites of Schools in that part of this Province called Upper Canada.” The said Bill was read the first time, and was

*Ordered*, That the said Bill be read the second time, on Wednesday next. It was also  
*Ordered*, That the said Bill be printed for the use of Members.

*April 8th, 1846.*—Pursuant to the Order of the Day, the Bill intituled :—“An Act to provide for the vesting in Trustees the Sites of Schools in that part of this Province called Upper Canada,” was read the second time ; and it was

*Ordered*, that the said Bill be engrossed, and the same read a third time to-morrow.

*April 9th, 1846.*—Pursuant to the Order of the Day, the Bill intituled :—“An Act to provide for vesting in Trustees the Sites of Schools in that part of this Province called Upper Canada,” was read the third time. The question was put whether this Bill shall pass? It was resolved in the affirmative, and it was

*Ordered*, that the title be :—“An Act to provide for the Vesting in Trustees the Sites of Schools in that part of this Province called Upper Canada.” It was then

*Ordered*, that one of the Masters-in-Chancery do go down to the Legislative Assembly, and acquaint that House that the Legislative Council have passed this Bill to which they desire their concurrence.

*April 21st, 1846.*—The Honourable John Hamilton presented to the House a Bill intituled :—“An Act to transfer to Queen’s College, at Kingston, certain Estates, Rights, and Liabilities of the University at Kingston.” This said Bill was read the first time, and it was

*Ordered*, that the said Bill be read the second time to-morrow.

*April 22nd, 1846.*—Pursuant to the Order of the Day the Bill intituled :—“An Act to transfer to Queen’s College, at Kingston, certain Estates, Rights, and Liabilities of the University at Kingston,” was read the second time, and it was

*Ordered*, that the said Bill be referred to a Select Committee of three Members ; it was also

*Ordered*, that the Committee be the Honourable Messieurs James Crooks, John Hamilton and James Gordon, to meet and adjourn as they please.

*April 23rd, 1846.*—The Honourable John Hamilton, from the Select Committee to whom was referred the Bill intituled :—“An Act to transfer to Queen’s College at Kingston, certain Estates, Rights and Liabilities of the University at Kingston,” reported that they have, in pursuance of the Order of Reference, examined the said Bill, and now beg leave to report the same for adoption by this Honourable House, with the following Amendments, viz :

*Preamble, line 20.*—After the word “divers” insert “contracts, agreements and” strike out the word “contracts” at the end of the same line.

*Preamble, line 21.*—Strike out the words “agreements, lands and premises.”

*Ordered*, that the said Report be received. The said amendments were then read by the Clerk. The said Amendments being read a second time, and the Question of Concurrence put on each, they were severally agreed to by the House. It was then

*Ordered*, that the said Bill as amended be engrossed.

*April 24th, 1846.*—The Bill intituled :—“An Act to transfer to Queen’s College at Kingston, certain Estates, Rights and Liabilities of the University at Kingston,” was read the third time.

The Question was put whether this Bill shall pass? It was resolved in the affirmative ; and it was

*Ordered*, That the title be :—“An Act to transfer to Queen’s College at Kingston, certain Estates, Rights and Liabilities of the University at Kingston.” It was also

*Ordered*, That one of the Masters in Chancery do go down to the Legislative Assembly and acquaint that House, that the Legislative Council have passed this Bill, to which they desire their concurrence.

*April 28th, 1846.*—A Message was brought from the Legislative Assembly by the Honourable Attorney General Diaper and others, with a Bill intituled:—"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," to which they desire the concurrence of this House. The said Bill was read the first time, and it was

*Ordered,* That the said Bill be read the second time to-morrow.

*April 29th, 1846.*—A Message was brought from the Legislative Assembly by Mr. John P. Roblin and others, with a Bill intituled:—"An Act to amend the Act therein mentioned, relating to the appropriation of Monies derived from the sale of School Lands in Upper Canada," to which they desire the concurrence of this House. The said Bill was read the first time, and it was

*Ordered,* That the said Bill be read the second time on Friday next.

Pursuant to the Order of the Day, the Bill from the House of Assembly, intituled:—"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," was read the second time, and it was

*Ordered,* That the said Bill be committed to a Committee of the Whole House, and that the House be put into a Committee upon the said Bill on Friday next.

*April 30th, 1846.*—It was moved, that all copies of Papers and Correspondence, which may have passed between His Excellency the Governor General, as Chancellor of King's College, or otherwise, with the Council of that Institution, since the Union of the Provinces, relative to the creation, or regulation of offices, or appointments in the University, or Council, with any Schedule of Salaries, or Allowances connected therewith, and names of Individuals proposed to fill the same, be communicated to this House. It was

*Ordered,* That the consideration of the said motion be postponed until Monday next.

A Message was brought from the Legislative Assembly by Mr. Ogilvie R. Gowan and others, with a Bill intituled:—"An Act to enable the District of Bathurst to receive the School Monies apportioned to it in the year one thousand eight hundred and forty-five (1845), notwithstanding the failure of the Council of that District to level an equal sum," to which they desire the concurrence of this House. The said Bill was read the first time, and it was

*Ordered,* That the said Bill be read the second time on Monday next.

*May 1st, 1846.*—Pursuant to the Order of the Day, the Bill from the House of Assembly, intituled:—"An Act to amend the Act therein mentioned, relating to the appropriation of Monies derived from the sale of School Lands in Upper Canada," was read the second time, and it was

*Ordered,* That the said Bill be read a third time on Monday next.

The House, according to Order, was adjourned during pleasure, and was put into a Committee of the whole House on the Bill intituled:—"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada." After some time the House was resumed. And the Honourable Adam Ferris reported from the said Committee that they had gone through the said Bill, and had directed him to report the same without any amendment. It was then

*Ordered,* That the said Bill be read the third time on Monday next.

*May 4th, 1846.*—Pursuant to the Order of the Day, the Bill intituled:—"An Act to amend the Act therein mentioned, relating to the appropriation of Monies derived from the sale of School Lands in Upper Canada," was read the third time. The question was put whether this Bill shall pass? It was resolved in the affirmative.

The Order of the Day being read for the third reading of the Bill intituled:—"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," it was,

*Ordered,* That the same be discharged, and that the said Bill be referred to a Select Committee of three Members. It was then

*Ordered,* That the Committee be the Honourable Messieurs William Morris, Adam Ferguson and John Neilson, to meet and adjourn as they please.

Pursuant to the Order of the Day, the House took into consideration the motion, that an humble Address be presented to His Excellency the Governor General, praying that His Excellency will be pleased to direct that there be laid before this House, Copies of all Papers and correspondence which may have passed between the Governor General, as Chancellor of the University of King's College, and the Council of the said University, since the Union of the Provinces, relative to the creation, or regulation, of Offices, or Appointments, in the University, or Council, with any Schedule of Salaries, or Allowances, connected therewith, and of the names of Individuals proposed to fill the same; and also of any correspondence which may have

taken place between the Governor General, as Chancellor of the University aforesaid, and any individual Member of King's College Council. The Question of Concurrence being put thereon, the same was resolved in the affirmative, and it was

*Ordered*, That such Members of the Honourable Executive Council, who are Members of this House, do wait on His Excellency the Governor General with the said Address.\*

Pursuant to the Order of the Day, the Bill intituled :—" An Act to enable the District of " Bathurst to receive the School Monies apportioned to it in the year one thousand eight hundred and forty-five, (1845), notwithstanding the failure of the Council of the District to levy " an equal sum," was read the second time, and it was

*Ordered*. That the said Bill be referred to a Select Committee of three members, and that the Committee be the Honourable Messieurs James Crooks, Adam Fergusson, and F. P. Brunson, to meet and adjourn as they please.

*Ordered*, That the Petition presented to this House on the 13th day of April last, from the said Bathurst District Municipal Council be referred to the last mentioned Committee.

*May 7th, 1846.*—A Message was brought from the Legislative Assembly by Mr. John A. McDonald and others, to return the Bill intituled :—" An Act to transfer to Queen's College at Kingston, certain Estates, Rights and Liabilities of the University at Kingston," and to acquaint this House that the Legislative Assembly have passed this Bill without any Amendment.

A Message was brought from the Legislative Assembly by Mr. George Sherwood and others, to return the Bill intituled :—" An Act to provide for the vesting in Trustees the Sites of " Schools in that part of this Province called Upper Canada," and to acquaint this House that the Legislative Assembly have passed this Bill with an Amendment, to which they desire the concurrence of the Legislative Council. The said Amendment has been read by the Clerk as follows :

Amendment made by the Legislative Assembly to the Engrossed Bill sent down by the Legislative Council, intituled :—" An Act to provide for vesting in Trustees the Sites of " Schools in that part of this Province called Upper Canada."

*At the end of the first clause* add the following Proviso, " Provided, also, that nothing in this Act " contained, shall be construed to extend to Common Schools."

The said Amendment being read a second time, and the Question of Concurrence being put thereon, the same was agreed to by the House, and it was

*Ordered*, That one of the Masters-in-Chancery do go down to the Legislative Assembly and acquaint that House that the Legislative Council have agreed to the Amendment made by the Legislative Assembly to this Bill, without any Amendment.

*May 11th, 1846.*—The Honourable John Neilson, from the Select Committee, to whom was referred the Bill intituled :—" An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," reported that the Committee had gone through the said Bill, and had directed him to report the same with an Amendment, which Amendment was then read by the Clerk as follows :—

*Press 1, line 1.*—After " School " insert " and from any Common School District."

The said Amendment being read the second time, and the Question of Concurrence put thereon, the same was agreed to by the House, and it was

*Ordered*, That the said Amendment be Engrossed, and the said Bill (as thus amended), read a third time to-morrow.

*May 12th, 1846.*—Pursuant to the Order of the Day, the Bill intituled :—" An Act for the " Better Establishment and Maintenance of Common Schools in Upper Canada," was, (as amended), read the third time. The Question was put whether the Bill (as amended) should pass? and it was resolved in the affirmative. It was

*Ordered*, That one of the Masters-in-Chancery do go down to the Legislative Assembly and acquaint that House, that the Legislative Council have passed these Bills with certain Amendments, to which they desire their concurrence.

*May 14th, 1846.*—A Message, dated the 13th May, 1846, was brought from the Legislative Assembly by the Honourable Attorney General Draper and others as follows :

*Resolved*, That a conference be desired with the Honourable the Legislative Council, for the purpose of communicating to them the reasons which induce this House not to concur in the Amendment made by their Honours to the Bill, intituled :—" An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada."

\* There is no record, in the Journals of the Legislative Council that these " Papers and Correspondence " were ever laid before the Council.

*Ordered*, that the Honourable Attorney General Draper do go to the Legislative Council, and desire the said conference.

The Messengers were again called in, and informed that the Legislative Council will send an Answer by a Messenger of their own.

*Resolved*, that this House do concur in the Conference desired.

*Ordered*, That one of the Masters-in-Chancery do go down to the Legislative Assembly, and acquaint that House that the Legislative Council agrees to the Conference desired upon the subject matter of the Amendment made by this House to the Bill intituled :—" An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," and that the Managers, on the part of this House, are to be the Honourable Messieurs James Crooks and John Neilsen, who are to meet the number of Managers required by Parliamentary usage presently in the Committee Room of the Legislative Council.

The House being informed that the Managers for the Legislative Assembly were ready for the Conference, upon the Subject Matter of the Amendment made by their Honours to the said Bill, in the Committee Room of the Legislative Council, the names of the Managers of this House were called over, and the House was adjourned during pleasure, and their Honours went to the Conference ; which being ended, the House was resumed.

And the Honourable James Crooks reported that the Managers for their Honours had met the Managers for the Legislative Assembly, at the Conference which on their part was managed by the Honourable Attorney General Draper and others, who delivered to their Honours the Bill with the Amendments, and also a paper containing as follows :—

*Reasons* to be offered to the Legislative Council, at a Conference for disagreeing to the Amendment made by their Honours to the Bill intituled :—" An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada."

*1st.* Because the effect of the said Amendment will be to permit Children from several School Sections to attend together at one Separate School.

*2nd* Because the Share of the School Monies to which such Separate School will be entitled will be regulated by the proportion which the Children attending such Separate Schools bears to the number of Children within the School Section wherein such Separate School is held.

*3rd.* Because the consequence will be that a single School Section will have to bear the burden of the education of not only the Children resident within its limits, but also those Children of other School Sections who may attend such Separate Schools, without any assistance from other School Sections, or any share of the School Monies, to which these other Sections were entitled.

*4th.* Because, without other changes in the Bill, it is very doubtful whether the Trustees of the School Section, in which such Separate School is held, could make out a rate bill and enforce payment from the Parents of Children who are sent to the Separate School, from School Sections other than that within which it is held.

*Ordered*, That the same do lie on the Table, and it was

*Ordered*, That the Report be taken into consideration to-morrow.

*May 15th, 1846.*—The Order of the Day being read, for the House taking into consideration the Report made yesterday by the Managers of the Conference with the Legislative Assembly, upon the subject matter of the Amendment made by this House to the Bill intituled :—" An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada ;"

The said Report was read by the Clerk, and the Amendment made by this House, to which the Assembly disagreed, being also read, it was proposed not to insist on the said Amendment.

The Question was put, whether to insist on the said Amendment ? It was resolved in the negative, and it was then

*Ordered*, That one of the Masters-in-Chancery do go down to the Legislative Assembly and acquaint that House that the Legislative Council does not insist on their Amendment to the said Bill, to which the Legislative Assembly disagreed.\*

\*It is a singular fact that the amendment, made by the Legislative Council, and by the vote of the Council agreed to be struck out of the Common School Bill, was not struck out, but remained in the Bill, as assented to by the Governor-General, and under it claims were made by the Separate Schools in Niagara and Belleville in January and April, 1847. As Dr. Ryerson was not then aware how the case stood, he replied to the parties concerned that the words must have been an interpolation, as they were not in the Bill, as originally drafted.

16th May, 1846.—The Honourable James Crooks, from the Select Committee to whom was referred the Bill intituled :—“An Act to Enable the District of Bathurst to receive the School Monies apportioned to it in the year one thousand eight hundred and forty-five, (1845), notwithstanding the failure of the Council of that District to levy an equal sum,” reported that the Committee have gone through the said Bill, and had directed him to report the same to the House, without any Amendment. It was then

*Ordered*, That the said Bill be read the third time on Monday next.

May 18th, 1846.—His Excellency Lieutenant-General, the Right Honourable Charles Murray, Earl Cathcart, of Cathcart, in the County of Renfrew, Knight Commander of the Most Honourable Military Order of the Bath, Governor-General of British North America, being seated in the Chair on the Throne, the Speaker commanded the Gentleman Usher of the Black Rod to let the Assembly know, “It is His Excellency’s pleasure they attend him immediately in his House,” who being come, with their Speaker, the Clerk of the Crown-in-Chancery read the Titles of the Bills to be passed severally, as follow :—

“An Act to provide for vesting in Trustees the Sites of Schools in that part of this Province, called Upper Canada.”

“An Act to transfer to Queen’s College, at Kingston, certain Estates, Rights and Liabilities of the University at Kingston.”

“An Act to amend the Act therein mentioned; relating to the appropriation of monies derived from the sale of School Lands in Upper Canada.”

Pursuant to the Order of the Day, the Bill intituled : “An Act to enable the District of Bathurst to receive the School Monies apportioned to it in the year one thousand eight hundred and forty-five, (1845), notwithstanding the failure of the Council of that District to levy an equal sum,” was read the third time. The Question was put whether this Bill shall pass? It was resolved in the affirmative.

May 23rd, 1846. His Excellency the Governor-General, having being seated on the Chair on the Throne and the Members of both Houses having been present, gave Her Majesty’s Assent to the following Bills :—

“An Act to enable the District of Bathurst to receive the School Monies apportioned to it in the year 1845, notwithstanding the failure of the Council of that District to levy an equal sum to that apportionment.”

“An Act for the Better establishment and Maintenance of Common Schools in Upper Canada.”

### CHAPTER III.

#### EDUCATIONAL ACTS PASSED BY THE LEGISLATURE IN 1846.

##### 9TH VICTORIA, CHAPTER XVII.

AN ACT TO PROVIDE FOR VESTING IN TRUSTEES THE SITES OF SCHOOLS IN THAT PART OF THIS PROVINCE CALLED UPPER CANADA.

*Earl Cathcart, Administrator (and afterwards) Governor General.*

Passed on the 18th May, 1846.

Whereas difficulties have been experienced by persons interested in Schools in that part of this Province called Upper Canada, in securing the titles to real property, for the use of such Schools, for want of a corporate capacity to take and hold the same in perpetual succession; and whereas it is expedient and proper to provide relief in such cases: Be it therefore enacted by the Queen’s Most Excellent Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, intituled :—“An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada,” and it is hereby enacted by the authority of the same.

Imperial  
Union Act.



Persons interested in any School in Upper Canada, may name Special Trustees to take conveyance of Site. Such special Trustees to have certain corporate powers.

Proviso.

Deed to be registered.

I. That it shall and may be lawful for any number of persons, residing in that part of this Province called Upper Canada, who may be interested in any School established, or to be established, in any Town or Township, therein, whether as Parents of Children frequenting such Schools, or as contributors to the same, or both, when, and as often as they may have occasion, or be desirous, to take a conveyance of real property for the use of such Schools, to elect from among themselves, and to appoint any number of Trustees, not exceeding seven, nor less than five, to whom, and to whose successors, to be appointed in such manner as shall be specified in the Deed of Conveyance, the real property requisite for such School may be conveyed; and such Trustees, and their successors in perpetual succession, by the name expressed in such Deed, shall be capable of taking, holding, and possessing, such real property, and of commencing and maintaining any action, or actions, at law, or in equity, for the protection thereof, and of their right thereto:

*Provided always,* That there shall not be held in trust, as aforesaid, more than ten acres of land at any one time, for any one school.

*Provided also,* That nothing in this Act contained shall be construed to extend to Common Schools.

II. *And be it enacted,* That such Trustees shall, within twelve calendar months after the execution of such Deed, cause the same to be registered in the Office of the Register of the County in which the land lies.

#### 9TH VICTORIA, CHAPTER XIX.

AN ACT TO AMEND THE ACT THEREIN MENTIONED [4TH AND 5TH VICTORIA, CHAPTER XIX] RELATING TO THE APPROPRIATION OF MONEYS DERIVED FROM THE SALE OF SCHOOL LANDS IN UPPER CANADA.

*Earl Cathcart Administrator (and afterwards) Governor-General.*

Passed on the 18th May, 1846.

Preamble.

Sixth Section of 4 and 5 Vict. ch. 19 cited.

Allowance for 50 scholars.

Imperial Union Act.

Reduction of Thirty scholars instead of fifty as a condition of the payment of the allowance mentioned in the Sixth Section of said Act.

WHEREAS by the sixth section of the Act passed in the Session held in the fourth and fifth years of Her Majesty's Reign, [Chapter xix] and intituled:—An Act to make temporary provision for the appropriation of the funds derived from the sale of School Lands in that part of the Province formerly Upper Canada, and for other purposes,\* it is among other things, enacted, That, out of the monies arising from the sale of School Lands, a certain annual allowance may be made for the support of certain Schools therein mentioned, at which not less than fifty scholars shall be educated; And whereas it is expedient to make a smaller number of scholars sufficient to enable such Schools to receive the said allowance:

*Be it, therefore, enacted,* by the advice and consent of the Legislative Council and Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same,

That, subject to the other provisions and requirements of the said Act, it shall be lawful for the Governor, Lieutenant-Governor, or Person administering the Government of this Province, for the time being, by and with the advice and consent of the Executive Council thereof, to authorize the payment of the annual allowance in the said section of the said Act mentioned, to any Board of Trustees, for the use and support of two other Schools, than the one in the Town where the Court-House is situate, in any Town, Township or Village within any District in that part of this Province which formerly constituted the Province of Upper Canada, in which the inhabitants shall provide a suitable School-House, at which not less than thirty scholars shall be educated, any thing in the said Sixth Section requiring that a greater number than thirty be so educated, to the contrary notwithstanding.

\*A copy of this Act will be found on pages 55, 56 of the Fourth Volume of this Documentary History.

9TH VICTORIA, CHAPTER XX.

AN ACT FOR THE BETTER ESTABLISHMENT AND MAINTENANCE OF COMMON SCHOOLS IN UPPER CANADA.\*

*Earl Cathcart, Administrator (and afterwards) Governor-General.*

Passed on the 23rd of May, 1846.

WHEREAS it is expedient to make provision for the better establishment and maintenance of Common Schools in that part of this Province formerly Upper Canada, and also for the establishment of a Normal and Model Schools therein :

*Be it therefore enacted* by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act, passed in the parliament of the United Kingdom of Great Britain and Ireland, and entitled, An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same.

Imperial Union Act.

APPOINTMENT AND DUTIES OF A SCHOOL SUPERINTENDENT FOR UPPER CANADA.

I. That the Governor may, from time to time, by Letters Patent, under the Great Seal of the Province appoint a fit and proper Person to be Superintendent of Schools in Upper Canada, and to hold his Office during pleasure; that the said Superintendent shall receive a salary not to exceed Five Hundred Pounds, (£500) currency, per annum, and to bear such proportion to that sum as the amount of public monies paid towards the support of Common Schools in that part of this Province called Upper Canada, bears to that paid towards the support of Common Schools in that part of this Province called Lower Canada, and shall be allowed One Hundred and Seventy-Five pounds (£175) currency, per annum, for a Clerk and the contingent expenses of his Office, to be by him accounted for, as provided in respect of other Public Officers; and that the said Superintendent shall be subject to all such lawful orders and directions, in the exercise of his duties, as shall from time to time be given by the Governor of this Province.

Chief Superintendent of Common Schools appointed.

His salary.

Chief Clerk's salary.

II. And be it enacted, That it shall be the duty of the Superintendent of Schools :

Duty of Superintendent.

*First.* After deducting certain sums, as herein after provided, to apportion, on or before the fifteenth day of April of each year, all monies appropriated by the Legislature for Common Schools in Upper Canada for such year, according to the ratio of population in each District, Township, Town or City, as compared with the population of Upper Canada, or if he shall think it expedient, in case of a defective Census, according to the ratio of children residing in each, over the age of five and under the age of sixteen years, as stated in the last Annual Reports of the District Superintendents.

To apportion monies arising from Common School Fund, and in what ratio.

*Secondly.* To certify such apportionment made by him to the Inspector General, so far as it relates to the several Districts in Upper Canada, also to give immediate notice to the Superintendent of Schools in each District, stating the amount of monies apportioned to his District, and to each Township, Town and City therein.

To notify the apportionment to certain Officers.

*Thirdly.* To prepare suitable Forms and Regulations for making all Reports, and conducting all necessary proceedings under this Act, and to cause the same, with such instructions as he shall deem necessary and proper for the better Organization and Government of Common Schools, to be transmitted to the Officers required to execute the provisions of this Act, copies of which Forms, Regulations and Instructions, as also copies of this Act, shall be furnished by him to the several District Superintendents, for the use of School sections, as occasion may require.

To prepare Forms and Regulations and furnish copies thereof and of this Act to District Superintendents.

*Fourthly.* To see that all monies apportioned by him be applied to the purposes for which they were granted.

Other duties. Due application of monies.

*Fifthly.* To decide upon all matters and complaints which may be submitted to him by parties interested, under the operation of this Act.

Complaints submitted to him.

\* The additions made to this Act while passing through the Legislature are inserted in italics. See page 79 of this Volume.

Selection of  
Text Books.

*Sixthly.* To discourage the use of unsuitable and improper books in the Schools, or School Libraries, and to use all lawful means to provide for and recommend the use of uniform and approved Text Books in all the Schools.

Normal  
School for  
Upper  
Canada.  
Plans of  
School  
Houses.

*Seventhly.* To take the general superintendence of the Normal School, as soon as one shall have been established.

School Libra-  
ries to be  
established.

*Eighthly.* To prepare, as soon as practicable, and recommend the adoption of suitable Plans of School Houses, with the proper furniture and appendages.

Diffusion of  
educational  
information.

*Ninthly.* To use his best endeavours to promote the establishment of School Libraries for general reading in the several Districts and Townships of Upper Canada, and to furnish every information necessary, as far as he shall be able, as to the regulations of such Institutions and the books most suitable for them.

Make yearly  
reports.

*Tenthly.* To employ all lawful means in his power to collect and diffuse information on the subject of Education generally, among the people of Upper Canada.

*Eleventhly.* To submit annually to the Governor of this Province, on, or before the first day of August in each year, a Report of the actual state of the Normal, Model and Common Schools throughout Upper Canada, showing the amount of monies expended on such Schools, and from what sources the same have been derived, with plans for their improvement, and such other statements and suggestions relating to education generally, as the said Superintendent may deem useful and expedient, in order that the same may be laid before the Legislature at the meeting thereof next following.

#### GENERAL BOARD OF EDUCATION FOR UPPER CANADA, AND ITS DUTIES.

Governor may  
appoint Board  
of Education  
for Upper  
Canada.

III. *And be it enacted,* That the Governor shall have authority to appoint not more than seven persons, (of whom the Superintendent of Schools shall be one, to be a Board of Education for Upper Canada), who shall hold their situation during pleasure, and shall be subject to all lawful orders and directions, in the exercise of their duties, which shall from time to time be issued by the Governor, and whose duty it shall be, in conjunction with the Superintendent of Schools,

Duties of  
the Board:—

*First.* To adopt all needful measurements for the establishment and furnishing of a Normal School for Upper Canada;—to make from time to time all needful Rules and Regulations for the management and good government of such School;—to prescribe the conditions on which pupils shall be received and instructed therein;—to select the location of such School, the terms and conditions on which Buildings therefor shall be procured;—to determine the number and compensation of Teachers and others who may be employed therein; and to do all other lawful things which they may deem expedient to promote the objects and interests of such School.

Normal  
School Regu-  
lations, etc.

Examination  
of Books.

*Secondly.* To examine and recommend, or disapprove, of all Books, Plans, or Forms, which may be submitted to them, with a view to their use in Schools; and no portion of the Government Grant shall be given in aid of any School in which any Book is used and which has been disapproved by the Board, and of which disapproval public notice shall have been given.

Advising with  
Superintend-  
ent.

*Thirdly.* To aid the Superintendent of Schools with their counsel and advice on all questions, and on all measures which he may submit to them for the promotion of the interests of Schools, and for the diffusion of useful knowledge among the people of Upper Canada.

Meetings of  
Board, when  
and where to  
be held.

IV. *And be it enacted,*—That the Meetings of the said Board shall be held at some place which shall be provided by the Superintendent of Schools; and that the first meeting of the Board shall be called by the Superintendent of Schools; that the said Board shall appoint a Chairman, and the times of its meetings; that a special meeting may be called at any time by the Superintendent of Schools, by giving due notice to the other Members; that at all meetings of the Board duly called, three Members shall form a quorum for the transaction of business; that the Clerk in the Education Office shall be the Recording Clerk to the Board, and shall enter all its proceedings in a Book to be kept for that purpose; and that the expenses attending the proceedings of the Board shall be accounted for as part of the contingent expenses of the Education Office.

Three mem-  
bers to form  
quorum.

Reading  
Clerk.

ESTABLISHMENT AND MAINTENANCE OF A NORMAL SCHOOL FOR UPPER CANADA.

V. *And be it enacted*, That, as soon as practicable, there shall be established a Normal School, containing one or more Elementary Model Schools for the instruction and practice of Teachers of Common Schools in the Science of Education and Art of Teaching, according to such Regulations as are hereinbefore provided for, and which shall be approved by the Governor in Council, and that a sum not exceeding *One Thousand Five Hundred pounds* (£1,500) be expended by the Board of Education, in procuring and furnishing suitable Buildings for the said Normal School; that a sum not exceeding *One Thousand Five Hundred pounds* (£1,500) per annum be allowed for the salaries of Teachers and all other contingent expenses of the said School; and that detailed accounts of the expenditure of all monies for the establishment and support of the said School, shall be annually transmitted to the Governor, through the Superintendent of Schools, to be laid before the Legislature.

A Normal School to be established.  
£1,500.  
£1,500.  
Salary of Teachers in the said Schools.

EDUCATIONAL DUTIES OF DISTRICT MUNICIPAL COUNCILS.

VI. *And be it enacted*, That that the Municipal Council of each District shall have authority to appoint a proper person to be District Superintendent of Common Schools, who shall hold his office during pleasure.

Council of each District may appoint persons to be District Superintendents.

*Provided always*, That in case the Council of any District shall neglect or refuse to recommend the appointment of a District Superintendent, at any meeting of such Council during the present year, or at their first meeting after the occurrence of any vacancy, then it shall be lawful for the Governor to make such appointment.

Proviso.

VII. *And be it enacted*, That it shall be lawful for the Council of each District, by By-law, to provide for the Salary of the District Superintendent.

Salary of District Superintendent to be provided for by law.

VIII. *And be it enacted*, That the Council of such District, on receiving from the District Superintendent of Common Schools, a certified copy of the apportionment of the Legislative grant in aid of Common Schools for their District for the current year, shall, without delay, cause to be levied such sums of money, for Common School purposes as they shall see fit, and within the limit of their powers, of imposing taxes, and at least equal (clear of all charges of collection) to the amount of public monies apportioned to such District, such sum within the limit aforesaid, to be increased at the discretion of the said Council, and the sum so to be raised shall be placed on the proper Collector's Rolls, and shall be collected by him in like manner as any other tax for such District, but shall be paid over by him to the District Superintendent of Common Schools, within the period fixed by law for the payment of rates collected to the Treasurer in each year.

District Council to cause to be levied for School purposes, a sum of money in each District at least equal to amount of public money apportioned to such District.

IX. *And be it enacted*, That the Council of each District shall cause each Township, or parts of adjoining Townships, Town, or City, in such District, to be divided into a convenient number of School Sections, and parts of Sections, to be numbered and described; and which may be altered at the discretion of the Council; and a copy of the descriptions and numbers of the Sections and parts of Sections shall be forthwith furnished by the Clerk of such Council to the Superintendent of Common Schools for the District.

District Council to divide Townships into School Sections.

X. *And be it enacted*, That the District Council in each District shall have authority, within the limit aforesaid, to cause to be levied any sum or sums of money which may be required for the purchasing of School Sites, and the erection and furnishing of School Houses, the procuring of Residences for Teachers, and for Common School purposes generally, in each district, and upon the inhabitants of the said District generally, or on those of any particular Township, School Section, or other locality, as the case may require;

And may levy sums of money for purchasing School sites, etc.

*Provided always*, That this shall not be construed to prevent the inhabitants of any School Section, or Township from adopting any voluntary means they may deem expedient to purchase, erect, furnish or repair any School House or Residence for the Teacher;

1st Proviso.

*Provided always*, That the title to any Common School House, and the land and premises appurtenant thereto, now vested in Trustees, or other persons, to and for the use of any Common School, or hereafter to be purchased, acquired and conveyed for such use, shall be vested in the District Council of the District in which such School House and lands are situate, in trust for the use of such School, respectively.

2nd Proviso.

District Councils to levy amount to pay for any School house not yet paid for.

XI. *And be it further enacted, That where, under or by virtue of any Act of the Legislature of this Province, for the Establishment or Maintenance of Common Schools, any School House shall have been erected which, from any cause whatever, shall not have been paid for to the person, or persons, entitled to the same, and for which a rate shall not have been assessed upon the School Section, (or where such rates shall have been imposed, but has not been collected) in which the same was so built, it shall and may be lawful to and for the District Council of the District, in which the same is situate, to levy, by assessment, a rate upon the inhabitants of such School Section sufficient in amount to pay the same.*

#### DISTRICT SUPERINTENDENT OF SCHOOLS, AND HIS DUTIES.

District Superintendent to give security.

XII. *And be it enacted, That each District Superintendent, appointed as hereinbefore provided, shall, before he enters upon the duties of his office, enter into bonds with two or more sufficient sureties, to such an amount and in such form as may be required by the Council of the District, for the faithful performance of the duties of his office.*

Duties of District Superintendent.

XIII. *And be it enacted, That it shall be the duty of each District Superintendent of Common Schools :*

To transmit to Clerk of District Council copy of apportionment of money to be distributed in the District.

*First, To transmit to the Clerk of the District Council, to be laid before such Municipal Council, a certified copy of the apportionment of School money to be distributed in the District, as soon as the notice of the said apportionment shall have been received from the Superintendent of Schools.*

To apportion School funds among the School Sections according to ratio of children over five and under sixteen.

*Secondly, As soon as he shall receive from the District Clerk a notification of the amount of money required by the Council to be raised by tax, to add that amount to the Government apportionment, (which two sums added together shall constitute the District School Fund for the support of Common Schools in such District,) and to apportion the said fund among the several School Sections entitled to receive the same, according to the ratio of children over five and under sixteen years of age in such Sections respectively, as compared with the whole number of children of the same ages in each Township, Town, or City, and in the whole District, and to notify the same to the Trustees of each School Section in the District, so far as they are respectively concerned.*

To pay to Teacher sum apportioned to his School section.

*Thirdly, (1) To pay any Teacher, or his agent, or any order, or orders, of the Trustees, for the time being, or the majority of them as hereinafter provided, any sum or sums of money which have been apportioned to the School or School Section, in which such Teacher may have taught; the payment of which order shall nevertheless be subject to the following conditions :*

Condition.

*(2) He shall not pay any parts of the apportionment to any School Section from which no sufficient Annual Report shall have been received for the year ending the last day of December preceding the apportionment.*

Condition.

*(3) Nor shall he pay any part of the apportionment to any School Section, or part of a Section, unless it shall appear by the said Reports that a School has been kept therein for at least six months during the year ending at the date of such Report, by a qualified Teacher, and that all monies received from the School Fund during the year ending at the date of such Report, have been faithfully applied in paying the compensation of such Teacher ;*

*Provided likewise, That the foregoing condition shall not be exacted of a School Section in which a School has been commenced during the preceding year, —such newly formed Section being entitled to a share in the School Fund, provided a School shall have been kept therein three months of the year preceding by a qualified Teacher, and a sufficient Report furnished.*

To visit Model and Common Schools.

*Fourthly, To visit all the Model and Common Schools in his District, at least once a year, and oftener if it shall be deemed necessary, in order to examine into the state and condition of the Schools, both as respects the progress of the scholars in learning, and the good order of the Schools, and the character and condition of the Buildings, and to give such advice both to Teachers and Trustees, in regard to the interests and management of the Schools, as he may judge proper.*

To examine candidates for the office of Teacher.

*Fifthly, To examine all persons offering themselves for candidates for teaching in Common Schools, with respect to their moral character, learning and ability; and if he be satisfied of the Candidates' qualifications in these respects he shall give him a Special Certificate, authorizing him to teach only one year in the School specified, or a General Certificate, authorizing the applicant to teach in any Common School in the District until such certificate is revoked ;*

*Provided always,* That every such Teacher shall be subject to re-examination whenever it shall be deemed expedient, by the District Superintendent of Schools:

*Provided also,* That no such Certificate of qualification shall be granted to any person, as a Teacher, who shall not, at the time of granting it, be a natural born, or naturalized, subject of Her Majesty, Her Heirs, or Successors, without a special license, in the case of a Teacher of any language other than English, to be obtained from the Governor, authorizing the person therein named to be employed as a Teacher, although an alien.

*Sixthly.* To annul any Certificate given by him or any of his predecessors in office, whenever he shall see just cause for doing so, assigning his reasons, and giving the Teacher holding such Certificate, an opportunity, if he shall feel himself aggrieved, to appeal to the Superintendent of Schools.

To annul former Certificates to Teachers when he shall see fit.

*Seventhly.* To prevent the use of all unauthorized foreign School Books in the English branches of education—to recommend the use of proper books for Schools, and to determine as to the Teacher, and Regulations of Model Schools, in the manner hereinafter provided.

To prevent the use of certain books.

*Eighthly.* To decide upon all questions of dispute which may arise between any of the parties interested under the operation of this Act, and which may be submitted to him by either party concerned.

To decide disputes, &c.

*Provided always,* That he may, if he shall deem it advisable, refer any such question as may be submitted to him to the Superintendent of Schools:

Proviso.

*Provided also,* that any aggrieved, or dissatisfied, party shall have the right of appeal to the Superintendent of Schools.

Proviso.

*Ninthly.* To retain in his hands, subject to the order of the Superintendent of Schools, all monies which may have been apportioned for his District for the year, and which have not been called for, or expended, according to the provisions of this Act.

To retain monies uncalled for.

*Tenthly.* To act in accordance with the directions of the Superintendent of Schools, and to make an Annual Report to him, at such time and in such form as may be appointed by the said Superintendent of Schools; and to furnish the said Superintendent, from time to time, with such additional information as he may require;

To transmit a annual Report to the Superintendent of schools.

*Provided furthermore,* That every such Annual Report of the District Superintendent, shall state:

Proviso.

(1) First. The whole number of School Sections or parts of Sections separately set off within each Township, Town or City in his District.

Such Report to show: Number of sections.

(2) Secondly. The number of children taught in each of the said Sections, or parts of Sections, over the age of five and under the age of sixteen years; and also the number of children residing in each such Section, over the age of five and under sixteen years.

Number of children.

(3) Thirdly. The length of time a School shall have been kept in each of such Sections, or parts of Sections, by a qualified Teacher, the Text Books used, and the subjects taught, and whether the Trustees have duly reported.

Time during which Schools have been open;

(4) Fourthly. The amount of monies which have been received by and collected in each of the said Sections and parts of Sections—distinguishing the amount, apportioned by the Superintendent of Schools, the amount received from the District School Tax, the amounts raised by the Trustees, and the amount from any other, and what, sources; also, how all such monies have been expended, and whether any and what part remains unexpended, and from what cause, or causes.

Monies received and expended;

(5) Fifthly. The number of his School visits during the year, the whole number of School Houses in each Township, Town, or City, the number hired, and the number erected during the year, and of what character, and by what means.

Number of his visits—and of school houses;

(6) Sixthly. So far as he may be able to ascertain, the number of private Schools kept in each Township, Town or City in his District, the number of the pupils, and the subjects taught therein.

Private schools in his section.

(7) Seventhly. The number and extent of the School and Public Libraries in his District, where situate, how established and supported; also any other information which he may possess respecting the educational state, wants, and advantages of this District, and any suggestions he may think proper to make, with a view to the improvement of the Schools and the diffusion of useful knowledge in such District.

School and Public Libraries, &c.

## POWERS AND DUTIES OF VISITORS OF COMMON SCHOOLS.

Who shall be  
Visitors of  
Schools.

XIV. *And be it enacted*, That the Visitors of each Township, Town, or City, shall be—all Clergymen, or *Ministers*, recognized by law, of whatever Religious Denomination, who reside or have pastoral charge in such Township, Town, or City; *the Judges of the District Court, the Warden of the District, and the Councillor, or Councillors, representing the Township in the Municipal Council of the District*; also, all Resident Justices of the Peace; but no Minister, Priest, Ecclesiastic, or Justice of the Peace, shall be entitled to visit, or inspect, any Separate School not of his own persuasion, except by the consent of the Trustees of such School.

Duties of  
Visitors.

Attendance at  
examinations.

XV. *And be it enacted*, That it shall be lawful for each of the said Visitors to visit, as far as practicable, all the Schools in such Township, Town, or City, especially to attend the quarterly examinations of Schools, and, at the time of such visit, to examine the progress of the pupils, and the state and management of the School, and to give such advice to the Teacher and pupils as he may deem expedient, according to the Regulations and Directions for Visitors which shall be prepared by the Superintendent of Schools: It shall also be lawful for such Visitors, as may be present at any School Examination, to report the same, with any remarks they may think proper, to the District Superintendent, and to make, either collectively, or individually, to the said Superintendent, such other Report, or Reports, as they may judge expedient, respecting the condition, character and progress of the Schools in such Township, Town, or City.

Remarks to  
Superinten-  
dent.

Visitors may  
hold a General  
Meeting for  
certain

XVI. *And be it enacted*, That a General Meeting of such Visitors may be held at any time, or place, which may be appointed by the Senior Justice of the Peace, or any two Visitors, on sufficient notice being given to the other Visitors in such Township, Town, or City, and that it may be lawful for such Visitors, thus assembled, to devise such means as they may deem expedient for the efficient visitation of the Common Schools, and to promote the establishment of Libraries and the diffusion of useful knowledge in such Township, Town, or City; it shall also be lawful for any two such Visitors to examine and give a Certificate in a form prescribed by the Superintendent of Schools, to any Candidate for teaching whom they shall judge qualified to teach in a Common School; such Certificate, however, only authorizing the applicant to teach one year in the School specified.

Certificates to  
Teachers.

## FORMATION OF SCHOOL SECTIONS AND FIRST SCHOOL MEETING THEREIN.

District  
Superinten-  
dent may, or  
some person  
being design-  
ated by the  
Municipal  
authority,  
cause such  
person to give  
notice of first  
School Section  
meeting.

XVII. *And be it enacted*, That whenever any School Section shall be formed in any Township, Town, or City, it shall be the duty of the municipal authority to designate some person, or persons, in such Section, to whom the District Superintendent shall communicate the description and number of such Section, and which person, or persons, shall, within twenty days thereafter, prepare a notice in writing, describing such Section, and appointing a time and place for the first School Section Meeting, and shall cause copies of such notice to be posted in at least three public places in such School Section, at least six days before the time of holding such meeting.

Another such  
meeting to be  
held in Janu-  
ary in every  
year, and  
notice thereof  
to be given.

XVIII. *And be it enacted*, That after such first School Section Meeting, there shall be a like meeting held in such School Section on the second Tuesday of January in each year, at the hour of twelve of the clock at noon, at such place as shall be specified by a majority of the School Trustees in such Section, who shall cause notices of such Annual Meeting to be posted in at least three public places in such School Section, at least six days before the time of holding such meeting.

Who shall pre-  
side at every  
School Section  
Meeting.

XIX. *And be it enacted*, That at every such first School Section Meeting, and at every such Annual School Section Meeting, the Senior Justice of the Peace present, or, in default of any Justice of the Peace being present, such other person as shall be appointed by a majority of the landholders and householders of such School Section, who shall be present at such Meeting, shall preside over the proceedings of such Meeting, and shall, immediately after such meeting, communicate to the District Superintendent the name, or names, and address of the person, or persons, chosen Trustee, or Trustees, and the number of their School Section.

Penalty  
against per-  
sons who shall  
not have given  
notice of first  
or Annual  
School section  
meeting. £2.

XX. *And be it enacted*, That, should no such first or Annual School Section Meeting be held, in consequence of the notice herein before required not having been given, the person, or persons, whose duty it was to give such notice, shall individually forfeit a sum not exceeding *Two pounds*, (£2) which shall be recoverable for the School purposes of such Section, by prosecution before any Justice of the Peace, who is hereby authorized, on the complaint, on oath, of any two inhabitants

of such section to hear and determine the same, and to convict the party, and to issue a warrant to levy the penalty by such sale and distress of the offender's goods: And in such default of holding such Meeting, any three resident freeholders shall have authority, within twenty days after the time in which such Meeting should have been held, to call such Meeting, by giving six days notice, to be posted in at least three public places in such School Section.

XXI. *And be it enacted*, That at the first School Section Meeting, which shall be held in a newly formed Section, the *landholders and householders* thereof shall elect three Trustees, who shall continue in Office until the next ensuing Annual School Meeting of such Section. Trustees to be elected at first School section meeting.

XXII. *And be it enacted*, That at the first Annual School Meeting held in any School Section, after the passing of this Act, the persons qualified to vote thereat, shall elect, by a majority of votes, three Trustees, who shall be numbered one, two, three; (the order to be determined by lot,) the first of whom shall continue in office one year, the second two years, the third three years; at the end of which periods they shall respectively be replaced by others, and that, at each succeeding Annual School Meeting of such Section, the persons present qualified to vote shall elect one Trustee, who shall continue in office three years, and until a successor is elected: *Provided that any Trustee, if willing, may be re-elected.* And at first and subsequent Annual School meeting.

COMMON SCHOOL TRUSTEES OF SECTIONS AND THEIR DUTIES.

XXIII. *And be it enacted*, That if any person chosen as a Trustee shall refuse to serve, he shall forfeit a sum not exceeding Five Pounds, (£) which sum shall be collected and applied in the same manner as other fines imposed by this Act; and if one, or more, vacancies shall occur among the Trustees, by reason of refusal to serve, permanent absence from the School Section, death, or incapacity from sickness, such vacancy, or vacancies, shall be filled up by the electors of such School Section at a Meeting to be called for that purpose by the surviving Trustee, or Trustees; and, in case of their being no surviving Trustee, the District Council of the District shall fill up the vacancies, and the person, or persons, who shall be appointed to fill up a vacancy, or vacancies, shall continue in office during the period for which the person, or persons, whom he or they, shall succeed would have been required to serve. Penalty on any person refusing to serve as Trustee—£5. Vacancies how filled.

XXIV. *And be it enacted*, That no School Trustee shall be re-elected, except by his own consent, during the four years next after his going out of office. No Trustee to be re-elected without his consent during a certain time.

XXV. *And be it enacted*, That the School Trustees in each School Section, shall be a Corporation, under the name of, "The School Trustees of Section number— in the Township (Town, or City,) of — in the — District,"— and shall have perpetual succession, and a Common Seal, and may sue and be sued, and shall generally have the same powers which any other body politic, or corporate, has, with regard to the purposes for which it is constituted; but they shall not at any time hold real property. Trustees to be a Corporation. Corporate powers.

XXVI. *And be it enacted*, That no such Corporation shall cease by reason of the want of School Trustees, but, in such case, the powers of the Corporation, as regards the possession of any personal property, shall become vested in the District Superintendent, in trust, until it shall be otherwise provided by law, and the School House, lands, or other real property, belonging to the Common School, or Common Schools, in any Section under any law, or by any title whatsoever, is hereby vested in the District Council, for the several Common Schools, and in trust for such Schools, respectively. Corporation not to cease in certain places.

XXVII. *And be it enacted*, That it shall be the duty of the Trustees of each School section: Duties of Trustees.

*First.* To appoint one of themselves Secretary-Treasurer, who shall keep a Minute of their proceedings in a book kept for that purpose;—shall receive the monies collected by rate-bill, or subscription, from the inhabitants of the School Section and shall be responsible for such monies to his colleagues, and shall pay them to the Teacher, after defraying the expense of collection, in such manner as may be directed by the majority of the Trustees. To appoint a Secretary Treasurer. His duties.

*Secondly.* To appoint a Collector, if they shall think it expedient, to collect the sums which they have imposed upon the inhabitants of their School section, or which the said inhabitants may have subscribed, and to pay such Collector not to exceed at the rate of Five per cent, for his trouble in collecting; and every Collec- And a Collector. His duties.



tor shall give such security as may be satisfactory to the Trustees, and shall have the same power in collecting the School rate, or subscription, and proceed in the same manner, and be subject to the same liabilities, in the discharge of his duty, as is, or may be, by law, provided in respect of Collectors of the District rates and assessments.

To take and hold property for Common School purposes.

*Thirdly.* To take possession of all Common School property, which may have been acquired, or given, for Common School purposes in such section; and to acquire and hold, for the Corporation, by any title whatsoever, all personal property, movables, or income, for Common School purposes, until the power hereby given shall be taken away, or modified by law, and to apply the same according to the terms of acquiring, or receiving, them.

To build, repair, &c. School houses, &c. Proviso.

*Fourthly.* To do whatever may be expedient with regard to building, repairing, renting, renewing, warming, or keeping in order, the School House and its appendages, lands, fences, and immovable property, which shall be held by them: Provided that no rate shall be levied for the building of a School House in any School Section, otherwise than under a By-law of the District Council, but such By-law may be made by the District Council at any meeting thereof, and the rate may be forthwith placed on the Collector's Rolls by the Clerk of the Peace, and collected by the Collector; any thing in any Act passed during the present Session, or at any previous time, and limiting the period at which By-laws, imposing taxes, are to be passed in any year, to the contrary notwithstanding.

To levy for rate-bill a certain additional sum.

*Fifthly.* To cause, in their discretion, to be levied by rate bill, in the manner hereinafter provided by this Act, or by voluntary subscriptions, any additional sum that may be necessary to pay the salary of the Teacher and the incidental expenses of the School, such as repairing, furnishing, and keeping the School House in order, and, in case there be no School House, providing a suitable place for the School, providing fuel in a state fit for use in the School House selected, and all things necessary for the comfort of the pupils; and before such Trustees, or any one, on their behalf, shall be entitled to receive from the District Superintendent their share of the Common School Fund, they shall furnish him with a declaration from the Secretary Treasurer, that he has actually and, *bonâ fide*, received, and has in his possession, for the payment of the Teacher, or has paid such Teacher, a sum sufficient, with such allowance from the Common School Fund for the purpose: *Pro- said.*

Declaration required before they shall receive School monies.

To fix Rate-bill per quarter, &c.

*Sixthly.* To prepare and determine a rate-bill quarterly, containing the name of every person liable to pay for the instruction of children sent by them to such schools, and the amount for which he is liable, and by themselves, or any one of them, or by their Collector, to collect from every person named in such rate-bill, the amount therein charged against him, and, in case they employ a Collector, five per centum on such amount for the cost of collection, and to pay the amount so collected to the Teacher, or Teachers, entitled to receive the same; Provided that, every person sending a child, or children, to any Common School, shall be rated for a period of not less than two-thirds of the current quarter.

Proviso.

To exempt indigent persons from payment of Rate-bill.

*Seventhly.* To exempt wholly, or in part, from the payment of the rate-bill such indigent persons within their School Section, as they shall think proper; and in default of payment by any person rated, to levy the amount by distress, and sale of the goods and chattels of the person, or persons, making default; and, in case such person, or persons, reside without the School section, and have no goods or chattels within it, at the time of making such collection, to sue and recover by their name of office, the amount from such person, or persons; and for the collection of such rate, the Collector appointed by the Trustees shall have, within their School section, the same powers as the Collector of any District rates.

To ascertain number of children in School section.

*Eighthly.* To ascertain the number of children residing in their School section, over the age of five and under sixteen years, and to allow them, without exception, to attend the Common School, so long as their conduct shall be agreeable to the Rules of such School.

To engage Teachers.

*Ninthly.* To appoint and engage, from time to time, a Teacher duly qualified to teach in the School under their control, according to the provisions of this Act; and to give such Teacher, the necessary orders upon the District Superintendent for the portion of the School Fund, to which their School Section may be entitled.

To select text books.

*Tenthly.* To select from a list of Text Books made out by the Board of Education for Upper Canada, under the sanction of the Governor in Council, as hereinbefore provided, the text books which shall be used in the School.

*Eleventhly.* To see that the School is conducted according to the Regulations herein provided for; and to prepare and transmit, annually, on, or before, the second Tuesday of January, a Report to the District Superintendent, which Report shall be signed by a majority of the Trustees, and made according to a form which shall be provided by the Superintendent of Schools, and shall specify:

(1) First. The whole time a School has been kept by a qualified Teacher, or Teachers, in their Section during the year ending the thirty-first day of the previous December, the day before that on which the Report shall be dated, except when the year commences on a Sunday, in such case, the Report shall be dated on the second day of January in the year in which it shall be transmitted.

(2) Secondly. The amount of monies received from the District Superintendent, and the amount of monies received from other sources, distinguishing the same; and the manner in which all such monies have been expended.

(3) Thirdly. The number of Children taught in the Section School during the year, and the number of children residing in the Section, over the age of five years and under the age of sixteen.

(4) Fourthly. The branches taught in the School; the number of pupils in each; and the text books used.

TEACHERS OF COMMON SCHOOLS AND THEIR DUTIES.

XXVIII. *And be it enacted,* That it shall be the duty of every Teacher of a Common School,

*First.* To teach diligently and faithfully, all the branches required to be taught in the School, according to the terms of his engagement with the Trustees, and according to the provisions of this Act.

*Secondly.* To keep the daily, weekly and quarterly Registers of the School, and to maintain proper order and discipline therein, according to the Regulations and Forms, which shall be prepared by the Superintendent of Schools

*Thirdly.* To have, at the end of each quarter, a public examination of his School, of which he shall give notice, through his children, to their parents and guardians, and shall also give due notice to the Trustees and any School Visitors, who may reside in, or adjacent, to such School Section.

*Fourthly.* To act as the Secretary to the Trustees, if they shall require it, in preparing their Annual Report: Provided always, that he is a Teacher in such School at the time of preparing such Report as is required by this Act: Provided likewise, that the District Superintendent shall have authority to withhold from any School Section the remainder of the share of the Common School Fund which has been apportioned to such Section, and which shall be in his hands on the first day of December of each year, until he receives from the Trustees of such Section their annual Report, required by law for such year.

GENERAL PROVISIONS OF THIS ACT APPLICABLE TO ALL SCHOOLS.

XXIX. *And be it enacted,* That the sum of money annually distributed for the encouragement of Common Schools in Upper Canada, shall be payable on the first day of August in each year, by Warrants to the Superintendents of Common Schools of the several Districts in Upper Canada aforesaid.

XXX. *And be it enacted,* That no foreign Books, in the English branches of Education, shall be used in any Model, or Common School, except by the express permission of the Board of Education.

XXXI. *And be it enacted,* That in any Model, or Common School, established under this Act, no child shall be required to read, or study in, or from, any Religious Book, or to join in any exercise of devotion, or religion, which shall be objected to by his, or her, parents, or guardians.

SEPARATE SCHOOLS AND CONDITIONS OF THEIR ESTABLISHMENT.

XXXII. *And be it enacted,* That, in all cases wherein the Teacher of any Common School shall happen to be a Roman Catholic, the Protestant inhabitants of the Section, to which such School belongs, shall be entitled to have a School with a Protestant Teacher, upon the application of ten, or more, resident landholders, or

To make a Report to District Superintendent.

What such Report shall shew. Time during which the school has been kept.

Accounts.

Number of children taught.

What is taught in the School.

Duties of Teachers of Common Schools.

To teach.

To keep Registers.

To hold examinations.

To act as Secretary to the School Trustees. Proviso.

Sum distributed to Common Schools to be payable on 1st August in each year.

No foreign books to be used without permission.

Children not to be required to use religious books objected to by their Parents.

Separate Schools may be established

for Protestants and Roman Catholics in any locality.

householders, of any such School Section, or within the limits assigned to any Town, or City School; and, in like manner, when the Teacher of any such School shall happen to be a Protestant, the Roman Catholic inhabitants shall have a Separate School, with a teacher of their own religious persuasion, upon a like application.

Conditions and mode of establishing such separate Schools.

XXXIII. *And be it enacted*, That such application shall be made in writing, signed with the name of each landholder, or householder, and addressed and transmitted to the District Superintendent; and such application shall contain the names of three Trustees, who shall be the Trustees of such Separate School; and, upon the compliance of such Trustees with the requirements of this Act, such School shall be entitled to receive its share of the public appropriation, according to the number of children of the religious class, or persuasion, who shall attend such Separate School;\* which share shall be determined by the District Superintendent; and such Separate School shall be subject to the visitations, conditions, rules and obligations provided in this Act, with reference to other Common Schools.

#### ESTABLISHMENT AND MAINTENANCE OF DISTRICT MODEL SCHOOLS.

Model Schools may be established in the District. £200.

XXXIV. *And be it enacted* That it shall be lawful for the Council of any District in Upper Canada, if they deem it proper to do so, to raise and levy, by District rate, a sum not exceeding, in any one year, *Two Hundred Pounds (£200)*, and to appropriate and expend the same for the maintenance of one or more District Model Schools within such District, appointing at least three Trustees of each such Model School:

Proviso.

*Provided always*, that, by such By law, or By-laws, there shall be appropriated from the District rates, for the payment of Teachers and the purchase of books and apparatus, and other necessary expenses, for each Model School, a sum of not less than *Forty Pounds (£40)* yearly.

£40.

Allowance to be granted for such Model Schools.

XXXV. *And be it enacted*, That, whenever it shall appear, to the satisfaction of the Governor, that any such District Council has thus appropriated and expended in any year, for the payment of a Teacher, or Teachers, and the purchase of books and apparatus for such District Model School, or Schools, a sum not less than *Forty Pounds £40*, it shall be lawful for the Governor to issue his Warrant to the Receiver General, directing him to pay to the District Superintendent of such District, as further aid towards the support of such School, or Schools, during such year, a sum equal to one-half of the amount so raised and expended;

£40.

Proviso.

*Provided always*, that there be not thus granted in any year, for the support of such schools in any one District, a larger sum than *Fifty Pounds (£50)*, and also that the whole amount thus to be granted in any one year, for the support of District Model Schools in Upper Canada, do not exceed *Five Hundred Pounds (£500)*.

Amount of allowance limited. £50. £500.

Such sum to be paid out of the Common School fund.

XXXVI. *And be it enacted*, That the Superintendent of Schools, before making the yearly apportionment of the grant in aid of Common Schools, as hereinbefore provided, shall deduct from the same the aggregate of all amounts thus advanced for the support of the *Normal Schools* and District Model Schools during the preceding year; and he shall also deduct, if he shall deem it expedient, a sum not exceeding *Two Hundred Pounds (£200) per annum*, in aid of (Poor) Common Schools in new Townships, not yet represented in any District Council.

£200.

How such sum shall be expended and accounted for.

XXXVII. *And be it enacted*, That all monies to be thus granted in aid of District Model Schools, shall be expended by the District Superintendent receiving the same, or by his successor in office, in the payment of Teachers and the purchase of books and apparatus and other necessary expenses for such Schools exclusively, and within the year for which the same shall have been granted, and he shall account for the expenditure, or non-expenditure, of such monies in the same manner as he is required to account for all other School monies which may come into his hands.

Powers of District Superintendent.

XXXVIII. *And be it enacted*, That it shall not be competent for the Trustees of any District Model School, constituted as aforesaid, to appoint any person to be Teacher in the same, unless with a special approval, in writing, by the District

\* To this provision the Legislative Council added the following words: "And from any Common School District." To this the House of Assembly objected for the reasons given by it on the 13th of May, 1846. See proceedings of the House of that date.

Superintendent of their selection of such person as a Teacher, and also of the terms of their engagement with him ; nor yet to make any arrangement for the internal administration of such School, unless in like manner approved by the District Superintendent ; and the said District Superintendent shall have power to suspend, or dismiss, any such Teacher, if he shall consider it necessary to do so, and to appoint any person to be a Teacher to any vacancy, which the Trustees may refuse, or neglect, to fill up within thirty days after he shall have notified them of the same ; and also to make and enforce any Regulations he may see fit to make for the administration of such Schools.

XXXIX. *And be it enacted*, That, whenever a Normal School shall be in operation in Upper Canada, no person shall be appointed to be a principal Teacher in any District Model School, who shall not have produced to the District Superintendent a Certificate of qualification and ability, signed by the Principal, or Head Master, of such Normal School.

Teachers to be examined by Principal of Normal School when established.

XI. *And be it enacted*, That at every such District Model School, gratuitous instruction shall be afforded to all Teachers of Common Schools within the District in which such Model School may be established, during such period, and under such regulations, as the District Superintendent may, from time to time, direct.

Teachers to be instructed gratuitously in Model Schools.

TEACHERS' CERTIFICATES OF QUALIFICATION TO BE OF THREE GRADES.

XLI. *And be it enacted*, That the Teachers who shall receive Certificates of Qualification, under this Act, shall be arranged in three classes, according to their attainments and ability, in such manner as shall be prescribed by the Superintendent of Schools, with the concurrence of the Board of Education for Upper Canada, and the sanction of the Governor in Council.

Teachers to be divided into three classes.

MALE AND FEMALE SCHOOLS MAY BE ESTABLISHED IN SCHOOL SECTIONS.

XLII. *And be it enacted*, That it shall be lawful for any District Council to authorize the establishment of both a Female and Male School in any School section, each of which shall be subject to the same regulations and obligations as Common Schools generally.

District Council may authorize the establishment of a male and female School in any section.

TORONTO CITY AND KINGSTON TOWN TO BE DISTRICTS UNDER THIS ACT.

XLIII. *And be it enacted*, That the Corporate City of Toronto, and the Town of Kingston, shall be considered each a Municipal District for all the purposes of this Act ; and the Corporation of each of the said City and Town shall have all the authority, and be subject to all the obligations, within the limits of each of the said City and Town, respectively, which are conferred, and imposed, by this Act upon each Council of a District.

Toronto and Kingston to be Municipal Districts for purposes of this Act.

MISCELLANEOUS PROVISIONS OF THIS ACT.

XLIV. *And be it enacted*, That the word "Governor," whenever it occurs in this Act shall include the Governor, or any Person, administering the Government of this Province ; and the word "Teacher" shall include female as well as male Teachers, except when applied to the Teacher of a Normal, or Model School, in which case, it shall apply to a male Teacher only ; and that the words "Upper Canada," whenever they occur in this Act shall mean all that part of this Province which formerly constituted the Province of Upper Canada.

Interpretation clause.

XLV. *And be it enacted*, That this Section of the Act, and the first ten Sections of this same Act, shall have force and effect immediately after the passing thereof, anything contained in any previous Act to the contrary notwithstanding ; and the remaining Sections of this Act, from the Eleventh to the Forty-Fourth, inclusive, shall have force and effect upon, from and after, the first day of January, one thousand eight hundred and forty-seven, (1847) and not before ; and upon, from and after, the said day, the Act passed in the seventh year of Her Majesty's Reign, and intitled :—"An Act for the Establishment and Maintenance of Common Schools in Upper Canada,"\* shall be repealed, excepting in so far as the same

When this Act shall come into force. \*Sic.

7 Vict., ch. 29 repealed.

\*A copy of this Act will be found on pages 250-262 of the Fourth Volume of this Documentary History.

- repeals any former Act, or any part thereof: Provided always, that all penalties incurred under the said Act, shall be collected in the same manner, upon and after the first day of January, one thousand eight hundred and forty-seven, (1847) as if the said Act were in force: Provided also, that all monies which shall remain in the hands of Township, Town, or City, Superintendents of Schools on the first day of January, one thousand eight hundred and forty-seven, (1847) shall immediately thereafter be paid over to the District Superintendent, to be retained and disposed of by them as other monies remaining in their hands at the end of the year: Provided likewise, that all those divisions of Townships, Towns, or Cities, which in the said Act are called "School Districts," shall, upon and after the said first of January, one thousand eight hundred and forty-seven, (1847) be called "School Sections," and be so considered for all the purposes of this Act, until altered in the manner hereby provided.
- Proviso.
- Proviso.
- Proviso.

## CHAPTER IV.

### TWO DOCUMENTS CONNECTED WITH THE EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1846.

#### I. COMMISSION OF THE REVEREND EGERTON RYERSON, D.D., AS SUPERINTENDENT OF SCHOOLS IN UPPER CANADA.

CATHCART.

PROVINCE OF CANADA.

VICTORIA, BY THE GRACE OF GOD, OF THE UNITED KINGDOM OF GREAT BRITAIN AND IRELAND, QUEEN, DEFENDER OF THE FAITH, ETCETERA.

Commissioner  
appointing  
the Reverend  
Egerton  
Ryerson,  
School Super-  
intendent in  
Upper  
Canada.  
Recorded 17th  
June, 1846.  
R. A. Tucker,  
Registrar.

To the Reverend EGERTON RYERSON, D.D., Clerk, and to all to whom these presents shall come,

Greeting:—

WHEREAS, by a certain Act, passed by the Legislature of Our Province of Canada in the ninth year of Our Reign, intituled: "An Act for the better Establishment and Maintenance of Common Schools in Upper Canada," it is, among other things, enacted, that Our Governor of Our said Province may, from time to time, by Letters Patent, under the Great Seal thereof, appoint a fit and proper person to be *Superintendent of Schools* in Upper Canada.

Now KNOW YE that, having confidence in the ability, learning, zeal and integrity of you, the said Egerton Ryerson, WE have nominated and appointed and do by these presents nominate and appoint you the said EGERTON RYERSON to be Our *Superintendent of Schools* in, and for, that part of Our said Province formerly Upper Canada.

To, have, hold and enjoy the said Office, together with all fees, salary and emoluments thereunto belonging, and with, and subject to, the several powers and duties of the said Office now, or hereafter, to be created, granted and imposed, during Our pleasure, and your due performance of the duties of Our said Office, and, subject to all such lawful Orders and Directions in the exercise of your duties as shall from time to time be given to you in that behalf by Our Governor of Our said Province.

*In Testimony Whereof* we have caused these Our Letters to be made Patent, and the Great Seal of Our said Province to be hereunto affixed: Witness Our Right Trusty and Right Well Beloved Cousin, Lieutenant General THE RIGHT HONOURABLE CHARLES MURRAY, EARL CATHCART, of Cathcart in the County of Renfrew, K.C.B., Governor-General of British North America, and Captain General and Governor-in-Chief in, and over, Our Province of Canada, Nova Scotia, New Brunswick, and the Island of Prince Edward, and Vice Admiral of the same, and Commander of Our Forces in British North America, etcetera.

AT MONTREAL, this twelfth day of June, in the year of OUR LORD, one thousand eight hundred and forty-six, and in the Ninth Year of Our Reign.

By Command:

## II. DRAFT OF A COMMON SCHOOL BILL FOR UPPER CANADA, 1846.

LETTER FROM THE PROVINCIAL SECRETARY TO THE REVEREND DOCTOR RYERSON, DATED THE 11TH OF FEBRUARY, 1846.

I have the honour, by Command of the Administrator of the Government, to request that you will be pleased, at your earliest convenience, to transmit to me, for His Excellency's information such Suggestions as you may have prepared, on the subject of any alteration, or amendment, of the Common School Act of 1843 for Upper Canada, and which you may consider it would be advantageous to bring under the notice of the Legislature at their approaching Meeting.

MONTREAL, 11th February, 1846.

JAMES HOPKIRK, Assistant Secretary, West.

THE REVEREND DOCTOR RYERSON'S REPLY TO THE SECRETARY OF THE PROVINCE: EXPOUNDING AND RECOMMENDING THE ORIGINAL DRAFT OF THE COMMON SCHOOL ACT OF 1846.

In obedience to the commands of His Excellency the Administrator of the Government, conveyed by your letter of the 11th ultimo, I have the honour to submit, for His Excellency's consideration, the following Remarks and Suggestions on the Common School Act, 7th Victoria, Chaptered XXIX.. [passed in the year 1843,] together with the annexed Draft of a proposed School Bill.

Many of the observations which I may make in this paper, will appear to a disadvantage in the absence of a "Report on a System of Public Elementary Instruction for Upper Canada," which I hope to be able to submit to His Excellency before the Meeting of the Legislature, or very shortly afterwards.\*

My present remarks and suggestions will be confined to the present School Act itself, and shall be made as briefly as possible.

## THE UPPER CANADA COMMON SCHOOL ACT OF 1843 AND ITS PROVISIONS. †

From a careful examination of the present Common School Act, (of 1843,) it is obvious that it was constructed with a benevolent intention; that its object was to secure to the whole people the benefits of a Common School Education,—providing for the establishment of both Elementary and Superior Common Schools,—protecting the religious feelings of each class of the community, rendering the Common Schools accessible to the poor, by providing for their relief from the payment of school rates—and evidently contemplating the true theory of public instruction under a constitutional government, the co-operation of the government and of the people in its administration.

But, with these general objects, and with many excellent provisions for accomplishing them, the Act is intricate and lame in many of its details; and it is altogether defective in some essential provisions. It contains some provisions which are incompatible with other provisions of the Act itself; and others again, which are not in harmony with the principles of our general system of Government.

## OUR COMMON SCHOOL ACT OF 1843 BASED UPON THAT OF NEW YORK STATE.

By comparing our Act of 1843 with the Common School Law of the neighbouring State of New York, it will be seen that the principal provisions of our Act, in regard to every class of Officers mentioned in it, and, in respect to the whole system of proceeding, is borrowed from the New York Statute, with the alterations and changes of terms only, which our Municipal Institutions and phraseology rendered absolutely necessary.

And in this adoption of the New York School Law, two things seem to have been overlooked:

*First.* The difference between the workings of a democratic Republic and those of a responsible system of Government under a Constitutional Monarchy.

\* This Report was transmitted the 27th of the same month, and two editions of it were printed by order of the House of Assembly—the second in 1847.

† This Act will be found on pages 250-262 of the Fourth Volume of this Documentary History.

*Secondly.* There is no provision in our Act for the exercise of the same executive authority over the system of public instruction with that which has been provided for in the State of New York. The functions of the Regents of the University, and the most material powers of the Superintendent of Schools there, constituting the regulator, if not the main-spring of the New York system.—These are wanting in the Canadian Act.

Without adverting to the duties of that important Body, called the Regents of the University, I will remark, that, in respect to the State Superintendent, (or as we term the same Officer, Chief Superintendent,) it is provided :

“That, if any person, who considers himself aggrieved by any decision made by any School District Meeting, or any decision in regard to the altering, forming or refusing to form, or alter, any School District, or in regard to paying, any Teacher, or refusing to pay him, or in refusing to admit any scholar gratuitously into any School, on account of alleged inability to pay ; or, in fine, concerning any matter arising under the general School Law, may appeal to the Superintendent of Common Schools, and his decision in the case is final and conclusive.”

Not a shadow of any part of this power is vested in the hands of the Superintendent of Education in Upper Canada, nor even in the Governor-in-Council. Nay, the Governor-in-Council does not possess so much authority in the administration of the Law as any County, or Township Superintendent, or even the Trustees of any single School District. The Government has no authority, whatever, to interfere with the doings of any County, Township, or School District in Upper Canada.

There can be no Provincial System of Education—except that of apportioning money—where there is a completely independent power in each of the Schools, in regard to both the Text Books and the Regulations of the School,—a subject on which the Government itself is not authorized to say a single word !

It is true, that the spirit of the people is very far from being conformable to the provisions of the Act. All parties with us have been in the habit of appealing to the Superintendent on doubtful and disputed questions, and he has been in the constant habit of deciding upon them ; but there is no law for either the one, or the other ; the whole course of proceeding has been voluntary, and dictated by necessity, and the fitness of things.

The Act of 1843 authorizes the Chief Superintendent to draw up Rules and Regulations for Schools, but no one is required to observe them. The Sixty-fifth Section of the Act provides that the qualification of Teachers of Model Schools shall be attested by the principal Teachers of a Normal School, after it shall have been established, but the Act makes no provision for the establishment of such a School. Similar defects and anomalies pervade the details of the Act.

#### FUNDAMENTAL GENERAL PRINCIPLES OF SCHOOL LEGISLATION.

Before proceeding to offer any suggestions for amending the present Act of 1843, I beg to lay down two or three principles which I consider fundamental.

1. If it be intended that the System of Public Instruction be Provincial, or National, it must be one throughout the Province. There cannot be a distinct system, or no system, as it may happen, in every County, Township, or School District.

2. In order that a system of instruction may be Provincial, the machinery of it must be so ;—the various parts of it must be made to move in harmony, the one with the other, and the whole must be subject to one common direction. This cannot be the case where the different parts are wholly independent of each other ;—where the County and Township Superintendents, and each Corporation of Trustees, are as independent of the Crown in Canada as they are of that in China.

3. Furthermore, one chief design of a Monarchical system of Responsible Government is to stamp the sentiment and spirit of the public mind upon the administration, as well as upon the legislation, of the Country, and to secure the collective acts of the Country against the antagonistic or selfish acts of individuals, or isolated sections. It makes the Executive Government not only the Representative of the whole community, in its actual composition, but also in the execution of every part of the law, for the benefit of the community. As there is one responsibility, so there must be one authority—one mode of appointing to, and removing from, the head of every Department of authority,—whether supreme or subordinate—in all localities, and gradations of office. This principle of Responsible Government is contravened by the Common School Act of 1843, in the whole system of local superintendency. The Act, therefore, makes no provision for a Provincial System of Schools, but contains provisions which are the reverse of it, in every respect, and which are not in harmony with the principles of Responsible Government, as applied to such a system.

4. I assume, also, that Christianity—the Christianity of the Bible—regardless of the peculiarities of Sects, or Parties is to be the basis of our System of Public Instruction, as it is of our Civil Constitution; I beg, also, to remark, that the Common School Act of Lower Canada,—passed during the last session of the Legislature,—supplies several of the defects of the Upper Canada Act; and, I think it much more desirable to assimilate, as far as possible, the Common School systems of the two sections of the Province, than to assimilate that of Upper Canada to the New York State system.

#### ANALYSIS OF THE UPPER CANADA COMMON SCHOOL ACT OF 1843.

The first seven sections of the Common School Act (of 1843) relate to the appointments and duties of the Chief, and Assistant, Superintendents of Common Schools. At the time of my appointment to the situation, in September, 1844, I have the honour to hold, I was informed that it was the intention of the Government to separate the office of Chief Superintendent of Education for Upper Canada from that of the Secretary of the Province, and to place the Superintendent of Schools in Upper Canada upon the same footing, as to means of support, with persons in similar situations in other Departments. This has been done in respect to Lower Canada; and the reasons for the change there apply with equal, if not with greater, force to Upper Canada,—the latter being at a distance from Montreal, the Seat of Government.

#### DUTIES OF THE SUPERINTENDENT OF SCHOOLS. BOARD OF EDUCATION FOR UPPER CANADA.

a. I would also add to the prescribed duties of the Superintendent of Schools. In place of the first seven Sections, and the sixty-seventh Section of the present Act, I would propose the first and second Sections of the accompanying Draft of a Bill.\* The duties which I propose to impose upon the Superintendent will more than double the work which the present Act prescribes to him.

#### *General Board of Education for Upper Canada and Normal School.*

b. I propose the appointment of a Board of Education, and the establishment of a Normal School, (see annexed Draft of Bill, Sections 3-5\*). The Board ought to consist of the most competent men in the country, and be also a fair representation of the religious feeling of the country, without reference to political party.

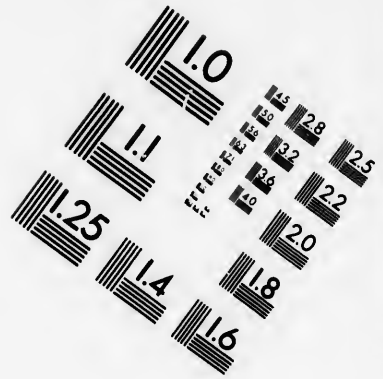
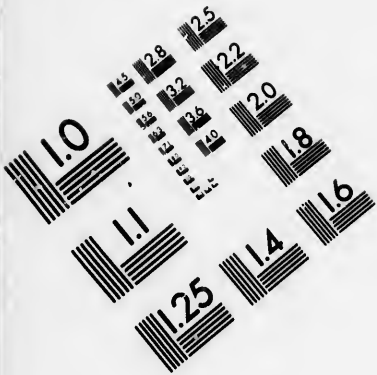
The Superintendent of Schools, as an Officer of Government, and accountable to it for all his acts, ought not, I think, to be, in his administrative acts, under the control of any intervening body; and, in availing himself of the counsels of such body, which he may often have recourse to, he should do so, as well as act, upon his own responsibility. It will be observed, that the power with each District Superintendent has over each District Model School is not given to the General Superintendent, in respect to the Provincial Normal School, but to the Board of Education, under the sanction of the Governor, and that the Superintendent has only a general oversight of the Normal School.

#### *Common School Text Books.*

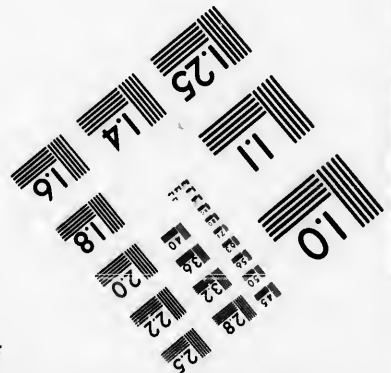
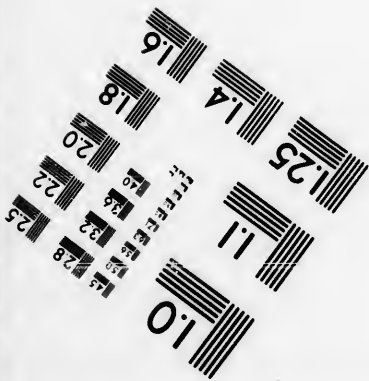
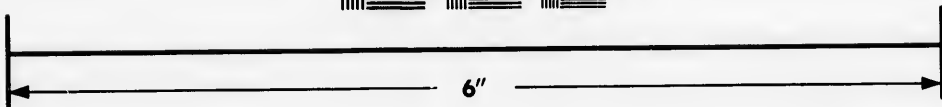
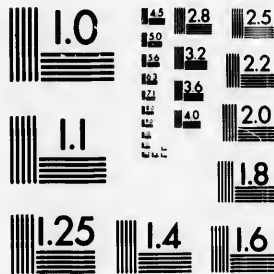
c. The proposed arrangement in respect to School Text Books,—a matter of extreme delicacy and difficulty,—will, I hope, be an essential improvement on a vitally important feature of the proposed System of Public Education. Nothing can be worse than the present state of things in respect to School Books. Every communication received at this Office, referring to the subject, speaks of the absolute necessity of something being done; but no one suggests what should be done, except that there should be an uniformity in the Text-Books used in the Schools. In the State of New-York, by a law passed in 1843, the State Superintendent of Schools, and even every County Superintendent, has authority to reject any book from the School Libraries. Objections would be made in this Province to giving such power to the Superintendent of Schools. In the State of New-York the Regents of the University make out a list of Books for School Libraries, and no Book can be introduced into them except such as are contained in the Regents' list, or except the permission of the Regents of the University in regard to the Book be first obtained. I do not propose to give quite so much power as this to the Board of Education. In practice, I intend that the Board should make out a list of School Text Books, in each branch of learning, that they would recommend, and another list that they would not permit,—leaving the Trustees to select from these lists.







### IMAGE EVALUATION TEST TARGET (MT-3)



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## DUTIES OF DISTRICT MUNICIPAL COUNCILS.

The proposed duties of District Municipal Councils are stated in the annexed Draft of Bill, Sections 6-10.\* With one, or two, exceptions, they are the same as those prescribed by the present Act.

## OFFICE OF TOWNSHIP SUPERINTENDENT OF SCHOOLS TO BE ABOLISHED.

I propose the abolition of the office of Township Superintendents,—the least popular class of officers created by the present Act, and against whose continuance objection is expressed in nine out of ten of the communications received at this Office on the subject—especially those from private individuals and District Superintendents. This proposed change affects the greater part of the machinery of the present School Act. The duties now performed by Township Superintendents, I propose to be discharged, respectively, by the Municipal Councils, the District Superintendents, and the Trustees; the first making, instead of approving of, the School divisions; the second giving notices of apportionments, and paying Teachers; the third giving notices of local School Meetings.

I have learned that much inconvenience has been experienced in respect to School Meetings, for want of the proper notices which it is scarcely possible, in all cases, for a Township Superintendent to give. I think the proposed arrangements in respect to such Meetings will add much to the convenience of the people.

## PAYMENT OF TEACHERS AND RECEIPT OF TAX COLLECTIONS.

The principal, and, indeed, only inconvenience, in the proposed plan, is the payment of Teachers. Under the old School law, the Teachers were paid by the District Treasurers. I have never heard of any particular inconvenience attending it. I would propose the same now, if the District Treasurer would not deduct a per centage on the School moneys passing through their hands.

The payment of the District School Tax to the District Superintendent will be quite as convenient for each Township Collector as the present system, as such Collector must go to the District Treasurer to pay the other taxes, and the District Superintendent's residence is generally adjacent to that of the Treasurer. Then the District Superintendent is required to visit each School throughout his District once a year—which will afford facilities for financial as well as other arrangements.

## APPOINTMENT OF DISTRICT SUPERINTENDENTS OF SCHOOLS.

The mode of appointing District Superintendents, and their duties, are prescribed in the annexed Draft, (Section 11, 12).† It will be seen that such a change in the mode of their appointment is proposed as accords with the principle of Responsible Government, and is essential to the harmonious and efficient working of the School System. It would doubtless be more simple and consonant to our system of Government, if the District Superintendents were appointed in the same manner as all other administrators of the law; but, as a completely opposite system has obtained, so great a change might cause dissatisfaction. It is also proposed that, as soon as practicable, the offices of Clerk of the District and of District Superintendent shall be filled by the same person. The convenience of this arrangement in performing many of the duties of Superintendent, and the financial gain of it to the several Districts, will be apparent to every observer. The duties of both officers can be easily performed by the same person; the allowance will naturally be such as to secure the services of persons of high intelligence, both as Clerks of Councils and District Superintendents of Schools. ‡

\* See page 61 of this Volume.

† See pages 61, 62 of this Volume.

‡ It was proposed to appoint District Superintendents in the same way that Clerks of District Councils were appointed in 1846,—that is, nominated by the District Councils, and appointed by the Crown. The clause for that purpose was advocated by the then Attorney-General (now Mr. Justice) Draper, in the House of Assembly, but was lost by a small majority; and the old mode of appointing District Superintendents was retained. It was also proposed that as soon as any Clerkship of a District Council should become vacant, the two offices of Clerk of the Council and District Superintendent should be filled by the same person. This clause was not sanctioned by the Government; but such has been the case up to the present time in the Victoria District. It may be so in other Districts, at the pleasure of the District Councils. (Note written after the passage of the School Act of 1846.)

In the proposed arrangement the duties of District Superintendents of Schools will be very considerably increased, which will doubtless be considered by District Councils in fixing the amount of their remuneration.

The discontinuance of the office of Township Superintendent will be attended with considerable advantage to the School Funds. Township Superintendents, (as far as I can judge by Reports from several Districts,) receive, each, from five to twenty-five pounds per annum. To place the average amount paid to each Township Superintendent as low as ten pounds (for 310 Townships) it would amount in all to more than £3,000 per annum.

The smallness of the remuneration to Township Superintendents prevents competent persons, in many instances, from undertaking the task. On the other hand, many of the Township Superintendents are well qualified and efficient men; but such men are almost invariably Clergymen of some Religious Denomination.

#### APPOINTMENT OF SCHOOL VISITORS IN EACH DISTRICT.

I do not propose to dispense with the valuable co-operation of these gentlemen, on the contrary, I propose to relieve them from the vexatious and thankless part of their duties, and add to their numbers by providing, (see Sections 13 and 14 of the annexed Draft,\*) that the Clergymen, and Magistrates also, shall be School Visitors, under such precautions. Regulations and Instructions as may be prepared by the Superintendent of Schools, under the immediate sanction of the Governor-in-Council.

It is not proposed, as will be seen, to give such Visitors any control in the management of Schools; but, from their co-operation and influence, I anticipate the greatest advantages in the improvement of our Schools, and in the diffusion of useful Knowledge.

#### ELECTION AND DUTIES OF COMMON SCHOOL TRUSTEES.

The election of Common School Trustees and their duties, as proposed, are stated in Sections 16-27. The most important change proposed is, their continuing in office three years, instead of one. The disputes respecting the appointment and payment of Teachers, arising from annual changes in the present system, are numerous and painful beyond conception. The evils of annually electing all the Trustees of each School has been deeply felt in the neighbouring State of New York, and are vividly portrayed in some of the Reports of Superintendents. In 1843, a law was passed there, extending their period of office to three years. This is the period prescribed in the Lower Canada Act, passed last session. On the importance and advantage of this change, I need not enlarge. Two other important changes are proposed in common with the duties of Trustees; The one is, that they shall not receive aid from the School Fund until the amount of the Rate-Bill which they have imposed is collected, or shall not receive a larger amount from the School Fund than they provide and pay by Rate-bills, or voluntary subscription, [this is the system in the State of New York.] This arrangement will secure the School Fund from the abuses which are constantly being practised upon it; it will also secure the Teacher a minimum amount of support. Under the proposed arrangement, if the Legislative Grant to a School be ten pounds, the District Council must provide ten pounds more. These two sums constitute the School Fund—namely, twenty pounds, in the case supposed; the whole amounting to forty pounds.† In looking over the Reports from several of our Municipal Districts, I find that, in the majority of cases, the amounts heretofore raised by Rate-Bill have exceeded the ratio I propose.‡ But, in other cases, the amount raised by Rate-Bill has not

\*See pages 62-64 of this Volume.

†In the State of Massachusetts the inhabitants of each School division are required to raise, by local rate on property, at the rate of one dollar and twenty-five cents per annum for each child between the ages of 4 and 16 years, in order to be entitled to any aid from the State School Fund. (NOTE by the Reverend Doctor Ryerson.)

‡The clause of the Bill here recommended was approved of by the Government, but was opposed and lost in the House of Assembly. Had it become law, in common with the clause recommended in the following paragraph, (authorizing Trustees to impose Rate-bills upon all the inhabitants of their School Section according to property,) how different, already, would have been the state of many of our Schools from what they now are,—how different would have been the circumstances of School Teachers—and how plain and comparatively easy would have been the duties of Trustees. The amount of apportionment to the inhabitants of each Section would have determined the minimum of the amount to be raised by them by Rate bill or voluntary subscription. That amount, payable by all the inhabitants according to property, would have been little for each—would always have provided a salary sufficient to enable them to have a good Teacher during more than half, and in most cases all the year; all the children would have had equal access to the School; and the causes of most of the

exceeded a few shillings :—the School has been kept open only three months of the year, and that with a teacher at a very low salary,—just long enough to legally get the public money. My attention has been repeatedly called to this evil by Local Superintendents. I propose to remedy it by requiring that a School Section, in order to be entitled to a continuation of aid from the School Fund, shall have a School open at least during six months of the year; and shall, *bonâ fide*, pay the Teacher an amount equal to that which they draw from the School Fund. This arrangement will also tend to secure the punctual payment of Teachers, and keep the accounts of each year separate and distinct.

#### BASIS ON WHICH SCHOOL RATE-BILLS SHALL BE IMPOSED.

The next important change which I propose is, that the Rate Bill, imposed by the Trustees of each School Section, shall be levied upon the inhabitants of each School Section, generally, according to property. It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle, I think, ought to be acted upon throughout the entire School system,—all having a right to avail themselves of the School.

I need not say how just and patriotic is this principle; how important it is for the poor, and especially for those, (as is often the case,) who have large families; how much it would lighten the burden of supporting the Schools; how greatly it would increase the attendance of pupils, and, consequently, diffuse the blessings of education, and how strictly then would our Schools be Public Schools. I may observe, that this system obtains in the States of New-England, where there are the best Common Schools in the United States. It is also the Prussian and Swiss systems.

#### EVILS OF THE SCHOOL RATE BILL, (OR FEES,) SYSTEM.

On the other hand, the evils of the present system of School Rate Bills have been brought under my notice from the most populous Townships, and by the most experienced educationists in Canada. When it is apprehended that the Rate Bill in a School Section will be high, many will not send their children to the School at all; then there is no school, or else a few give enough to pay the teacher for three months, including the Government grant; or, even after the School is commenced, if it be found that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School, in order to escape the Rate Bill, as persons would flee from a falling house! The consequence is, that the School is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often, as a consequence, a quarrel ensues between them and the Teacher. I have been assured, by the most experienced and judicious men, with whom I have conversed on the subject, that it is impossible to have good Schools under the present Rate Bill system. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. In every good government, and in every good system, the interests of the whole society are obligatory upon each member of it.\*

To secure the punctual transmission of School Reports, I propose that the payment of the last instalment of the School Fund of each Section shall be conditional on the presentation of the Annual Report from such Section; and to relieve the Trustees from preparing the Report, (a duty to which many of them have strong feelings of repugnance, and for which, in many

disputes between neighbours, and between Parents, Teachers and Trustees, would have been prevented. The harmony of the bill was destroyed; it was mutilated and maimed in some of its most practical and most essential details by the to them while under the consideration of the Assembly, and the Superintendent of Schools has been assailed for the very defects in the law thus created, and which he has employed all the means in his power to prevent—defects which have, indeed, been partially remedied by subsequent enactments, but which cannot be wholly removed without further legislation. (NOTE by the Reverend Doctor Ryerson.)

\* The important clause of the Bill thus recommended, was strongly advocated by Mr. Attorney-General Draper, but was opposed and lost in the Assembly by a majority of four or five. It was the poor man's clause, and the clause of the enlightened patriot; and the loss of it has inflicted great injury upon many Common Schools, besides involving Trustees in great perplexities and embarrassments in consequence of their not being able to impose a general Rate Bill for School-house, repairs, furniture, &c. But we rejoice that the principle thus first submitted to the consideration of the Government in 1846, has been incorporated into our system of Schools for Cities and Incorporated Towns in Upper Canada, and that District Councils have also been invested with power to act upon it, as far as they may think it advisable. See the whole subject explained in the first number of this *Journal of Education for Upper Canada*, pages 11-15. (NOTE by the Reverend Doctor Ryerson.)

instances, they are not very well qualified,) I propose that the Teacher shall act as their Secretary, in preparing it, if required; a duty to which he will be prompted in order to get his money.

DUTIES OF TEACHERS AND MISCELLANEOUS PROVISIONS.

I also propose a Section, (28), stating the general duties of Teachers. These duties are applicable to all Common School Teachers. I think it is important, on various grounds, that such duties should be defined by law. The first division under this Section is transcribed from the School Law of Massachusetts, except that I have modified and limited it.

As the term "District" is retained in our laws and applied to the larger municipal divisions of the Province, I have thought it inconvenient to apply the same term to the minor School divisions of Townships. I have proposed to apply to these latter divisions the term "Section," which is as convenient and as appropriate as any other which has occurred to me.

On the miscellaneous provisions (see Sections 29-43) proposed, it is, perhaps, not necessary for me to remark. Each will speak for itself. I have retained all the Sections of the present Act which appeared to me to be necessary.

There are several minor modifications to which I have not referred; the expediency of which will be sufficiently apparent without remark; and I am aware how impossible it is, within any tolerable limits, to explain, by writing, the nature and importance and operations of many of the modifications and amendments to which I have alluded, and which I think it expedient to submit.

MISCELLANEOUS GENERAL REMARKS AND SUGGESTIONS.

Considerable changes in any system are always attended with inconvenience, if not with difficulty. The transition from the generally complained of working of the present School Act of 1843, to the adoption of the modifications recommended, in the annexed Draft of Bill, can be but partially effected during the present year. The year's duties have commenced; the School apportionments have been made; all is in the hands of the several local officers. They must, therefore, be continued to the end of the year. But I think the first ten Sections of the annexed Draft of Bill might go into immediate operation without at all interfering with the local machinery of the present Act, and would thus fully prepare the way for completing the transition by the first of next January, without producing any disorder, or inconvenience. I have accordingly prepared a Section to that effect.

In the meantime, in case of approval by His Excellency of the annexed Draft of Bill, and its becoming a law, it would be proper to have all the Regulations and Instructions, and Forms, for which it provides, together with copies of the Bill itself, prepared, printed and put into the hands of all persons who may be administrators of it. I think it would also be advisable to prepare and get printed Blank Forms for Reports, both for District Superintendents and Trustees, so that all parties may commence their duties properly, and that there may be an uniformity forthwith in the administration of the law throughout the Country. Such precautions and laws, for a year, or two, will render the working of the whole School system harmonious, uniform, and efficient.

The annexed Draft of Bill may have some cases unprovided for; but it provides for all the cases that have yet come under the notice of this Office, and all that I can conceive, after examining the various Schools Laws of different States and Kingdoms.

I beg to remark, generally, that I have retained as much of the machinery and phraseology of the present Act as I could; have sought to make the arrangements more methodical and more simple; and have reduced the number of Sections from 71 to 44.

I would also observe, that the annexed Draft of Bill does not give the Government, through the Superintendent of Schools, anything like as much power as the new school law for Lower Canada gives the Superintendent for Schools there. I have desired to retain no more power in the hands of the Superintendent than is absolutely necessary to enable the Government to control the general principles and character of the System of Public Instruction, and to see that the money appropriated by the Legislature is faithfully and judiciously expended. I hold it, as a true principle, and as expedient, that the Legislature, in appropriating money, should provide, that through one, or more, general Officers, its liberal and benevolent intentions be accomplished in the expenditure of that money. Then, as the people contribute locally, they have the local right of employing and dismissing Teachers at their pleasure.

It is not easy to adjust precisely the different parts of a mixed machinery. I have sought to simplify it as much as possible, and have proposed to give the Government no more power than is indispensable to make the system Provincial, and to fulfil the intentions of the Legislature in passing the Act.

I would that the habits and circumstances of Canadian society might allow of simplifying the system still more!

Numerous and intricate legal provisions, in matters of detail and in relation especially to Education, are perplexing to the people, and embarrassing to the Government.

In respect to the means for the establishment and support of a Normal School, I may remark, that the Legislature of the State of New York has granted \$9,000 to rent and furnish Buildings for a State Normal School at Albany, and \$10,000 per annum for its support.

I think there should be placed at the disposal of the Provincial Board of Education, at least £1,500, to establish a Normal School, and the same amount, per annum for its support. I hope it may be established and maintained for a somewhat less sum; but, it appears to me especially desirable that the general Board of Education should not be meanly tied down to a possibly insufficient sum. Such a proceeding might occasion a complete failure, with all its unpleasant consequences. The circumstances, and management and authority of Government, in the expenditure of the Grant, would be a guarantee that not a sixpence more should be expended than would be absolutely necessary.

I trust some means will be available from the sale of School Lands, by which encouragement may be given to the formation of School Libraries in the several Districts and Townships of Upper Canada. A small sum disposed of annually in that way would prompt to the contribution of much on the part of the inhabitants of different Districts, and would lead to the circulation and reading of a vast number of useful books. But I am not at present sufficiently informed on this point to suggest any clause to be introduced into the Act respecting it. I am inclined to think it may be done by the Government without any Act on the subject, and in conformity with the provisions of the proposed Bill.

In conclusion, I have to repeat, that, although this Communication is protracted to a great length, several topics remain unnoticed; and to others, I am afraid I have alluded too briefly, to be either explicit, or satisfactory. Should any further explanations be deemed necessary, I shall be happy to give them in any way that they may be required.

But I must beg permission to add what escaped me to notice in the proper place—that I have received information that there are several Townships in Upper Canada, settled by Germans, in which all the Schools are German, and all the Teachers aliens.

Believing that it was not the intention of the Legislature, and that it is not expedient, to prohibit European Aliens from being employed as common school Teachers, I have excepted them in the annexed Draft of a Bill. It is perhaps not necessary to except any other than foreign Germans, but I have thought there might be cases of French and Italians proposing to teach schools in Upper Canada. The study of the French language, especially, should, I think, be encouraged to as great an extent as possible.

TORONTO, 3rd of March, 1846.

E. RYERSON.

NOTE.—I do not propose to insert here the Draft of the School Bill of 1846, prepared by the Reverend Doctor Ryerson, or those portions of it which were modified by the House of Assembly, or by the Legislative Council. That Draft was, as a whole, passed by the Legislature, in the form in which it was prepared by Doctor Ryerson. It is, therefore, not necessary to reproduce here. The Sections which were modified by the Legislature I have given in *italic* in the Act itself, (on pages 59-70) as they were passed and assented to by the Governor General, on behalf of Her Majesty.

#### ACKNOWLEDGEMENT OF THE DRAFT OF SCHOOL BILL OF 1846.

I have the honour, by command of the Administrator of the Government, to acknowledge the receipt of your Letter of the 3rd instant, submitting certain Remarks and Suggestions on the Common School Act, 7th Victoria, Chapter XXIX, together with a Draft of a Proposed School Bill, and am to inform you, that the subject will receive the attentive consideration of His Excellency-in-Council.

MONTREAL, 10th of March, 1846.

JAMES HOPKIRK,  
Assistant Secretary, West.



## DRAFT OF COMMON SCHOOL BILL SUBMITTED TO THE LEGISLATURE IN 1846.

On the 31st of March, 1846, the Honourable Attorney General Draper submitted to the House of Assembly, the foregoing Draft of a Common School Bill for Upper Canada, which had been prepared by Doctor Ryerson. Some changes, as indicated, were made in the Bill on the 22nd of April, 1846, and it was finally passed on the 23rd of May.

The Legislative Council proposed a change, with a view to allow children from various School Sections to attend a Separate School in any one Section, but, upon Conference with the House of Assembly, the proposed change was not made. The Bill, as originally printed, contained, by mistake, this rejected amendment, which, for a time, caused much inconvenience and misunderstanding. See Foot Note on page 68.

The changes made in the Bill by the House of Assembly are put in italics (See Chapter III, — pages 59-70.)

## THE UPPER CANADA SCHOOL LAW OF 1843 FROM A LOWER CANADA STAND-POINT.

In connection with the foregoing Report by the Reverend Doctor Ryerson on the Common School Act of Upper Canada for 1843, it may be interesting also to know how it was viewed by Doctor J. B. Meilleur, Superintendent of Education for Lower Canada. The following Extracts on the subject are taken from Doctor Meilleur's Report to the Governor General on the Schools of that Province for the year 1845. He said :

The Common School Law passed in 1841 was not only made for Lower, but also for Upper Canada, where its working was attended with much difficulty, during the two years it was in operation. So that, for that part of the Province, as well as for this, it was necessary, in order to obtain any result, to have recourse to expedients and exceptional means, although not to the same degree. This fact made a new law necessary for Upper Canada, and one was passed in the Session of 1843. Considerable modifications, in the Law of 1841, were made in that of 1843, which made its operation more certain . . . .

The School Law of Upper Canada, framed in imitation of that of the State of New York, does not leave it optional to the contributors to make up, by voluntary subscriptions, the sum requisite to equal that offered to them by the Government for the support of their Schools, on the same principle, and in the same proportion as for the support of the Lower Canada Schools ; for the Fifty Thousand pounds (£50,000.) appropriated by the Act of 1841,—of which the three first clauses are continued by that of the Act of 1843 for Lower Canada. That grant has been divided between the two sections of the Province in proportion to their respective populations, according to the latest census.

Thus, the inhabitants of Upper Canada are compelled to make up the sum required by Law, by an *ad valorem* tax on real property ; the rule is absolute ; there is no alternative ; the sum must be made up by the time designated, because the interests of Education and the Law require it thus ; and this is certainly what is most desirable for ensuring facility, uniformity, and the successful working of an Act of Elementary Education.

The School Commissioners, elected under the authority of the Upper Canada Act, are men in a subordinate and secondary position,—being under the immediate direction of a Township School Superintendent, a County Superintendent, and the Chief Superintendent of Education, (who is identical with the Provincial Secretary),—which latter has also a Deputy, (or Assistant Superintendent,) residing among them. So that, in that section of the Province, the wishes of the people, their mode of perception, or the manner of action which they might prefer, are less consulted than the ends of the Law, and the means of attaining them are with us. Thus the people opposed, or rather who wished to oppose, this Law during the first year, and reckoning

on the mitigations which they hoped to be able to obtain in the last Session of Parliament, presented several Petitions to that effect; but the Parliament, not having thought proper to take them into consideration, the Law has remained intact, and, at the present day, works, I believe, in general, well, though with some some difficulty, principally arising from the too great number of local School Superintendents appointed to facilitate its operation . . . .

In Upper Canada, the local authorities have the power of doubling that part of the grant which is offered them for the diffusion of Education, and they find in this manner the means necessary for this object much more easily, without harassing the contributors for that purpose, who would be generally satisfied with the view of the advantages resulting therefrom for their children, if a very considerable part of the contribution were not devoted to the payment of the Township and County Superintendents . . . .

MONTREAL, 15th of April, 1846.

J. B. MEILLEUR.

## CHAPTER V.

### PAPERS RELATING TO THE UNIVERSITY OF KING'S COLLEGE.

On the 7th of May, 1846, the Governor General, in response to a request made to him by the House of Assembly, on the 21st of April, sent down, by Message to that House, a number of Documents relating to the affairs of King's College, Toronto, as enumerated on page 43 of this Volume. Among these Documents, which have not before been published in previous Volumes of this Documentary History, were those which follow:

They chiefly relate practically to the then condition and prospects of King's College, as viewed by the authorities of the Church of England, or those having control of King's College. The Governor General was desirous of obtaining these views, as he expressed it in his Private Secretary's Letter, "in a definite and official form."

A similar request was addressed to the authorities of the Presbyterian, Methodist and Roman Catholic Churches,—each having, under their separate control, Queen's College, Kingston, Victoria College, Cobourg, and Regiopolis College Kingston.

#### I. THE CHURCH OF ENGLAND AND KING'S COLLEGE

##### COMMUNICATION FROM THE GOVERNOR-GENERAL, AS CHANCELLOR OF KING'S COLLEGE.

The following Letter, dated the 5th of March, 1846, was addressed to the Reverend Doctor Strachan, President of King's College, by the Governor General's Private Secretary:—

I am commanded by His Excellency, Earl Cathcart, to state to you his desire, as Chancellor of the University of King's College, to be furnished, in a definite and official form, with the views of the Council of King's College on the present state of their Charter, as amended by the Statute of Upper Canada, 7th William IV, Chapter XVI.\*

His Excellency is apprised that, in each of the two last Sessions of the Provincial Parliament, a Measure was introduced into the House of Assembly to amend that Act and the Charter, and that, on each of these occasions, the Council of King's College employed Counsel, who were heard against these respective Measures.†

\* This Act will be found on pages 88-89 of the Third Volume of this Documentary History.

† See pages 26, 35, 47, 50 and 59 of the Fifth Volume of this History, and pages 48, 49 of this Volume.

His Excellency has also been informed, that, in the opinions of many persons, changes are still necessary to make the Institution harmonize with the wants and wishes of the greater portion of the people of Upper Canada,—for whose benefit the Institution was created and endowed; although great differences may, and do, exist in determining what those changes should be.

His Excellency cannot doubt the desire of the College Council that such changes, (if any are necessary for this purpose), should be made, as are calculated, from their character, to give general satisfaction, at all events, to those classes of the community lying most within the range of the benefits of an Institution of this kind.

His Excellency entertains full confidence that every Member of the College Council will be desirous, so far as his conscientious convictions may permit, of adopting such a conciliatory course, as not merely general policy, but also the inferences suggested by the somewhat anomalous position of that Body will, on careful deliberation, recommend; and he, therefore, invites the College Council to take into consideration the present state and condition of the Charter,—its adaptation to its end,—and the amount of change which, in their judgment, will remove any reasonable objections to its general utility.

His Excellency is anxious, in no respect, to prejudice this important Question, and he conceives that his situation, as Chancellor, justifies him in asking for such an exposition of the views of the College Council as will facilitate his arriving at a clear understanding of the whole subject, and enable him, at a proper period, to afford the information which it may be requisite to lay before Her Majesty for her ultimate consideration and determination.

MONTREAL, 5th of March, 1846.

J. M. HIGGINSON,  
Private Secretary.

#### REPLY OF THE COLLEGE COUNCIL TO THE FOREGOING LETTER.

On the 24th of March, 1846, Bishop Strachan, as President of King's College, wrote the following Letter to the Governor General's Private Secretary, and enclosed to him the Reply of the King's College Council to the request of the Governor General for the views of that Body "in a definite and official form," on the present state of the Charter of King's College, etcetera:—

The College Council have deliberated upon your letter of the 5th instant, addressed, by command of his Excellency, Earl Cathcart, the Chancellor of the University of King's College, to the President of that Institution, expressing His Excellency's desire to be furnished, in a definite and official form, with their views on the present state of their Charter, as amended by Statute of Upper Canada, 7th William IV, Chapter XVI, have agreed to the following Report, which they request you to lay before His Lordship at your earliest convenience.

TORONTO, 24th of March, 1846.

JOHN TORONTO,  
President of King's College.

#### VIEWS OF THE COUNCIL OF KING'S COLLEGE ON THE PRESENT STATE OF THE KING'S COLLEGE CHARTER.

TO THE RIGHT HONOURABLE CHARLES MURRAY, EARL CATHCART, ADMINISTRATOR OF THE GOVERNMENT OF THE PROVINCE OF CANADA, ETCETERA:

MAY IT PLEASE YOUR EXCELLENCY,

The Council of the University of King's College beg permission to commence this Report by tendering to Your Lordship their grateful acknowledgments for the kind and considerate communication which Your Excellency has caused to be laid before them, and to express their hope that such an arrangement of the whole question of the University may now be adopted, as shall satisfy every well informed and reasonable mind.

For a brief history of the University of King's College, the Council would most respectfully draw Your Excellency's attention to the Lord Bishop of Toronto's inaugural address, as President, at the opening of the Institution on the 8th of June, 1843, in which also will be found an authentic account of the great difficulties, which attended the procuring of the Charter, on account of its open and conciliatory principles which were at that time (1827) without precedent in such Institutions, either at home or abroad.\*

\* This inaugural Address will be found on pages 277-286 of the Fourth Volume of this Documentary History.

The Council would further solicit Your Excellency's notice to their Report of the 21st of March, 1832, on a Despatch of Lord Goderich, then Secretary of State for the Colonies, dated the 2nd of November, 1831.—In that Report, the various objections made against the Charter were examined and fully answered. Nevertheless, the then Council, anxious that the University should go into operation, felt compelled, though with much reluctance, to consent to some modification of its provisions; but the concessions they agreed to came to nothing, and produced no satisfactory results; \* the discussions continued with more, or less, acrimony till 1837, when the Provincial Statute (7th, William IV, Chapter XVI) † was passed, embodying certain changes, which were deemed amendments, and in a great measure following, though not, altogether, the Report of the Council just referred to.

The Council respectfully submit that the Union of the Canadas in 1840, has had, as was anticipated, when the measure was in progress, a material effect on the Charter of the University, as well as on the amendments imposed by the Provincial Statute.

#### ANOMALOUS POSITION OF THE GOVERNOR-GENERAL AS CHANCELLOR.

*First.* As it respects the Chancellor. It was natural to appoint, in the Royal Charter, the Governor of the Province as Chancellor of the University, because it was an Institution, which solely emanated from the Crown, and was to be established at Toronto, then the seat of Government, where he resided. The President and Senior Professor could have, at all times, easy access to him, and take care that the reasons of all Statutes, Rules and Ordinances should be fully explained and understood, before they were proposed to the consideration of the College Council. But, since the removal of the seat of Government to Montreal, the President and Senior Professor can have no personal communication with the Chancellor, and frequently all intercourse must be in writing. This renders, in a great degree, nugatory the wise provision in the Royal Charter which ordains that the Chancellors shall consult with the President and next Senior Member of the Council, respecting all Statutes, Rules and Ordinances to be proposed by him to the said Council for their consideration.

*Second.* Experience has, from the first promulgation of the Charter, proved the inconvenience of the Chancellor being the person at the Head of the Government, as unfortunately giving to the Institution a political character. This inconvenience was indeed anticipated by the President, when the terms of the Charter were under consideration in London, in 1827, but his objections were overruled by Earl Bathurst, on the plea that, in his character of Chancellor, the Governor would act as the Chancellors of the Universities at Home, seldom interfering, except on days of ceremony; and, so far from admitting anything political to be mixed up with the University affairs, if he acted at all, it would be only with its authorities.

The practical working has not been found agreeable to this plea, or intention; and the appointment of Professors, being in the Chancellor, much damage may be apprehended from the selection of men not sufficiently qualified, under the existing circumstances of the Province;—in fact, it appears that motives of political expediency, in, at least, one such appointment, have not been concealed, nor, under the present arrangement,—(aggravated as it is by the distance at which the Head of the University lives, and his comparative unacquaintance with Statutes, Rules and Ordinances, by which its operations are guided, and which must increase with every new Governor-General),—can the recurrence of such instances be altogether prevented.

Again, the removal of the Seat of Government to Montreal, nearly four hundred miles from Toronto, materially affects the composition of the College Council, as settled in the Statute of 7th William IV, Chapter XVI. By that Statute, the Council is made to consist of twelve Members. But, since the Union of the Provinces, in 1840, five out of this number, videlicet, the Chancellor, the Speakers of the two Houses of the Legislature, and the two Crown Officers, can scarcely ever attend at the Board, and, therefore, can be of little, or no benefit to the Institution.

#### SEVERAL AMENDMENTS TO THE KING'S COLLEGE CHARTER SUGGESTED.

From these, and other considerations, the Council of King's College would most respectfully recommend that the Provincial Statute, 7th William IV, Chapter XVI, be repealed, and that the following amendments of the Royal original Charter be embodied in a new Charter, to be issued by the Crown:

1. *Chancellor.* That the Chancellor of the University of King's College be chosen by the Convocation, and with strict reference, (as far as may be practicable), to English usage.

\* This Report of Kings College Council, declining to surrender the College Charter and dated the 21st of March, 1832, will be found on pages 32-37 of the Third Volume of this Documentary History.

† *Ibid*, pages 88, 89.

2. *Vice Chancellor.* That the President be also Vice Chancellor, and with authority to discharge the duties of the Chancellor, in his absence.

3. *Appointment Board.* That there shall be established in the University a "Board, or Council of Appointment,"—to consist of never less than six members: The President, or Vice-Chancellor, the Vice-President and the Senior Professor, or, if necessary, to complete the number of six, the next Professor in Seniority; the fourth to be chosen by the Board, or College, or other Body representing the Medical Profession, the fifth by the Law Society, and the sixth to be chosen by the Mayor and Town Council of the City of Toronto. The three last to hold office during four years, each, but may be re-elected. That, by this Board, or Council, the President, Vice President and Professors, (except the Professor of Divinity, who is to be appointed by the Archbishop of the Province, or Bishop of the Diocese), and the Principal of Upper Canada College shall be appointed, and their respective salaries and emoluments fixed and defined,—the rights of the present Incumbents being respected; provided, nevertheless, that this Board, or Council, shall make no appointment, unless after full examination into qualifications for office, the vote to be unanimous, and that, in case of difference of opinion, the majority of votes, shall be referred to the Chancellor for his final decision thereon. This Board, or Council, shall likewise act as a Board of Audit.

4. *Caput.* That there shall be within the University of King's College a *Caput* of seven Members, videlicet, The Vice-Chancellor, or President, and the Vice-President, *ex-officio*, four Professors selected by the Faculties, (and to continue in office for four years,) and the Principal of Upper Canada College; and their rank, seniority and precedence shall be in the above order. The *Caput* so constituted shall discharge all the duties, and enjoy all the rights, and privileges, of the present King's College Council, as are set forth in the original Charter, to the whole property of the Corporation, alienate, or exchange, the same, purchase new property, etcetera. Provided, nevertheless, that the expenses of the University shall not exceed its actual income, exclusive of what may be expended in the erection of the necessary accommodations, furniture, and other matters, which may be justly deemed "capital." The *Caput* shall appoint the Masters of Upper Canada College, and make all the appointments, not otherwise provided for.

5. *Visitors.* That the Chief Justice of Canada West, and the Vice-Chancellor of the Court of Chancery, for the time being, be the Visitors of the University.

6. *Tests.* That, although the Council be convinced that a College for educating youth in the principles of the Christian Religion, as well as in literature, and the sciences, is less likely to be useful, and to acquire a lasting and deserved popularity, if its religious character be left to the discretion of individuals, and to the chance of events, and suffered to remain the subject of unchristian intrigues and dissensions, they, nevertheless, feel that, from circumstances, over which they have no control, they are obliged to submit to that provision of the Statute of 7th William IV., Chapter XVI., which relieves the Members of the College Council from signing the Thirty-Nine Articles; but, at the same time, they acquiesce willingly in that portion of the original Charter which ordains that no religious test, or qualification, be required, or appointed, for any person admitted, or matriculated, as Scholars within the said College, or of persons admitted to any Degree, or Faculty, therein, save only to any Degree in Divinity, which shall be regulated as in the Royal Charter, and according to the Forms and Regulations required of persons admitted to any Degree of Divinity in the University of Oxford; for, whatever opinion may be entertained regarding tests in general, by those who dissent from the Church of England, it would seem entirely at variance with the spirit of religious liberty to forbid the imposition of those tests by those, and upon those, who concur in holding them sacred. They also acquiesce in the declaration required by the Act, 7th William IV., Chapter XVI., and that it ought to be a qualification for all Members of the Council and *Caput*. They are further of opinion that an oath of office should be required of all the Members of the Board, or Council, of Appointment.

The Council of King's College have thus, after much consideration, laid before Your Excellency their views on the present state of their Charter, as amended by the Statute of Upper Canada, 7th William IV., Chapter XVI., as well as the alterations which, they think, might, with advantage, be introduced into a new Royal Charter, and in effecting which they will cheerfully give any aid in their power.

#### THREE NEW COLLEGES ESTABLISHED SINCE KING'S COLLEGE CHARTER WAS GRANTED.

Before leaving this part of the subject, they crave the liberty of Your Excellency's indulgence to some additional remarks, which the course of events renders worthy of attention.

Since the establishment of the University of King's College, three other Colleges have been established in Canada West: Victoria College, belonging to the Methodists; Queen's College,

belonging to the Church of Scotland; and the College of Regiopolis, belonging to the Roman Catholics. The two former possess University privileges, in virtue of Royal Charters. Before the rise of these Institutions, which are entirely exclusive, and under the sole management of these respective Churches, the objection made to King's College did not extend to any division of its endowment, but rested chiefly on religious considerations. Recently, however, instead of praying for separate endowments from the liberality of the Crown, the friends of Victoria and Queen's College are eager to cripple the efficiency of King's College, by sharing in her endowment. In justice to the Roman Catholics, it ought to be observed that they have acted with much propriety and moderation, and have made no such claim, although, should a division take place, they believe themselves entitled to consideration.

#### THESE THREE COLLEGES SHOULD BE ENDOWED OUT OF THE CLERGY RESERVES SURPLUS.

Now the Council of King's College are not unwilling to admit that, when the Government thought fit to grant Charters establishing these Colleges in a new Country like this, where endowments from individuals are scarcely to be expected, a certain endowment should have been allowed to each, more especially as more than ample means seem to be at hand from the portion of the Clergy Reserves left at the disposal of Government by the 3rd and 4th Victoria, chapter LXXXVIII, intituled:—"An Act to provide for the sale of the Clergy Reserves," etcetera, which are capable of yielding at once a competent revenue. Were a fair endowment granted, not only to these three Colleges, but to such other Denominations as to Government may seem meet, the University of King's College may be left untouched, and the 7th William IV. Chapter XVI, being repealed, it will revert to its original constitution, with the liberty of seeking from the Crown such amendments of the Charter as have been mentioned, and as further experience may suggest, for its more efficient and advantageous working.

This seems to be the most judicious and equitable manner of satisfying all parties and restoring peace to the community.

The different Religious Denominations would thus have the means of educating their youth according to their own wishes, and on their own principles,—no room would be left for collisions, or heart-burnings, and, in a short time, collisions on this subject would cease, or pass away;—the different Colleges would only feel a noble emulation in excelling in sound learning; nor would this plan multiply Seminaries beyond their usefulness; the Government can limit them to the leading divisions of Christianity, and each will have, according to their own accounts, a sufficient number of students to instruct.

#### STRONG OBJECTION TO DIVIDING THE UNIVERSITY ENDOWMENT.

Should this method fail to be entertained by Government, although we can perceive no formidable, or even reasonable, objection, and a Measure be proposed for dividing the endowment of King's College, in order to bestow portions of the same upon the other three Colleges, the College Council will feel it their duty to protest against such injustice; and, if they submit, it will be under compulsion, and with the avowed reservation of their rights to be claimed at the proper opportunity. Willingly to relinquish any part of their endowment which is not more than sufficient to support a University worthy of this great Country, and the increasing wants of its youth, would, in their opinion, be a desertion of their duty. Nevertheless, should such a measure be perpetrated, the College Council would, at the least, expect that regard should be had to the claim of the Church of England in point of numbers, and to the fact, that she furnishes more than half of those who desire a collegiate education. Bearing in mind also, that if the Medical Department and Upper Canada College are to continue component parts of the University of King's College, as they ought to do, the division should have respect to the decent maintenance of such valuable portions of the Institution, and which the other Colleges are not required to support.

To leave the endowment entire is more preferable, not only, because more just, but because it meddles not with vested rights, and offers no encouragement to future spoliation, or attempts to interfere with the far richer and magnificent endowments of Lower Canada. The Charter should be so altered as to admit of no political influence, from which it has suffered so much, and should be placed under the guidance and management of its own authorities; in like manner, the endowments to be granted by the Crown to Colleges of other Religious Denominations, should be surrendered freely to their own management, provided that they spend only the annual income, and preserve the capital entire.

The object of the Government should be to settle the question on such a just and equitable basis, as may satisfy the honest and upright of all parties, without regard to the clamours of the factions and the destructives, who delight in sowing dissension, and are dismayed at the loss of a grievance.

## LORD STANLEY'S NEW BRUNSWICK UNIVERSITY DESPATCH OF NOVEMBER, 1846.

The Council would have here closed their Report, had not their attention been drawn to a Despatch of last year from Lord Stanley, while Secretary of State for the Colonies, which has lately appeared in the public prints, and which they deem of so much importance as to solicit for the Commission it recommends Your Excellency's favourable consideration.

The Council are the more inclined to place this Document under Your Excellency's special notice, inasmuch as it relates to the constitution of King's College, New Brunswick, which is an exact copy of our Royal Charter, and was granted a few days after ours was completed. On two points, and both of great importance, the advantage is with us; our Charter is entirely of Royal Grace, and did not, like the New Brunswick one, emanate, in the first place, from a Provincial Statute. Again, our endowment is also wholly of Royal Bounty, this University having never, like that of New Brunswick, received assistance from the Legislature of the Colony.

## THE PROPOSED UPPER CANADA UNIVERSITY MEASURES OF 1843 AND 1845.

In regard to the Measures introduced in each of the two last Sessions of the Provincial Parliament, the Council of King's College would remark, that the changes they proposed were not merely offensive to the largest class of Her Majesty's subjects in Upper Canada, but totally excluded them, on conscientious principles, from participating in any advantages they might be supposed to offer; and, what is worthy of special remark, the class thus offended and excluded are precisely those for whose more especial advantage King's College was originally founded.

## DESIRABILITY OF ISSUING A ROYAL COMMISSION OF UNIVERSITY ENQUIRY.

The Council of the College concur with Lord Stanley in opinion that, whatever alterations are required, should be maturely weighed and recommended by men possessing an intimate acquaintance, both with the theory and the practice, of educating in religion, in literature and science, those youths, who, from their birth, their fortune, or their natural talents, are probably destined for the public service, as Legislators, Divines, Jurists, Physicians, Magistrates, or Merchants; and we feel disposed, should it be Your Lordship's desire to sanction the appointment of such a Commission as Lord Stanley suggests,—provided it be composed of men of high character from Oxford, Cambridge, and Trinity College, Dublin, who are familiar with the economy and discipline of Universities, and whose duty it should be to enquire into the constitution and management of all similar Institutions, regarding which they might procure authentic information, and derive a system accommodated to the particular circumstances of this Province, —it being quite obvious, that it would not be easy to find such men as His Lordship describes in this Province, were there no fear of their being already prejudiced on the University question.

Such a Commission, to be armed with all the powers requisite for conducting and defraying the expense of the necessary inquiries; it should be composed of men unanimous in the desire to promote public education among the wealthier classes of society on Christian principles; their range of enquiry should be as unlimited as is the object itself; and the result of their deliberations should be made final; and, for this purpose, an Address by both Houses of the Legislature should be made to the Crown to appoint such a Commission, and signifying their full acquiescence in the results to which it might arrive, appears indispensable.

Fully concurring in the remainder of this important Despatch of Lord Stanley, the College Council are encouraged to quote it as follows, in the hope that its suggestions may be adopted:—

“There is happily one principle on which, amidst all the discussions a general agreement prevails, and which has been brought into full operation since the commencement of this University, and by that principle the Commissioners might be bound: it is, that King's College (New Brunswick), should be open, as it ever has been, so far as its advantages, emoluments and honours are concerned, to every Denomination of Christians; but, that, according to the original desire, the Public Worship performed within its walls should be that of the Church of England; and that the Chair of Theology should be occupied by a Clerk in Holy Orders of that Church, of which, of course, therefore, all graduates in Divinity must be members. These reservations in favour of the Church of England, (the Church of the Royal Founder,) are made in no spirit to which the Members of any other Church could even plausibly object. They proceed on no claim of ascendancy, or superiority. Their object is simply to retain, for the Anglican Church, the advantage actually enjoyed by every other Body of Christians in Canada, of having, at least, one place of public Education, in which young men may be trained up as Ministers of the Gospel.”

Should Your Excellency in line to the appointment of such a Commission as has been suggested, the College Council would willingly surrender their own opinions and suggestions to its guidance and decision, because they feel convinced that, aided by its report, a Royal Charter might be framed to meet every difficulty.

The whole of this University Question would thus be drawn from debate in a popular Assembly, to a more tranquil, and, for this purpose, a more competent tribunal: without the excitement of those feelings which animate, and occasionally discompose, the deliberations of the Representative Branch of the Legislature. It would, we trust, be settled on such a basis as to conciliate the feelings, satisfy the judgment, and promote the interests of all classes, as far as such results are attainable in affairs of this nature.

All of which is respectfully submitted.

TORONTO, 24<sup>th</sup> of March, 1846.

JOHN TORONTO,  
President of King's Collège.

*Dissentient* from that part of the foregoing Report which acquiesces in the exclusion of all religious tests, excepting a declaration of belief in the Inspiration of the Scriptures and the Doctrine of the Trinity, required from the Members of the Council and *Caput*:—

TORONTO, 24<sup>th</sup> of March, 1846.

JAMES BEAVEN,  
Professor of Divinity in King's College.

Professor William C. Gwynne's made a number of objections to this Report. They are too many and elaborate to quote here; but they will be found appended to the Report itself in Appendix D. D. to the Journals of the House of Assembly for 1846. Professor Henry H. Croft also dissented from that part of the Report which suggests that the Chancellor should be elected by Convocation, on the ground, as stated by Doctor Gwynne, that such an election held annually "is calculated to create an excitement, and to produce a spirit of party rivalry prejudicial to the interests of an Educational Institution."

#### PERSONAL LETTER FROM DOCTOR STRACHAN TO THE GOVERNOR-GENERAL.

In addition to this Report from King's College Council, embodying the views and opinions of the Council, as a whole, including the suggestions of its Members, as to modification in the Charter, the Reverend Doctor Strachan addressed the following elaborate and personal Letter to the Governor-General on the subject, which His Excellency, as Chancellor, had brought before the Council\* in the Letter from his Private Secretary dated the 5<sup>th</sup> of March, 1846.

In that Letter, Doctor Strachan takes a comprehensive view of the University Question, as it then presented itself to the public men of the times. His criticism on the character of the opposition to the University, as then constituted, was, on the whole, from his standpoint, not more severe than the facts of the case, as he viewed them, and as he honestly felt, warranted. Although a man of strong convictions, and full of earnestness and zeal for the cause which he had espoused, he was, nevertheless, as fair and honest in his criticism, as he felt that the facts and circumstances of the case justified him in being.

The Bishop's Letter is a valuable contribution to the history of the discussions on the memorable University Question of Upper Canada during the years, from 1843 to 1849.

\*I have had access to the original draft of this Letter in Doctor Strachan's own handwriting, with his alterations and emendations marked on it by himself. It is given by Doctor Henry Melville in his "Rise and Progress of Trinity College, Toronto," 1852, pages 67-70. Doctor Melville gives the date of this Letter as "March 2nd," instead of "April 2nd," 1846.



The answer given by the Council of the University of King's College, on the 24th ultimo, to your Lordship's reference upon the subject of the Charter, will have put your Lordship fully in possession of their opinions.

Concurring as I do in their opinions, I do not desire to submit to your Lordship any views, or suggestions, varying from those embodied in the Council's Report; but, considering my position in the University, and the part which I had in obtaining the original Charter, in 1827, I beg to be allowed to supply the want of opportunity of a personal conference with your Lordship, on this highly interesting subject, by submitting, to your Lordship's attention the following explanations and statements :—

#### THE GREAT IMPORTANCE OF THE UNIVERSITY QUESTION TO UPPER CANADA.

It is perhaps superfluous to remark, that the subject, to which your Lordship has thus early given your earnest attention, is one of the most important, if not the most important, that can engage the public consideration. Indeed, it is not possible to estimate too highly the degree in which the future prosperity and happiness of Upper Canada may be influenced by the manner in which, what has been long familiarly called "the University Question," shall be finally disposed of.

The public character of the people, the soundness and permanency of their civil institutions,—in short, the probability of their pursuing hereafter the course most conducive to their prosperity and happiness, and to the welfare of those, with whom they are by any relation connected,—must depend mainly upon the Education and training of those who are to fill the several professions, the Halls of Legislation and the Courts of Justice, and upon whom, from their position in society, the interests of Religion, Commerce and of the Arts, and the maintenance of a just and free government must always chiefly depend.

#### A GENEROUS AND EXTENDED OUTLOOK OF THE FUTURE OF UPPER CANADA.

Upper Canada is at present in a condition to avail herself very largely of the benefits of a good and comprehensive system of Collegiate Education. The population is large, and is increasing in wealth; the prospects of the learned professions are most rapidly expanding, and they must soon possess an influence in society which, except in times of violence and confusion, must always attend superior knowledge and intelligence.

The interest, too, which is attached to these considerations is much enhanced by the fact, which every one must see, and should feel very forcibly, that it is in this generation the foundations are to be laid in Upper Canada of a state of things which must operate favourably, or unfavourably, at no distant period, upon some millions of people.

#### WHAT HAS BEEN DONE FOR UNIVERSITY EDUCATION IN OTHER COUNTRIES.

Looking at the exertions which have been made in other Countries for founding and endowing Universities,—and often by means, which can only be gradual in their operation, and which have been long in producing the desired effects,—it cannot but be considered a most fortunate circumstance for Upper Canada, that, from the provident attention of the Imperial Government to this object at an early period, and by an arrangement afterwards happily suggested and concurred in by the Secretary of State for the Colonies, an ample and magnificent endowment has been erected for the support of an University, upon a liberal scale, and by means, which it is easy to shew, most plainly and conclusively, cannot, in the slightest degree, have affected, except, indeed, beneficially, the provision made for other educational purposes.

#### OUR UNIVERSITY FUTURE,—IF THE ENDOWMENT BE HUSBANDED.

This endowment, which may, at this moment, be regarded as ample for the present purposes of the University, is sure to rise in value, if judiciously husbanded, as the condition of the Province improves, and it is impossible that anyone, who takes a sincere interest in the welfare of this Country can reflect, without the most grateful emotions, that, without depending on the uncertain resources of private benevolence, or relying upon support from public charges, which might be borne with impatience, this Province is now, at a comparatively early period of its history, secured in the means of maintaining an University upon such a scale that, while it opens inestimable advantages to constitute the greatest ornament of the Country, and the most powerful means of attracting to it that description of emigrants from the United Kingdom, whose wealth, intelligence, enterprise and sound principles make them invaluable settlers in a new Country.

CHARACTER OF THE ORIGINAL CHARTER OF KING'S COLLEGE, AS A ROYAL FOUNDATION.

It has been very often repeated, but seems, nevertheless, to be generally forgotten, that when the Sovereign bestowed this noble gift upon the Country and incorporated the University, which His Royal grant was to support, he conferred upon it a Charter of a less exclusive character than any that had before been granted to any University endowed by the Crown.\* It had, it is true, a known and religious character,—the intention being that religious instruction was to be dispensed there, as in all other Universities of Royal foundation, and according to the doctrines and discipline of the National Church. To ensure this, and to lay the best foundation for harmony in the conducting the Institution, it was required, that the Members of the College Council should all be Members of the Church of England. Such Professors, therefore, as might not belong to that Church could not be Members of the Council; but, except the Professors of Divinity, they might all have been Members of any other Church, and, to the youth of all Religious Denominations, the College was freely open for instruction in the sciences, no test whatever being required at their matriculation, or for obtaining any but Divinity Degrees.

STATUTORY ALTERATIONS IN THE ROYAL CHARTER BY THE LEGISLATURE IN 1837.

This was the Charter, as it originally stood; and, therefore, when the Legislature of Upper Canada, by their Statute, 7th William IV., Chapter XVI., enacted that it shall not be necessary that any Members of the College Council, or any Professor, shall be a Member of the Church of England, or subscribe to any Articles of Religion, other than a declaration that they believe in the Divine Inspiration of the Old and New Testaments, and in the doctrine of the Trinity †; and when they further enacted that no Religious test, or qualification, shall be required of scholars admitted, or matriculated, within the College, or of persons admitted to any Degree, or faculty, therein,—they, in fact, enacted what was clearly superfluous, except as it regarded the Members of the Council, and the single Faculty of Divinity, for, with these exceptions, no tests were required of Professors, or Scholars, by the Charter, as it stood. And the alteration which the Statute did, in fact, make was in requiring a declaration, (very vague certainly,) of Religious belief, where none whatsoever was required before.

NEGATIVE CHARACTER OF THE LEGISLATIVE AMENDMENTS TO THE CHARTER.

Still, notwithstanding, this public appearance of having abolished, by a Legislative measure, what had never in fact existed, so little have any enlightened knowledge of facts, and a calm and dispassionate consideration of them, seemed to have prevailed in most of the discussions which the University has given rise to, that, up to the moment, it may be observed, that, in the Resolutions passed at Public Meetings, and, in the petitions which are circulated for signature, it is, in general, most earnestly insisted upon that there shall be no tests and no exclusion, when the Charter is already perfectly open and free, and has been so for nine years past, except as to the Declaration, which the Legislature alone has required by their Act, respecting a belief in the Scriptures and in the Trinity; and, it is difficult to understand how any Charter could be made more open than it now is,—or less bound by any obligation to religious truth, unless, indeed, it should contain a public invitation to infidels to come and take charge of an Institution endowed by our Sovereign, and founded, as the Charter expresses it, for the Education of Youth 'in the principles of the Christian Religion.'

When it is seen how easy it is to incite people to clamour for changes, as being indispensable to the public peace, some of which very changes were made many years ago—in 1837—by an Act of Parliament and others never could be made, because the state of things complained of have never existed, it must appear to be a hopeless expectation that the University can ever be placed upon such a footing as that it shall be no longer found fault with and attacked.

INSTITUTIONS TO BE SUCCESSFUL MUST BE IN HARMONY WITH ENLIGHTENED PUBLIC OPINION.

I can see very clearly, my Lord, that it must be essential to the success of any Institution that the principles on which it is based should be regarded with confidence and favour by those who would be likely to participate most largely in the advantages it offers; and that it would be most unwise not to defer to the opinions of those who, by their intelligence and knowledge, are most capable of judging soundly upon such questions; and also, by their dispositions, are inclined to seek and maintain what is best, rather than to look for relief from a little present trouble, by sacrificing for ever inestimable interests.

\* See the testimony on this point, printed on page 221 of the First Volume of this Documentary History, and page 280 of the Fourth Volume.

† See the remarks on this "new and indefinite" test by Lord Stanley in his Despatch of the 12th of November, 1845, in Chapter V., page 95.

## WHEN PUBLIC OPINION IS WARPED, CORRECT JUDGMENT IS OF A DOUBTFUL QUALITY.

But the misfortune is, that there can always be brought to bear upon these questions strong expressions of opinion from large classes of persons, who are not well informed of the actual condition of things which they are encouraged to attack; and of whom it may be said, without injustice, or unkindness, that they are, from various causes, unable to estimate rightly the nature and value of objects which the Universities are intended to promote, or to judge soundly of the best means of attaining them.

## TOLERANCE AND CONCILIATION ARE ESSENTIAL IN SUCH A CASE.

Still, to conciliate the good will of this large class of the community is, by no means, a matter of indifference; but the occasion for regret is, that this is not always practicable, or, at least, that it often requires much patience and time to accomplish it. It is happy thing, when the efforts of those, who possess more knowledge and experience, are employed in attempting to lead the multitude to think rightly, but when they are, on the contrary, industriously exerted to mislead them,—the consequences may be more, or less, disastrous, according to the wisdom and firmness of those, upon whom the duty rests of withstanding, to the utmost, any mischievous popular delusion.

## "UPON A SATISFACTORY FOOTING,"—WHAT IS MEANT BY THE PHRASE?

Throughout the discussions that have taken place respecting King's College, strong convictions have been expressed on all sides of the necessity of putting it, without loss of time, "upon a satisfactory footing;" and, if by that is meant the placing of the Institution upon such a footing as will best insure its usefulness and success, it is certain, that there can be nothing more desirable. But, if by a "satisfactory footing" be meant such a footing as every one will declare himself satisfied with, so that none can any longer be brought to complain of the University Charter, under the influence of any motive, or for the furtherance of any design, then I fear that all that is valuable in the Charter may be sacrificed, in the vain hope of arriving at an impossible result. It might indeed, without much difficulty, be contrived to strip the College so effectually of every attribute of a seat of sacred Academical learning, that it would be difficult for those, whose prejudices are enlisted against whatever appears to be most excellent, to find anything to condemn; and, by such means, an unreasonable clamour might be silenced,—if that were all that it was important to accomplish. And, so, indeed, might the same end be attained, even more certainly and speedily, if all the means of such an Institution could be irrecoverably sunk in the ocean, which would be a proceeding much the same in principle, though more direct in its operation, and such as all mankind would be competent to judge of, if it were plainly proposed to them.

Your Lordship, I am sure, will agree in the opinion, that, in order to enable this University to answer the great purposes for which it was founded, it must be so conducted, as to attract the respect and confidence of such fathers of families as can alone be expected to send their children there to be educated, among whom there would probably not be found one in five hundred of those who, for mere paltry purposes, are stimulated to sign intemperate petitions respecting matters of which they have no knowledge, and into which they will not take the trouble to enquire. Its being popular with those who disclaim, as much as possible, the preference of any one religious doctrine to another,—as if they were all equally false, or all equally indifferent,—will be no recommendation to the generality of parents, who desire to give their children a University Education.

Again, if its system and discipline do not, in a great degree, correspond, in essential matters, with those of the time-honoured Institutions of our Parent Country, and do not appear to be such as afford a reasonable prospect of an harmonious and respectable state of things within the walls of the Institution, we shall assuredly desire in vain to obtain the services of eminent men of other Universities; for they will not commit their fortunes to the chance of succeeding in any fanciful experiment, which their judgment and feelings will condemn. And there is this farther consideration, that, if it is desired to make the University as useful as possible to the youth of Canada, by opening the way to honourable distinctions in the pursuits of science, then it is necessary to place it on such a footing, that we can hope to find its Degrees and honours respected in other Countries.

The loss of such advantages would be poorly compensated by purchasing, if it could be done, in exchange for them, an immunity from such opposition and prejudices, as it is the common lot of whatever is excellent to encounter for a time.

I will forbear troubling Your Lordship with particular comments upon the suggestions made by the Council; but there are one or two points, on which I will take the liberty of remarking.

## QUESTIONABLE WISDOM OF MAKING THE GOVERNOR CHANCELLOR OF THE UNIVERSITY.

Your Lordship's only act, in connection with the University, having been one of great consideration and kindness, in inviting the College Council to a free expression of their wishes and opinions, it need not, I am satisfied, be apprehended that any unfriendly construction can be placed upon their motives, in stating their opinions unreservedly upon a point, with which Your Lordship happens to be personally connected. I mean that provision in the Charter which makes the Governor of the Province the Chancellor of the University.

This has proved, I am persuaded, a very injudicious and unfortunate arrangement; the effect of it has been to produce inevitably a connection between the University and the political feelings and movements of the day, which every one must have seen to be most injurious, as, indeed, it could scarcely fail to be. This must, I am persuaded, have been on many occasions embarrassing to the Government, as it certainly has been most detrimental to literature and science. If it had not been for the direct and immediate control which the Lieutenant-Governor of Upper Canada, had, in his capacity of Chancellor, over all the proceedings of the Corporation, so that he could, at his pleasure, prevent all those powers from being exercised, which the Royal Charter had conferred, those impediments could not have been thrown in the way which rendered the Charter for many years a dead letter; and not only withheld from hundreds of the youth of Upper Canada advantages which, to them, have been lost forever; but it had the effect of furnishing an argument, (though a very unreasonable one,) for attacks upon the very existence of the Institution. It was ungenerously urged that the Charter was evidently impracticable and useless, because, for so many years, no use had been made of it, when nothing had, in fact, impeded the Corporation from carrying the beneficial design of the Royal Founder fully into effect, but the avowed determination of the Lieutenant-Governor that not a step for that purpose should be taken, till all questions about the Charter were satisfactorily settled;—in other words, till the well-informed, and ill-informed, the reasonable and unreasonable, should all cease to complain either of their own accord, or at the bidding of others; and until sects and parties, that agreed in nothing else, should agree in their views of an University.

As the Charter directs that no bye-law, or Regulation, of any kind can be passed, which is not proposed by the Chancellor, it was utterly impossible to move a step towards the organization of the College, so long as the Chancellor declined to act.

I am not, my Lord, acknowledging that the Chancellor would warrantably make use of the authority which the Charter gave him. I am only relating the fact, that the Corporation was thus disabled from exercising its legal powers, and enjoying its legal rights, and it may, with perfect truth, be remarked, that if the Government of Upper Canada could, by a higher authority, have been restrained in the same manner from performing its functions, whensoever a violent clamour was raised against it, that Government must, throughout the same period, have been perfectly in abeyance; and it might as justly have been argued that, because it had been so long inactive, it was clear that it was incapable of acting efficiently.

The immediate connection of the College Corporation with the Civil Government has led to other inconveniences, which the University deeply feels, and which could not have happened, if the Chancellor had stood in such a position as left him free to act upon his own judgment, unembarrassed by considerations which are elsewhere carefully excluded from the Halls of learning, and which can never be allowed to influence their arrangements, without being fatal to their best interests.

## DIFFICULTY OF DETERMINING WHAT SHOULD BE DONE IN REGARD TO RELIGIOUS INSTRUCTION.

But the question, what should be done, as regards Religion and Religious Instruction within the College, is that which, no doubt, will appear to Your Lordship the most difficult to determine. The College, being liberally endowed, possessing a very eligible site, in the centre of the Province, and, having objects in view, which cannot but recommend themselves to every virtuous and enlightened mind, there can hardly be any serious difficulty in settling upon a reasonable footing, whatever regards Management, Discipline and Patronage.

Whether what the Council have recommended on the subject of Religious Instruction and Worship shall meet with Your Lordship's approbation and support, I shall be very anxious to learn.

If the College had been allowed to go into operation under its original Charter, then the state of things would have been this: It would have been understood and known to be a seat of learning, in connection with the National Church, and in which only the doctrines of that Church would be taught, and its form of Public Worship maintained. To prevent division, and any danger of those intrigues and struggles for ascendancy, which the rivalry of opposing Religious Sects is apt to engender, the Council were required to be of one Church, as the governing bodies in the other Colleges in this Province, which have been since chartered, are expressly required

to be ; but all would have been admissible as teachers, or scholars, without any distinction of religious creed, or the enactment of any test, except in regard to the Faculty of Divinity, which exception was inevitable, if it were intended that any certain religious character was to be consistently maintained. It is my firm belief that no great Institution for educating the youth of a Country, founded upon a less certain and definite principle, as to its religious character, and the nature of the doctrines which it professes to inculcate, will ever be found to fulfil worthily the great purposes for which it is designed. In England, Ireland and Scotland, so long as they leave undisturbed those glorious and venerable Institutions which, being established upon wise and sacred principles, have been elevating the national character for ages, they may venture to make the experiment of erecting other Colleges, in which Religion shall have no part, and which shall put forth, as their title to public confidence and respect, an avowed disclaimer of any preference for any one religious creed above any other, that the imagination of man has invented. It is plain, that there are persons who, in opposition to experience, and to the general current of human feeling, are willing to believe that such Colleges will produce as good fruits as others, and will be as much honoured and respected. In the United Kingdom, those who entertain such opinions can be indulged with an opportunity of bringing their theory to the test of trial, without depriving others of such a system of instruction for their children as they know to be safe and good, and without compelling them to be content, in regard to the most interesting concern of life, with a laxity of principles, and a specious liberality, which they despise and abhor. But it is, indeed, a deplorable thing to see persons willing to commit the whole provision that exists in this noble Province for academical education to the chance of an experiment, against which the wisdom of past ages lifts up her voice, and which, when it has been tried in modern times, has shewn, by results, that the principles, which its advocates are seeking to establish, are rejected by the prevailing feeling and opinions of mankind.

Unfortunately, however, the point has been conceded here to this extent, that, by the Provincial Statute of 1837, these few provisions, which had been deemed indispensable for securing to the College a known and decided religious character, were abolished,—leaving the Charter in this condition, that there is, on the one hand, no prohibition against imparting religious instruction in the College, to any extent, or, according to any form of Christian doctrine, while, on the other hand, it is left discretionary with the Governing Body of the College to provide for dispensing religious instruction, or not, as they may think proper ; at least, for anything that is said in the Charter, as it now stands, they might establish, as they have done, a Professorship of Divinity, according to the doctrines of the Church of England, and provide for conferring Degrees in Divinity on those who profess her faith ; or, they might have established a Professorship in Divinity, according to any, or every other, variety of Christian doctrine, or they might have established none,—with this exception, however, that, if there be any Professor in Divinity he must, like all other Professors, believe in the Bible, and in the doctrine of the Trinity.

This is the footing on which the Legislature was permitted to place King's College by their Act of 7th William IV, Chapter XVI. I believe it was the first occurrence in the history of the British Empire, in which a liberal Legislature had been allowed to make direct alterations by their Statutes in the terms of a Royal Charter granted under the Great Seal of England, and founded and endowed wholly by the Crown.\*

As the continual agitation, which has been kept up ever since, was foreseen and foretold by those who reluctantly submitted to what the Government seemed, unfortunately, as I think, to regard as a necessity, it may be inferred that the change, though it was acquiesced in by them, was not approved of. And, if those who did approve of it were content to make the sacrifice, in the hope of buying peace, the measure has afforded another memorable instance of the failure of such a policy, for the Statute of 1837 has had only the effect of placing the University upon ground, where it was more exposed to direct attempts to alter and remodel the whole Charter by Legislation, and such attempts have, to the present hour, been renewed without ceasing ; so that the efforts to excite hostility to the Charter, and to make this feeling a kind of political test throughout the Province, were really never so strong, or so universal, as they have been since the Legislature was allowed to place the University on the very footing they desired. And, it is remarkable, certainly, that no sooner had the destructive character of the University been destroyed, so that it no longer had, by its Charter, any defined religious character, than the three numerous Bodies of Christians, not belonging to the National Church, solicited and obtained Charters for Colleges, which, by the very terms of such Charters, are placed avowedly and strictly under the government of Members of those several Religious Denominations, and, in effect indeed, under the direction of their Members. †

\* This question has been fully discussed ; and the result has been embodied in Chapter twelve of the Third Volume of this Documentary History, pages 201-210.

† The general answer given by the promoters of these Colleges for their establishment is that expressed by the Presbyterian Synod, in its Petition to the Legislature, as given on page eleven of the Fifth Volume of this Documentary History.

Such is the history of the past, as it regards the position of Religion in the University of King's College, and this is the result, to the present moment, of the struggle to prevent the Crown from establishing and supporting from Reserves, wholly at its own disposal, that kind of Institution, in connection with the Established Church, which other Religious Denominations referred to are endeavouring to establish, in connection with their own Religious Bodies.

It may be said that the other Colleges alluded to are endowed by the contributions of individuals,—who may justly do as they please, from that circumstance,—but two, of the three, have solicited and received support from the Provincial revenues, and, if the funds employed were wholly of their own raising, the proof would only be the stronger, that they are sincere in the conviction that the principle, on which they have desired to regulate their Colleges, is the soundest and best.

Your Lordship, I trust, clearly understands the manner in which the Council of King's College has acted, in regard to religious instruction, upon their proceeding to organize the University in 1843, after the passing of the Provincial Statute of William IV, Chapter XVI, that Statute, having left it perfectly open to the governing body of the College to take whatever course they might think proper, upon the point, it became their duty to consider the subject carefully. They did not feel, that they would be justified in excluding the study of Divinity from King's College; on the contrary, they felt themselves bound to provide for adequate instruction in that, as in other Sciences, under the sincere conviction, that it is the most important of all. They have not attempted to embrace, in their system of religious instruction, a diversity of doctrines and creeds, for which they must, of course, have provided as many separate Professors, and, as they could have given no good reason for establishing a Divinity Professor, in connection with any other form of doctrine, rather than with that of the Church of England,\* they did that, which the original Charter evidently contemplated, and which the Statute of 1837 in no manner prohibited in providing a Professor of Divinity of the National Church. It did not appear to them that this course was one, which they need be studious to justify by arguments. If they had so regarded it, they would not have failed to consider, that no unprejudiced person could entertain a doubt, that a much greater proportion of the youth, who would resort to the College for education, would be Members of the Church of England, than of any other; more, probably, than of all other Religious Denominations combined; and that the three most numerous bodies among the latter had already separate Colleges established by Charter, which placed them, not merely under the direction of Members of their respective Religious Communities, but, in effect, of their own Clergy,—an advantage which the Members of the Church of England did not now enjoy.

It is perfectly well known, however, that the Council has carefully avoided doing more than afford to those, who may desire it, the means of obtaining such religious knowledge as the Professor of Divinity imparts and the opportunity of attending the Public Worship, which is maintained in their Chapel. No constraint, or influence, is used, and those, who are not Members of the Church of England, are neither required to receive instruction in her doctrines, nor to join in her Worship.

If what has been done in the Council of King's College, in this respect, required anything further to be offered in its vindication, it can only be necessary to refer to the sentiments expressed in the Despatch of 1832 addressed to Lord Goderich, and to the recent Despatch of Lord Stanley to the Lieutenant Governor of New Brunswick, on the subject of King's College at Fredericton.†

The general tenor of these Despatches, and especially of the latter, affords, indeed, strong ground for the hope that this Province will, after all, be saved from such a calamity as the passing of any such measures as were proposed in the two last Sessions of the Canadian Legislature would have inflicted upon it.

I have much need of your Lordship's indulgence, for the great length of this Communication; but the vast importance of the right disposal of the College Question, to the future well-being of Upper Canada, makes me anxious to put your Lordship in possession of its nature, tendency and bearing; and I shall be happy, with Your Lordship's kind permission, to furnish any further information that may be in my power.

TORONTO, 2nd of April, 1846.

JOHN TORONTO.

\* The question of a Presbyterian Professorship of Divinity in King's College is referred to by Doctor Strachan on page 91 of the Third Volume of this History. See also Chapter VI of the Fourth Volume, pages 88-108.

† See next page of this Volume.

ENCLOSURE: DESPATCH OF COLONIAL SECRETARY, LORD STANLEY TO SIR W. M. COLEBROOKE, IN REGARD TO KING'S COLLEGE, NEW BRUNSWICK.

The following is a copy of the Despatch of Lord Stanley, Colonial Secretary, to Sir W. M. F. Colebrooke, Lieutenant-Governor of New Brunswick, in regard to King's College at Fredrickton, dated the 12th of November, 1845. A copy of this Despatch was enclosed to the Governor-General on the 24th of March, 1846 by the Council of King's College, Toronto, in connection with the answer of the Council to His Excellency. The object which the Council had, in sending this Despatch to the Governor-General, was apparently two fold :

*First*, it discussed the question, which had been raised in the Legislative Council of Upper Canada, in 1837, and also by the Reverend Doctor Strachan, President of King's College, as to the right of a Colonial Legislature to alter the terms of a Royal Charter, and

*Secondly*, it suggested the issue of a Royal Commission of "men unanimous in the desire to promote education among the wealthier classes of society on Christian principles."\*

This latter suggestion was strongly urged upon the Governor-General by the King's College Council, in its reply to His Excellency for information, in regard to the College Charter. The issue of such a Commission was not concurred in by the Governor-General in Council, as his Advisers had, by successive University Bills, submitted by them to the Legislature, in 1843, 1845 and 1846, sought in that way, and by that means alone, to settle the question.

I have already given, on pages 76, 77 of the Third Volume of this Documentary History, that part of this Despatch of Lord Stanley, which incidentally showed that the cases of King's College, Fredericton, and of King's College, Toronto, were not identical, so far as the circumstances under which their respective Charters were modified by the Provincial Legislatures. The remaining portion of Lord Stanley's Despatch, sent by the College Council to the Governor-General, and not already given in Volume Three, is as follows :—

KING'S COLLEGE, FREDERICTON, NOT EXCLUSIVELY A ROYAL FOUNDATION.

\* \* \* \* \*

Neither is King's College at Fredericton exclusively a Royal Endowment. For the General Assembly of New Brunswick, first in 1823, and again in 1829, granted large sums for the support of it, and for the erection of the Buildings in which the College was held. After the acceptance of such grants, the Crown cannot claim the same unlimited rights as might perhaps have been asserted if the Royal Bounty had been the only source of the collegiate property. The Legislature and the Crown are, at least joint Founders, and as no Legislative Act on this, (or indeed on any subject,) can be passed without the consent of the Crown, so can no Royal Grant, changing the basis of the Institution be properly issued without the concurrence of the Legislative Council and Assembly of New Brunswick. Between those Houses and the Crown a

\* Although this suggestion was made to the Lieutenant-Governor of New Brunswick, a Royal Commission was not issued until 1854, nor were the recommendations made by that Commission embodied in a Provincial Statute in New Brunswick, until 1862. One of the Commissioners was the Reverend Doctor Rycroft. The particulars are given on page 71 of the Third Volume of this History.

virtual, if not a formal, compact must be held to result from the acts which they have thus already done in concert and concurrence with each other. In such a state of things, it would be, at once, impolitic and unjust to insist on, or even to propound, extreme, and at best, but questionable rights.

It follows, that if the Act transmitted to me for the Queen's assent were otherwise unobjectionable, Her Majesty would be advised to assent to it, without raising any objections; but it is certain that the changes introduced by it are highly offensive to one considerable class of Her Majesty's subjects \* in New Brunswick, and, that the class so offended are precisely those for whose more especial advantage the College was originally founded.

#### PUBLIC OPINION ON THE QUESTION IN NEW BRUNSWICK LIKE THAT IN UPPER CANADA.

Even they, however, have most distinctly recorded their opinion that the Charter requires some great amendments, and that, in its present form, it has failed to produce any advantage commensurate with the expenditure incurred for its support. It has not, indeed, been merely successful, it has been productive of much positive evil; it has formed a monument but too impressive of the futility of a great project, which had aimed at the highest public good, a monument dissuading and discouraging similar undertakings. However just may be the objections to the changes actually proposed in the Charter, it is, therefore, impossible to deny that numerous and great amendments of it are indispensable.

#### DIFFICULTY IN DEALING WITH THE QUESTION—A ROYAL COMMISSION SUGGESTED.

I have no hesitation in acknowledging my own inability to suggest what those amendments should be. Even if the College were to be established in England, for the education of young men for the higher pursuits of life amongst themselves, I should not scruple to avow the incapacity of Her Majesty's Executive Government to prescribe the right course, academical instruction and discipline to be observed in it. To form a correct estimate of such questions, a far deeper familiarity with them is necessary than is to be acquired during a pupilage in early life at one of our Universities. The science of education, especially in its higher walks, must be learned, like other sciences,—by patient study and long experience. All our Collegiate Institutions in England have been originally founded, or progressively moulded, by learned and scholastic men. We have no such institutions as King's College deriving its internal economy from any Act of Parliament. The failure of a College regulated by an Act of the Provincial Legislature is no just subject of surprise.

The great requisite, in the present case, appears to be, that the alterations to be made should be maturely weighed and recommended by men possessing an intimate acquaintance, both with the theory and the practice of educating in religion, in literature and in science, those youths who, from their birth, their fortune, or their natural talents, are probably destined for the public service as Legislators, Divines, Jurists, Physicians or Magistrates, or as Merchants on an extensive scale. To obtain such advice it would be necessary that a Commission should be constituted and that it should be armed with all powers requisite for conducting and defraying the expense of the necessary enquiries. It should be composed of men unanimous in the desire to promote education among the wealthier classes of society on Christian principles. Their range of enquiry should be as unlimited as is the object itself. Yet there is happily one principle, on which, amidst all the discussions before me, a general agreement prevails, and by that principle, therefore, the Commissioners ought to be bound. It is that King's College should be open, so far as its advantages, emoluments and honours are concerned, to every denomination of Christians, but that, according to the original design, the Public Worship performed within its walls should be that of the Church of England, and that the Chair of Theology should be occupied by a Clerk in Holy Orders of that Church, of which, of course, therefore, all Graduates in Divinity must be Members. These reservations, in favour of the Church of England, are made in no spirit to which the members of any other Church could even plausibly object. They proceed on no claim of ascendancy, or superiority. Their object is simply to retain for the Anglican Church the advantages actually enjoyed by every other Body of Christians in New Brunswick, of having one piece of Education, in which young men may be trained up as Ministers of the Gospel.

#### THE EXPEDIENCY OF TESTS OTHER THAN THOSE AT OXFORD.

On this head, I perceive, indeed, but one question, on which any doubt has been thrown; it relates to the religious test to be taken by Graduates in Divinity. The Act before me proposes to substitute for the test taken at Oxford, a declaration of belief in the Holy Scriptures

\* In the Reply of King's College Council, Toronto, these words are in effect quoted and are applied to the case of the same class of persons in Upper Canada.



and in the doctrine of the Trinity. Now, if it were proposed that Theological Degrees should be granted to Christians of every Religious Denomination, I could understand the motive which might suggest such an innovation. But, when it is agreed that the Graduates are to be Members of the Church of England, the imposition on them of a test, at once so new and indefinite, is recommended by no reason, which I can either discover, or conjecture. Whatever opinions may be entertained regarding the Oxford tests by those who dissent from the Church of England, it would seem entirely at variance with the spirit of religious liberty to forbid the imposition of those tests by those, and on those, who concur in holding them sacred.

If the Council and Assembly of New Brunswick will concur in providing for the appointment of such a Commission, as I have suggested, and for defraying the necessary expenses of it, I trust that no insuperable difficulty would arise in the choice of competent Commissioners.

Aided by their Report, a law might be framed, either for altering the Constitution of the College, in accordance with it, or for enabling the Crown to issue a Charter for that purpose. The whole of this question might thus be withdrawn from debate in a popular Assembly, to a tranquil, and, for this purpose, a more competent tribunal. Without the excitement of those feelings, which must animate, and occasionally discompose, the deliberations of the Representative Branch of the Legislature, it would, I trust be settled on such a basis as to conciliate the feelings, satisfy the judgment, and promote the interests of all classes, as far as such results are attainable in affairs of this nature.

In that hope, Her Majesty's decision on the Act under consideration will be postponed until you shall have ascertained and reported how far the Legislative Council and Assembly of New Brunswick are willing to concur in the course of proceeding which I have thus pointed out.

LONDON, 12th November, 1845.

STANLEY.

## II. THE PRESBYTERIAN CHURCHES AND KING'S COLLEGE.

### LETTER FROM THE GOVERNOR-GENERAL'S SECRETARY TO THE PRINCIPAL OF QUEEN'S COLLEGE.

The following Letter, from the Governor-General's Private Secretary, is identical with that addressed by the Secretary, on the 5th of March, 1846, to the Reverend Doctor Strachan, (page 80,) President of King's College. It was addressed on the 9th of March, 1846, to the Reverend Doctor Thomas Liddell, at that time Principal of Queen's College:—

I am commanded by His Excellency, the Administrator of the Government, to state to you his desire to be furnished in a definite and official form, with the views of the Governing Body of Queen's College on the present state of the Charter of the University of King's College, as amended by the Statute of Upper Canada 7th William IV, Chapter XVI.

His Excellency is apprized, that, in each of the two last Sessions of the Provincial Parliament, a Measure was introduced into the House of Assembly to amend that Act and the Charter, and that, on each of these occasions, the Council of King's College employed Counsel, who were heard against these respective Measures.

His Excellency has also been informed, that, in the opinions of many, changes are still necessary to make the Institution harmonize with the wants and wishes of the greater portion of the people of Upper Canada, for whose benefit the Institution was created and endowed,—although great differences may, and do, exist in determining what those changes should be.

His Excellency cannot doubt the desire of the Council of King's College, that such changes, (if any are necessary for this purpose), should be made as are calculated, from their character, to give general satisfaction, (at all events,) to those classes of the community lying most within the range of the benefits of an Institution of this kind.

His Excellency is anxious, in no respect, to prejudge this important question, but is desirous of affording to the several Colleges, now established in Upper Canada, an opportunity of offering such an exposition of the views entertained by each, as will facilitate his arriving at a clear understanding of the whole subject, and enable him, at a proper period, to afford the information which it may be requisite to lay before Her Majesty, for Her ultimate consideration, and determination.

J. M. HIGGINSON,  
Private Secretary.

MONTREAL, 9th of March, 1846.

### REPLY OF THE BOARD OF QUEEN'S COLLEGE TO THE GOVERNOR-GENERAL.

The Letter of the Governor-General's Private Secretary having been laid before the Board of Trustees of Queen's College, on the 14th of March, 1846, by the Reverend Doctor Liddell, the following proceedings, in regard to it, took place:—

In fulfillment of the desire of His Excellency, the Trustees, after a lengthened consideration of the matter, unanimously adopted a full Statement, at some length, of their views on those subjects, on which they were invited by His Excellency to furnish him with their sentiments "in a definite and official form." This Statement is the same, in effect, ... are the statements made by them in September, 1842, and recorded in the Minutes of the Board, together with copies of the Resolutions of the Board, adopted on the 8th of September, 1842,\* and of the Circular, addressed in August, 1843, by the Trustees to the Subscribers to the College. These several Documents the Chairman was instructed to transmit to the Governor-General's Secretary, for the information of His Excellency, together with the following:—

#### STATEMENT OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE TO THE GOVERNOR-GENERAL.

STATEMENT, by the Board of Trustees of Queen's College, unanimously adopted by it on the 14th of March, 1846, being an "Exposition" of the views of the Board on the subjects mentioned in a recent Communication from the Private Secretary of His Excellency, the Administrator of the Government, and as therein desired to be given "in a definite and official form:—"

The first part of this "Statement" of the Board of Trustees of Queen's College, Kingston, which related to the question of a Presbyterian Professorship of Theology in King's College, Toronto, has been inserted, with other documents relating to that subject, on pages 104, 105 of the Fifth Volume of this Documentary History. The "Statement" then continues:—

The business of teaching, in the University of Queen's College, was commenced on the 7th of March, 1842, and has been conducted hitherto in temporary buildings hired for the purpose.†

Almost immediately after the work of teaching in Queen's College had commenced, the Foundation Stone of King's College at Toronto was laid ‡; and thus some proof was given that University tuition would, ere long, be begun there also. In consequence of this movement of the authorities of King's College, the Trustees of Queen's College, at their Meeting on the 8th September, 1842, embodied their sentiments on the whole subject in a series of Resolutions for the future guidance of the Board in this matter.

#### QUEEN'S COLLEGE DEPUTATION TO KING'S COLLEGE COUNCIL IN 1843.

Acting upon these Resolutions, the Trustees of Queen's College, in the beginning of 1843, deeming it an act of propriety and courtesy to the authorities of King's College to do so, appointed a Deputation of two of their Number to proceed to Toronto, with authority and instructions to lay before the Council of King's College the exceeding desirableness of union, on an equitable basis, in so important a matter; and to ascertain the sentiments of that Body upon the subject, and, if possible, to secure their co-operation in the attainment of an object so long regarded as necessary. With the view of facilitating the consideration of the subject by the Council of King's College, the Trustees of Queen's College drew up and subscribed a Statement, embodying the views of the Trustees; and, after communication with most of the Members of King's College Council individually, the Deputation left with the President of the College a copy of that Statement, with the request that it might be submitted to the King's College Council for consideration, and that their deliberate opinion, as a Body, might be transmitted to the Board of Trustees of Queen's College, at Kingston.

\* A copy of these Resolutions will be found on pages 1 and 2 of the Fifth Volume of this Documentary History.

† An account of the Ceremony of the Opening of Queen's College will be found on pages 215-217 of the Fifth Volume of this Documentary History.

‡ See pages 202-209 of the Fourth Volume of this History.

In a communication of sometime afterwards addressed by the Reverend Doctor Strachan, President of King's College to a Member of the Deputation, the President intimated that he did not feel it to be his duty to bring such a subject under discussion, or consideration by the Council.\* The statement of views here referred to was shortly afterwards embodied in the form of a Circular, addressed to the subscribers to Queen's College by the Trustees. This circular was addressed in the most public form possible to all the subscribers of Queen's College by the Trustees, with the view of eliciting an expression of opinion from the subscribers concerning their approval, or disapproval, of the sentiments and intimated plan of proceedings which it contains. No expression of dissent from the sentiments contained in that document has ever reached the Trustees from any subscribers to Queen's College.

#### THE DRAPER AND BALDWIN UNIVERSITY BILLS OF 1843 AND 1845.

Special attention is requested to that document, because of its agreeing substantially with the principles which form the most striking features of the Bill introduced into Parliament on the subject by the Honourable William H. Draper, Attorney General.† The Trustees of Queen's College have cordially and earnestly petitioned the Legislature that that Bill may pass into a Law. They regard it as embodying the same general principle as the Measure introduced towards the close of 1843, by the Honourable Robert Baldwin,‡ and, as the details of Mr. Draper's Bill are more simple, though some of them in the opinion of the Trustees, manifestly admit of improvement, the Trustees have not hesitated to express their general preference to the latter Measure.§

#### INEXPEDIENCY OF RELIGIOUS TESTS ON STUDENTS BUT NOT ON PROFESSORS.

While the Trustees believe that, to impose any religious test upon Students attending the University, would not only be unprofitable, as regards the interests of the Institution, but detrimental to the general interests of the country, which ought to be made to experience, as widely as possible, the benefits resulting from a knowledge of the arts and sciences; they are firmly persuaded that, to withdraw from the Professors the present religious test of the amended Charter, (which is also embodied as a part of Mr. Draper's Bill of 1845.) would prove, in the highest degree, injurious to the best interests of the community at large, and would also tend to defeat one of the great objects of the University, inasmuch as, were the present general test removed, the confidence of all those throughout the country, who regard the Articles of Faith, which constitute that test essential in forming the foundation of Christian practice, would immediately, and justly, be forfeited, in the case of every Professor, who, by thus substantially refusing to subscribe it, would be regarded as giving no ambiguous intimation of his freedom to ridicule and to sneer at doctrines which his Students may have been trained, by parental solicitude and piety, to esteem as of supreme importance and value,

#### THE GREAT ADVANTAGE OF PASSING THE DRAPER UNIVERSITY BILLS OF 1845.

The advantages which would result from the passing of Mr. Draper's principal University Bill, the Trustees of Queen's College believe to be incalculable. The bringing together for several years, at the most important periods of life, of all those youth of the Province who might be expected afterwards to occupy the most influential stations in the community, would be secured. The stimulus to exertion, caused by a considerable number in a class, would be added to the other motives to successful literary effort,—an advantage needed in a country like Canada, where, for many years to come, University Students must be but few. While no separate Ecclesiastical Body in Canada is able adequately to support, or efficiently to conduct, a University, each such Body, in the exercise of becoming zeal, and liberality, on the part of its Members, might fairly be expected to be able to support a Theological College, established at the seat of the University. Besides, as each of the three Colleges, now in operation in Upper Canada, is established, amongst other purposes, "for the education of youth in the principles of the Christian Religion," and, as it seems to be admitted to be next to impossible to have the principles of the Christian Religion taught in the publicly endowed University, by the establishment in it of Chairs, or Professorships of Theology, for all the various Ecclesiastical Bodies in the Country, the Trustees believe, that, by a happy conception, the Bill of Mr. Draper removes the difficulty

\* See reference to this subject in a note on page 5 of the Fifth Volume of this Documentary History.

† For this Bill, see pages 159-164 of the Fifth Volume of this History; also pages 99 and 100 of this Volume.

‡ For original text of this Baldwin University Bill of 1843, see pages 61-87 of the Fifth Volume of this History.

§ See page 45 of this Volume.

which, on this point, has so often been expressed by constituting, as integral parts of the University, the several Theological Colleges, which may now, or hereafter, be established, upon such safe and prudential principles, as the Government may prescribe; leaving every such Theological College to have a separate corporate existence, and internal management of its own, and subject to the Governing Body of the University, only in such matters as may be of a general disciplinary character; and, at the same time, giving to each Ecclesiastical Body, through the Theological Colleges which it may have established, a certain and prescribed amount of representation in the Governing Body of the University. The Trustees of Queen's College regard this as the prominent and most valuable, feature in Mr. Draper's Bill.

#### THE DRAPER UNIVERSITY BILL ECCLESIASTICAL SUPERIORITY IS PREVENTED.

By this Measure, also, Ecclesiastical superiority, caused by anything otherwise than what is fair, equitable and honourable, would be effectually prevented. According to the present amended Charter of King's College, the Trustees believe, with many persons in the Province, that unduly acquired Ecclesiastical superiority is only in some measure concealed, not prevented; inasmuch as the parties, who obtained the original Charter, though now constrained, in some measure, to act upon the amended one, must be expected, according to the well known principles of human nature, to endeavour to secure the operation of the principles of the Charter, which they sought, and which, even yet, they do not scruple to maintain, they have neither repudiated nor abandoned. The appointment now and then of a Professor from other ranks than those of the dominant Ecclesiastical Body in the College Council, cannot reasonably be expected to secure the object at which the intelligent portion of the community are aiming, in their continued discussion and agitation of this important question; and the Trustees are thoroughly convinced, that the longer the Government delay the equitable settlement of this question, the more extreme and revolutionary will be the character of the proposals made upon the subject, for the most unworthy political purposes, and that, consequently, the more difficult will be the task of any administration so to adjust the matter, as to secure the high and noble objects contemplated by the Royal Founder of the Institution. It is believed that, unless a speedy, equitable and safe remedy be applied, the case of King's College will afford a proof and illustration of what has hitherto been sometimes witnessed, to the cost of all parties concerned, that the extreme of domination and justice never fails to produce the opposite extreme of general dissatisfaction and lawless disorder.

#### FINANCIAL FEATURES OF THE DRAPER UNIVERSITY BILLS COMMENDED.

With respect to that part of both Bills which have been introduced on this subject,— referring to a pecuniary grant to the Theological Colleges from the funds of the University, the Board of Trustees have to state that, entertaining, as they most cordially do, what is generally termed the principle of establishments, that it is the duty of the State to provide for the teaching of Religion within its boundaries, they have no objection of any sort to the reception of such a pecuniary grant.

But, in addition to this, the Board have particularly to state that Queen's College is an Institution to which the attention of government, and also that of the Council of King's College, ought to have been direct much more than it appears to have been.

NOTE. Here follows that part of the Trustees' "Statement" to the Governor General which is printed on pages 104-106 of the Fourth Volume of this History, beginning with the words: "As appears from part of a quotation already made", etcetera.)

The "Statement" of the Trustees then proceeds:—

Moreover, although Queen's College has been established by private means alone, which, being obtained almost entirely in this country, it cannot but be well known that it must be altogether insufficient to support a University; and, although, the Royal Charter, which was declared to be necessary for the purposes sought to be attained, was procured at the heavy expenses of upwards of Seven Hundred Pounds, (£700,) yet, with the exception of a grant of Five Hundred Pounds, (£500,) from the Legislature, at the close of last Session, (for the year 1842, the first year during which Queen's College was in operation,) nothing whatever has been granted out of the public funds of the Province for the support of this Institution, while very different has been the treatment shown, not merely to similar, but also to very different literary Institutions throughout the Country.

The Board of Trustees feel prompted and encouraged to enter thus fully into all these matters, from observing the desire expressed by His Excellency

"Of affording to the several Colleges, now established in Upper Canada, an opportunity of offering such an exposition of the views entertained by each, as may facilitate his arriving at a clear understanding of the whole subject."

## PRESENT UNSATISFACTORY STATE OF THE UNIVERSITY QUESTION.

It will thus be seen, that the position occupied by Queen's College, and by Upper Canada, in reference to a University Education, is substantially this, that, at a time when the people of Western Canada might reasonably have expected that some provision should be made for securing to them and their posterity, the benefits of a Literary and Scientific Education, "founded on the principles of the Christian Religion," a munificent provision was made by Royal Bounty for this important purpose;—that, after a lapse of thirty years, a Charter from the Crown was obtained for the establishment of the University, the tenor and character of which, when it was obtained, were unknown by the very people whose general and lasting welfare was meant by the endowment of the Royal Founder to be secured; and, when the people did know the character and terms of the Charter, their disapprobation of them was expressed in the most emphatic and unequivocal manner; that, for ten years, the procurers and holders of the Charter, contested and challenged the right and the power of any authority whatever, either in Canada, or in Britain, to wrest it from them, or even to change it; that the Members of the Church of Scotland, foreseeing no issue to this contest, and ignorant, as to the character of that issue, perceiving also, that as time passed away, the literary and religious interests, not only of their own Body, but also of the public generally, were suffering loss, began to adopt measures, with the view of accomplishing, by private liberality, what they fondly hoped to have seen attained by means of Royal Bounty.

## QUESTIONABLE MOTIVE OF THE POLICY OF DELAY, ON THE PART OF KING'S COLLEGE.\*

Even after certain amendments on the original Charter were made, no successful efforts were put forth by the Council of King's College to put it in operation, until after the business of tuition in Queen's College had commenced, and also, not until after "the Upper Canada Academy", established under that title by the Wesleyan Methodist Church, five years previously, had been incorporated under the name and style of "Victoria College", at Cobourg; so that, whereas, the summer of 1841 saw Upper Canada without a College at all, the summer of 1843 exhibited the same Country with three Colleges; not the least extraordinary feature of this exhibition being, that the acting authorities of the publicly endowed University did not proceed to lay its foundation stone until after the two others were in actual operation; superficial observers being thus tempted to draw the one, or the other of two conclusions, both equally erroneous,—either that a College is a very different thing from what most educated people are accustomed to believe it to be, or, that Western Canada, in less than two years, had made such rapid advances in the desire of enjoying a Literary and Scientific Education, as, from having none, to have passed into the condition of having three Universities.

## ANOMALOUS RESULT OF THIS QUESTIONABLE POLICY OF DELAY.

The historical fact, all this time being, that, if the publicly endowed University had, instead of being started last, been put in operation first, and on such safe and liberal principles, as were set forth by the people of Canada, and also by Imperial Government, after the true state of the Province had become known in England, the two Universities which were first in operation, would never, as Universities, have been thought of. From the moment, when the three Colleges now in Upper Canada were in operation, it became inevitable that the public should regard them as rival, and not really needful Institutions, and as the one is munificently endowed, and the other two are not, it is rendered certain, that, in consequence of privileges and rewards held out to Students by the publicly endowed College, which it is impossible for privately established Colleges to offer, most of the very limited number of University Students in the Country will be attracted to the place, whence pecuniary and literary honours will be most likely to flow upon their present and future course; and, finally, it will be seen, that, so far as Queen's College is concerned, not only has that equitable share in the management of the affairs of King's College, justly claimed by the Members of the Church of Scotland, been denied and resisted, but also that, what has repeatedly been the subject of the strongest representations by the Imperial Government, as well as of negotiation with the Government of this Country, and the acting authorities of King's College, has been unjustly withheld.

## THEOLOGICAL COLLEGES MIGHT HAVE BEEN ESTABLISHED UNDER THE DRAPER BILLS.

Viewing all which considerations, the Board of Trustees of Queen's College entertain very decidedly the conviction, which they have, on many occasions, and in many modes, presented to Parliament, and to the Government, that the only effectual way of making King's College as

\* Bishop Strachan, in his semi-private Letter to the Governor-General, explains the cause of this protracted delay. See page 90 of this Volume.

extensively useful, as it was meant to be, and, at the same time, of safely guarding the interests alike of Literature, Science and Religion, is to prevent inducements to the various Ecclesiastical Bodies in the Province, who may chose to avail themselves of such inducements, to establish merely Theological Colleges, with a certain amount of representation to each in the Council of King's College; and, upon this principle, so to deal, with the question of grants of money from the funds of the University to the Theological Colleges, which may be established, as constituent parts of the University, as justice and equity demand. In other words the Board of Trustees of Queen's College believe, that, the only safe way of settling this question is immediately to mark with Legislative authority a Measure bearing the essential features of the Bill introduced during the last Session of Parliament, by Mr. Attorney-General Draper.

Extracted from the Minutes of the Board of Trustees of Queen's College, by

JAMES WILLIAMSON,\*  
Secretary.

QUEEN'S COLLEGE, KINGSTON, 14th March, 1846.

On 16th June, 1846, the first opportunity which the Trustees of Queen's College had of meeting, after the division in the House of Assembly on Mr. Draper's University Bill of 1846, they embraced it to express their regret that the treatment which so important a Measure had experienced in Parliament should have been such as it had, for several years past, received, and they also unanimously agreed to record their continued conviction that the leading principles of the Measure, which might now be regarded as set aside, were those best calculated to produce the greatest amount of educational good in the Province in its circumstances at the time. †

PROCEEDINGS OF THE PRESBYTERIAN SYNOD OF CANADA, IN CONNECTION WITH THE CHURCH OF SCOTLAND, 1846.

The following extracts, from the proceedings of the Presbyterian Synod of Canada, in connection with the Church of Scotland, relate to Queen's College:

*July 2nd, 1846.* The Synod proceeded to the election of three Trustees for Queen's College, at Kingston, in the room of the three who retire from office at this time, according to the terms of the Royal Charter of Queen's College, when the Reverend Hugh Urquhart, the Reverend George Romanes and the Reverend John Barclay were unanimously elected.

*JULY 8TH, 1846.* The draft of a Petition to the several branches of the Legislature, on the subject of King's College was given in and read;—and, having been maturely considered, was ordered to be subscribed by the Moderator. (See page 29 of this Volume.)

*July 11th 1846.* The Synod deem it right and necessary, in connection with the permission hereby given, to express anew their determination to maintain the Laws of this Church in regard to a Collegiate Education as necessary to the efficient discharge of all the duties of the ministerial office. It was agreed, therefore, that ten Bursaries, (of from Ten to Fifteen Pounds each,) be given to Students in Divinity at Queen's College, looking forward to the Ministry in this Church:—Such Bursaries to be given by competition, and under such restrictions as the Trustee Board may see fit to lay down.

*July 14th 1846.* The Board of Trustees of Queen's College, having intimated to the Synod that they had appointed the following additional members of Synod to carry on the work of instruction in Queen's College, videlicet, the Reverend John Machar, as Principal and Primarius Professor of Theology, the Reverend James George, as Professor of Systematic Theology, the Reverend Hugh Urquhart, as Professor of Biblical Criticism and Church History, and the Reverend George Romanes, as Professor of Classical Literature and Moral Philosophy, the Synod enjoined the Presbyteries of Toronto, Glengary and Bathurst to give effect to the appointments of the Board of Trustees, by giving; the said ministers, who are within their bounds, leave of absence from their charges for the necessary time during the College Session, and supplying their pulpits during their absence.

The Synod enjoined the Commission of Synod to prepare Petitions to the several branches of the Legislature on the subject of King's College, in terms of the former Petitions of the Synod on that subject, and to have the same presented in the name of the Synod.

*July 18th 1846.* The Reverend Doctor Liddell ceases to be a Member of the Presbytery of Kingston, having resigned the office of Principal of Queen's College.

\* For a personal reference to the Reverend Doctor Williamson, see foot note on page 298 of the Third Volume of this Documentary History.

† See pages 97-99 of this Volume.

## PROCEEDINGS OF THE PRESBYTERIAN (FREE) CHURCH OF CANADA 1846.

From the "Abstract of the Members of the Synod of the Presbyterian (Free) Church of Canada," published in 1846, I make the following extracts relating to Education, Knox College, etcetera:—

*June 3rd 1846.* The Synod at its meeting in Hamilton this year elected the Reverend John Bayne of Galt as its Moderator for 1846.

*June 4th 1846.* The Synod desire to acknowledge the hand of God in the progress of their infant Seminary, and specially to advert to the very efficient services rendered to the same during the session of last winter by one of the deputies from the Free Church, the Reverend Doctor Willis, to whom the best wishes of the Synod are due, and are hereby tendered.

*June 5th 1846.* The Report of the College Committee, for the past year,\* was given in by the Reverend William Rintoul, Convener of the Committee, and read. On motion, made and seconded, the Report was received and sustained, and a conference was held on the suggestions and recommendations contained in said Report,

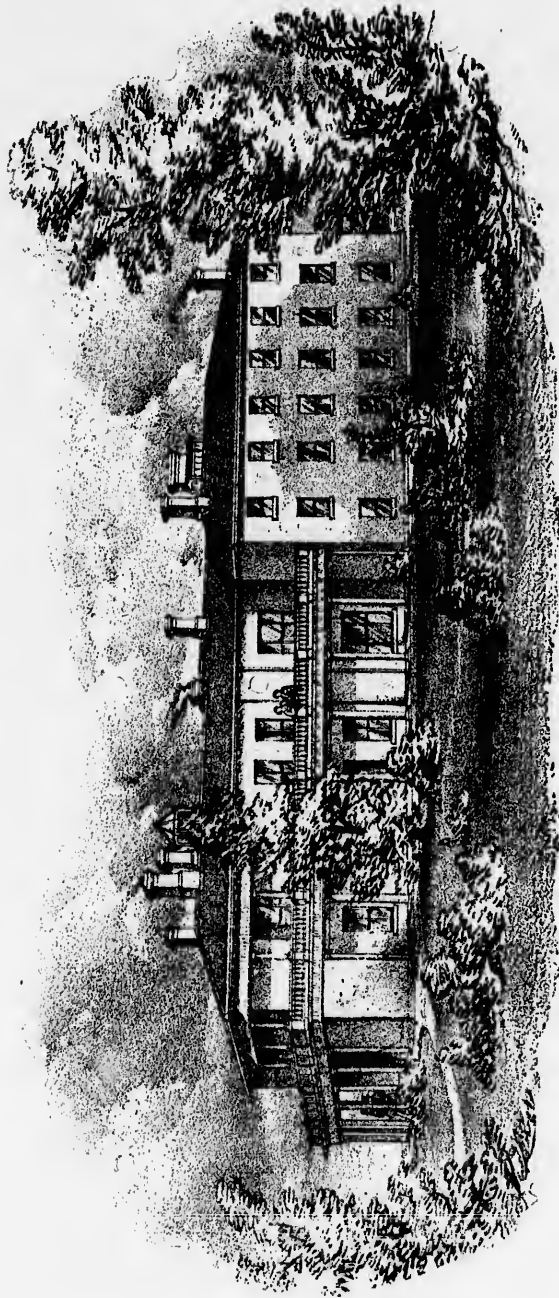
*June 6th 1846.* The Synod resumed the consideration of the Report of the College Committee, and after full conference, on all the suggestions and recommendations of the College Committee, agreed to record their unanimous and deep sense of the importance of the Theological Institution to the welfare of the Church, and the necessity of placing it on a more extensive and efficient basis, and appoint the following committee:—the Reverend William Rintoul, (Convener), the Reverend Robert Burns D. D., the Reverend John Clugston, the Reverend William Reid, the Reverend William Hamilton; and that Reverend Mr. McTavish, do consider several points which have been brought under the attention of the Synod, videlicet, the incorporation, and name, of the Theological Institution, the number of Professors to be employed, the erection of suitable Buildings for it, and the establishment of an Academy for the training of youth in the branches of education, preliminary to a collegiate course, and of a Boarding-house for the accommodation of students and scholars, and the best way of raising funds for the ordinary expenses of the Institution, as well as for the erection of Buildings, and, in reference to the views on these points expressed in the Synod, to draft a scheme of instructions for the guidance of the College Committee, in regard to them; and to report on Monday. The Synod appointed the following Committee, videlicet, the Reverend Professor Esson; the Reverend William Leishman; and the Reverend Robert Boyd; the Moderator; the Reverend George Smellie and the Reverend William Reid, to prepare Regulations, in regard to the admission of students and the course of study in the College, as now constituted.

*June 8th 1846.* The Synod heard the Reverend William Rintoul, Convener of the College Committee, in regard to the character and attainments of the young men recommended by the Presbyteries of Hamilton and Toronto, (Messieurs McPherson, Sutherland and Gray), as manifested in their examination before the College Committee, and their occupation as Catechists: when leave for the license asked for was granted.

*June 10th, 1846.* The report of the Committee on the suggestions, and recommendations contained in the College Report, was read and approved; when, on motion made and seconded, it was agreed that the College, shall be called 'Knox's College;'"—and, in conformity with the recommendations of the Report, that the College Committee, to be appointed, shall take the steps indicated in the Report for raising funds, obtaining a site in Toronto for College Buildings, establishing an Academy, or High School, and appointing a Master for the same; and the Moderator was instructed to correspond with the Colonial Committee of the Free Church of Scotland, for the immediate appointment of an additional Professor of Theology from the list of five Ministers of the Free Church of Scotland submitted by the Committee.

The Synod appointed the following members as the College Committee for the ensuing year:—The Moderator the Reverend William Rintoul, Convener; the Reverend Doctor Burns, and the Reverend Messieurs Esson, Harris, Gale, Stark, Cheyne, Roger, Reid, Alexander, Hamilton, Gordon, Leishman, Clugston, Ministers; and Messieurs Westland, Paterson, Burns, Davidson, Redpath, Elders, and John McMurrich, Esquire, Treasurer:—seven to be a quorum for ordinary business, and nine a quorum for the Meeting, at which a Master for the Academical Institution shall be elected, while the Committee shall not proceed to make an election till thirty days shall have elapsed after a Resolution to elect such Master shall have been come to, or, until after the Chairman has summoned a Meeting for this purpose, through the *Presbyterian Record*, or otherwise.

\* This Report will be found on page 236 of the Fifth Volume of this Documentary History.



ELMSLEY VILLA, TORONTO, AFTERWARDS KNOX COLLEGE.

The former residence of Lord Elgin, Governor-General, 1848-1854.

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The Reverend Henry Esson, in name of the Committee on the admission of students to the Theological College, gave in a Report on the course of study to be pursued in that College, which was read and sustained, when it was resolved to refer the same to the College Committee for their guidance in the interim, with instructions to them to revise the same, and submit it to the Synod Commission for their approval.

In his historical paper, relating to Knox College read at semi-centenary of that College, in September, 1894, the Reverend Doctor William Reid said :—

“Hitherto the Reverend Henry Esson was the only Professor permanently engaged in conducting the classes ; but, in 1846, a ter corresponding with the Free Church of Scotland, in reference to a permanent Professor, of Divinity, the Reverend Doctor John Bayne of Galt, Moderator for that year,—one of the ablest teachers of the Church, was deputed to go to Scotland and was empowered to choose a Professor of “Divinity, and a'so another to labour as Tutor, or Professor, in some other department. As the result of Doctor Bayne's enquiries and consultations, the Reverend Doctor Michael Willis was appointed ; and he came out to Knox College in December, 1847.”

### III. THE METHODIST CHURCH AND KING'S COLLEGE.

#### LETTER TO THE PRINCIPAL OF VICTORIA COLLEGE AND HIS REPLY.

On the 9th of March, 1846, the Private Secretary of the Governor General addressed a Letter to the Reverend Doctor Ryerson, Principal of Victoria College, Cobourg, identical with that sent, on the same day, to the Reverend Doctor Liddell, Principal of Queen's College, Kingston. The reply of Doctor Ryerson to this Letter, dated the 17th of March, 1846, was as follows :—

I have the honour to acknowledge the receipt of your letter of the 9th instant, stating the desire of His Excellency the Administrator of the Government, “to be furnished in a definite and official form with the views of the Governing Body of Victoria College,—on the present state of the Charter of the University of King's College, as amended by the Statute of Upper Canada, 7th William IV, Chapter XVI.”

From your communication it also appears, that His Excellency is desirous of ascertaining the views of each of the Upper Canada Colleges on the whole subject of the University Question, which is now agitating the public mind.

As the Members of the Board of Victoria College reside in various parts of the Province, it is not possible to call them together at this season of the year. In order, therefore, to comply with your request, as far as practicable, I shall be under the necessity of adverting to the proceedings which the Board of Victoria College has, at different times, adopted on this subject, and then subjoin some remarks of my own.

The Board of Victoria College did not originate any agitation on this question ; but its attention was formally called to it by the introduction of the Honourable Robert Baldwin's Bill into the Legislative Assembly in October, 1843.

#### PROCEEDINGS OF THE VICTORIA COLLEGE BOARD ON THE BALDWIN UNIVERSITY BILL OF 1843.

On the 25th of that month, a special Meeting of the Victoria College Board was called to consider that Bill. I will extract so much of the proceedings of the Board as have reference to the general question.

“The Chairman of the Board [the Reverend Doctor Ryerson] stated the object of the Meeting. After which he read a copy of a Bill, now before the Provincial Legislature, to provide for the separate exercise of the Collegiate and University functions of the College established at the City of Toronto, in Upper Canada ; for incorporating certain other Colleges and Collegiate Institutes of that division of the Province with the University ; and for the more efficient establishment and satisfactory government of the same.

“The Board proceeded to consider the Bill, and after long and careful deliberation thereon, the following Resolutions were adopted, videlicet.

NOTE. These Resolutions, and other proceedings of the Victoria College Board, on the Baldwin University Bill, of 1843, will be found on pages 21-23 of the Fifth Volume of this Documentary History.

PROCEEDINGS OF THE VICTORIA COLLEGE BOARD ON THE DRAPER UNIVERSITY  
BILLS OF 1845.

When the University Bills of 1845 were introduced into the House of Assembly by the Honourable Attorney General Draper, Doctor Ryerson was in Europe. He, however, states what was done at the time, (in the matter of these Bills), in this Letter to the Governor General's Private Secretary, as follows :

On the 8th of May, 1845, a Meeting of the Board of Victoria College was held, when the Bills, introduced by the Honourable Mr. Attorney General Draper into the House of Assembly, at its then last Session, were considered.

The following is the Minutes of the proceedings of the Meeting of the Board on the subject :

"Took up the consideration of the Draper University Bills, now pending in the Legislature, and

"1. *Resolved*, That, in view of our peculiar circumstances, the Board recommended the Conference to petition the Legislature to grant a sufficient and permanent endowment for Victoria College at Cobourg, where it is now located.

"2. *Resolved*, That, in the event of the foregoing [endowment] not being obtained, the Board recommended that the proposed University *Caput* [provided for in the Draper Bills] be so constituted, as to give to each College, incorporated in said University, a fair share of representation in the Councils thereof."

Again, at another meeting of the Victoria College Board, held on the 1st of last October, the subject was taken up, and the following Resolution was adopted :

"*Resolved*, That, while the Board of Victoria College has no desire to embarrass the Government in the University measures, yet the Board deems it expedient that the operations of Victoria College be continued at Cobourg ; and, should it be impracticable to divide the University Endowment for the support of separate Colleges, that arrangements be made to place Victoria College on terms equally favourable with all other Colleges in the University, in the constitution of the *Caput*," etcetera.

Such are the proceedings which the Board of Victoria College has, at different times, adopted on this question, and in regard to the University Bills of 1843 and 1845.

WHAT THE POSITION OF THE METHODIST CHURCH IS ON THE UNIVERSITY QUESTION.

From these proceedings it will be seen :—

1st. That the Board of Victoria College has not been disposed to dictate to the Government any particular view, as to the mode of disposing of the University Question.

2nd. That the evils complained of, in reference to the University of King's College, have been regarded by the Board of Victoria College (as expressed in the 2nd and 3rd Resolutions adopted in October, 1843, *ante*), as practical, rather than theoretical,—that the fault is not so much in the amended Charter, as in the manner in which that amended Charter has been administered.

*a.* Had the Members of King's College Council been so selected as to constitute a fair representation of the religious feelings of the Country, and had the Professors been appointed, and the services established, in accordance with the obvious spirit of the amended Charter, probably no dissatisfaction would have been created.

*b.* But public expectation, having been disappointed, in the manner in which the amended Charter has been carried out, and the funds of the University have been expended, the demand is made by many for another alteration in the Charter, with a view to correct past abuses, and to prevent the recurrence of them.

3rd. That while the Board of Victoria College has not been disposed to press upon the Government any one mode of settling this question, neither has it refused to sustain any relation to the Provincial University which might be required of Victoria College, in common with other Colleges.

SPECIAL CIRCUMSTANCES WHICH AFFECT VICTORIA COLLEGE.

There are, however, some circumstances which I cannot omit noticing, in regard to the views of the Board and the case of Victoria College.

1. The first is, that the Buildings of Victoria College are situated at Cobourg. It cannot, therefore, derive any benefit to its pupils from its connection with the University situated at Toronto. If its incorporation with the Toronto University be not accompanied with an increase of pecuniary aid, the change in its relations will be one of sacrifice and loss, in every respect. Should the Board be remunerated for the College Buildings at Cobourg, so as to be able to erect a new establishment at Toronto, the case would be different.

2. Another circumstance requiring notice is, considering where Victoria College is situated, that the resources of the Wesleyan Body have been literally exhausted in erecting the Buildings, (on which a debt still remains); that they have been erected by subscriptions for special objects; that the Institution affords the only means of giving, to a great portion of the Wesleyan Methodist Church, a superior practical education; of furnishing facilities for the education of the sons of Wesleyan Ministers, and providing for the more thorough education and training of the Wesleyan Clergy; the Board have felt it imperative that the operations of the College should be continued.

They have not been ambitious as to the privilege of conferring Degrees in the Arts and Sciences; but they have been chiefly anxious to obtain the requisite endowment, or assistance, so as to enable them to accomplish these benevolent and patriotic objects, for which the Institution was originally established.

Under the present circumstances of the Province, it is not possible that a University Education can be attained by the Clergy generally; or that more can be done in this respect than is now done by the Lord Bishop of Toronto, aided by the Society for the Propagation of the Gospel, (at whose disposal a large portion of the proceeds of the Clergy Reserves has been placed,) in the Episcopal Theological Institution at Cobourg, where young men are aided in procuring a good classical education, and are regularly instructed in the Science of Theology. This is what is sought to be done in respect to the candidates for the Wesleyan Ministry.

3. Again, the system of the Wesleyan Ministry, rendering the frequent removals of the Ministers necessary, and their means of support being extremely limited, they can give their sons no other education than that which may be obtained in the Schools near which they are, from time to time, situated. It is not practicable, under such circumstances, for Wesleyan Ministers to give their sons even a tolerable education, without some Institution which will be accessible to them upon reduced terms, and which will provide for the moral, as well as intellectual, education of their sons.

With a view of these high and benevolent interests, apart from the more general and popular objects of Victoria College, the Board has felt it their duty to insist upon its continued operations.

#### POSITION OF THE WESLEYAN CHURCH IN REGARD TO VICTORIA COLLEGE.

The case of the Wesleyan Body, in connection with Victoria College, is simply this: the Wesleyan Body have made exertions beyond those of any other Religious Persuasion in Upper Canada, to improve the state of education among their Clergy and People; they did so with the expectation, and with the assurance that their efforts would be suitably encouraged by the Government, and their lack of means be thus supplied. Large appropriations by Government have been made for many years to the Clergy of the Churches of England, Scotland, and Rome, while not a farthing has been granted to the Clergy of the Wesleyan Methodist Church, whose labours have been confessedly more extensive and more self-sacrificing than those of any one of the three Religious Persuasions above mentioned.

The Wesleyan Conference, and the Board of Victoria College, on its behalf, have repeatedly submitted these facts to the consideration of the Government, and have entreated, as some mitigation of the inequality of the treatment of the Wesleyan, and the three other leading Religious Persuasions in the Country, additional aid to Victoria College.

#### UNFAIR TREATMENT OF THE WESLEYAN CHURCH IN REGARD TO GOVERNMENT GRANTS.

Up to the present time, their representations and entreaties have been in vain; not a sixpence has been, as yet, allowed them from the settlement of the Clergy Reserve question. The only assistance obtained is the continuation of the pittance recommended by Lord Sydenham, in order to relieve the Institution from otherwise inextricable embarrassments. The continuation of this Grant has mitigated the pressure of the debts owing by the College, but it has not been sufficient to enable the Board to employ a single additional Teacher, though the Institution has been incorporated as a College, and the higher branches of collegiate instruction have been attempted to be given.

The dissatisfaction which this unequal and painful state of things was calculated to create among the Wesleyan Ministers and People, has been partially counteracted, up to the present time, by assurances and expectations, that the Government would do them justice, at least to some extent; as such has been the principle of policy avowed both by the Imperial and Provincial Governments.

But the moment the hope of such a result is extinguished, deep and universal dissatisfaction, increased by the bitterness of disappointment, will take possession of the minds of the Ministers and Congregations of the Wesleyan Methodist Church.

The number of our regular Ministers in Upper Canada exceeds 140, and, from the number of their Congregations, and the period and extent of their labours, their circumstances and wishes on this question deserve, I submit, the most favourable consideration of the Government.

My present connection with Victoria College is merely honorary; but I speak from a perfect knowledge of facts, which it is not in my power to change, or modify, and which I have felt it my imperative duty to submit to the consideration of His Excellency, in connection with the settlement of the University Question.

COBourg, 17th March, 1846.

EGERTON RYERSON.

#### LETTER OF THE REVEREND DOCTOR RYERSON ON THE UNIVERSITY QUESTION.

A Public Meeting on the University Question was held in Toronto on the 3rd of February, 1846. At that Meeting certain Statements were made, in regard to the proceedings of the Victoria College Board of the Trustees and of its Chairman, (Doctor Ryerson,) which he deemed it to be his duty to correct, which he did in a Letter to the Editor of the *British Colonist* Newspaper, Toronto, dated the 14th of February, 1846. After having done so, in the former part of his Letter, he proceeded to explain what the Board of Victoria College had done in regard to the Baldwin University Bill of 1843, as follows:—

As to the proceedings and position of the Victoria College Board, I had expected that a more full and authorized explanation of them would have been given from the Board itself. But, in the absence of any such explanation, and on account of my past connection with Victoria College, and acquaintance with its operations, as well as the anxiety to guard the views of the friends of the College from being misapprehended, I take the liberty of offering the following observations.

#### PASSIVE POSITION OF THE VICTORIA COLLEGE BOARD UP TO 1843.—BALDWIN BILL.

The Victoria College Board took no part in the University Question, until after the introduction of a Bill into the Legislature in 1843, which affected the chartered rights and relations of Victoria College. On that occasion, a special Meeting of the Board was called, to decide whether it would, under any circumstances, acquiesce in that Bill, and upon what terms.\* The Board expressed a strong opinion in favour of the general principle of the bill, but expressed an unfavourable opinion respecting some of its details, especially the project of the "Extra-Mural Board," and the non-recognition of Christianity. The Victoria College Board also objected to the smallness of the amount proposed to be given to Victoria College. It stated that Victoria College, having been erected by public subscription, for the purpose of "teaching the various branches of science and literature, upon Christian principles," could not cease to be a Literary Institution, as some supposed the Bill contemplated; the Board also stated the peculiar hardships of the Bill to the Methodist Institution. Under all the circumstances, (which it explained,) and submitted them to the honourable and generous consideration of the Government.

#### EXCEPTION TAKEN TO THE POSITION OF KING'S COLLEGE IN THE BALDWIN BILL OF 1843.

Afterwards King's College Council objected to the Baldwin Bill, and employed Counsel to oppose it, on the ground that the Legislature had no right to interfere with their Charter, or to divert any portion of King's College funds in aid of other Institutions. To this plea of the

\* See page 19 of the Fifth Volume of this Documentary History.

King's College Council, an individual Member of the Victoria College Board offered an argumentative reply,\* contending that the endowment of King's College was the property of the Province, and upon legal, constitutional and equitable grounds, came within the limits of provincial legislation. This principle, I believe, is now generally admitted.

#### QUEEN'S COLLEGE TRUSTEES' OBJECTION TO THE DETAILS OF THE BALDWIN BILL OF 1843.

It should also be observed, that the Board of Trustees of Queen's College, at Kingston, objected, likewise, to certain details of Mr. Baldwin's Bill, as it did not offer them half the aid which they needed, and to which they considered Queen's College fairly entitled; and, in those views, I believe the Presbyterians throughout Canada fully concurred.† Furthermore, it should not be forgotten that Mr. Baldwin's Bill of 1843 proposed to grant no less than to four Seminaries, (besides the University,) the sum of Five Hundred pounds, (£500,) per annum each, for several years, until they could be otherwise provided for. Such was the application of the general principles of Mr. Baldwin's Bill to the outlying Colleges. It was objected to, on the part of both the Presbyterians and Methodists, that its application to them was not liberal enough; it was also objected to, on the part of King's College Council, that it should give even a farthing to either of these Colleges.

#### OBJECTION TO THE INSUFFICIENCY OF THE FINANCIAL PROVISIONS OF THE BALDWIN BILL OF 1843.

From this summary of well-known facts it is evident—

1. That Mr. Baldwin's Bill of 1843 did contemplate giving aid to other Institutions than the Toronto University.
2. That the friends of Queen's, Regiopolis, Victoria, and King's College, did expect to derive assistance from the University funds.
3. That the objections to Mr. Baldwin's Bill of 1843, on the part of the Presbyterians and Methodists were, not that any portion of the University funds should be applied in aid of their Institutions, but that the sum proposed was entirely too small.
4. That those who supported Mr. Baldwin's Bill of 1843 cannot consistently object to aid being given from the University funds to Institutions in connection with the Church of England, Presbyterians, Roman Catholics and Methodists. The amount, and duration, of such aid is a mere prudential consideration: the principle is the same, whether the amount of aid be five hundred, or five thousand pounds,—whether the duration of it be five years, or five hundred years.

#### THE GENERAL QUESTION OF UNIVERSITY SETTLEMENT NOT DISCUSSED.

In respect to any plan of settling the University Question, I think it right to observe that the foregoing remarks have no reference to any particular plan whatever; that I have no knowledge of any plan on the part of the Government, different from that which has been submitted to the Legislature; that I know not the views of any Member of the Government on the subject, as I have had no correspondence, or intercourse, with any one of them, in respect to it; that I have not conversed with any Member of the Victoria College Board on the topics above referred to; that I have not yet been able to procure a copy of the University Bill, or Debates upon it, of the last Session of the Legislature; and I am, therefore, entirely ignorant of them, except what I have learned from private letters and conversation.

#### WELL KNOWN GENERAL PRINCIPLES UNDERLYING THE UNIVERSITY QUESTION.

Considering my Departmental relations, it may not be advisable for me to offer any opinion on the general question. 1. That there should be a Provincial University, furnishing the highest academical and professional education, at least in respect to law and medicine; (2) that there should be a provincial system of Common School Education, commensurate with the wants of the entire population; (3) that both the University and the Common School System should be established and conducted upon Christian principles, yet free from sectarian bias, or ascendancy; (4) that there should be an intermediate class of Seminaries in connection with the different Religious Persuasions, who have ability and enterprise to establish them,—providing, on the one hand, a Theological education for their clergy, and, on the other hand, a thorough English and scientific education, and elementary classical instruction for those of the youth of their con-

\* This Reply will be found on pages 47-59 of the Fifth Volume of this History.

† The views of the Board of Trustees of Queen's College on the Baldwin University Bill of 1843, are set forth on page 13 of the Fifth Volume of this History. See also page 97 of this Volume.

gregations, who might seek for more than a Common School education, or who might wish to prepare for the University, and who, not having the experience and discretion of University students, required a parental and religious oversight in their absence from their parents; (5) that it would be economy and patriotic, on the part of the Government, to grant a liberal aid to such Seminaries, as well as to provide for the endowment of a University, or a Common School System.

These are views which I explained and argued, at length, when the University Question was under discussion, from 1828 to 1834; these are the views, on which the Methodists acted, in establishing the Upper Canada Academy, now Victoria College; these are views, by pressing which, a Royal charter and Government bill were obtained for that Institution in 1836-7, these are the views, which received strong confirmation in the recommendations of a Despatch from Lord Goderich to Sir John Colborne in November 1832, and which greatly encouraged the friends of the Upper Academy in their commencing exertions.\* That Institution was not originally intended to be a University College; nor was it sought to be made so, until after the establishment of a Presbyteran University College at Kingston; when, prompted by example and emulation, and promised encouragement by additional aid, it was thought that the operations of a University might be grafted upon those of the Academy, without interfering with the more extended objects of the latter. The expected additional aid, however, has not yet been obtained; and the Board has never been able to provide for the higher departments of the Institution, as was originally contemplated. It has not been imagined, that it could be continued as a University College, without much additional aid; but the Board has been in suspense for two or three years, pending the settlement of the University Question, to the disadvantage of the Institution in every respect, and to the great perplexity of its friends.

#### PUBLIC SERVICE WHICH THE METHODIST INSTITUTION AT COBOURG HAS RENDERED.

More than a thousand youth have received more or less instruction at the Victoria Institution; very few of them, apart from other considerations, have gone from it, without forming a higher standard of education, and a deeper conviction of its importance, than they had before entertained; it has prevented hundreds of youths from going out of this Country to be educated,—upon whom, and upon hundreds of others, it has conferred the benefits of a good practical education. Its Buildings present the most remarkable monument of religious effort and patriotic energy, which was never witnessed in any Country of the age and population of Upper Canada. It has never been conducted in a sectarian spirit; it has been open to all classes; and equal care has been taken, that each class of pupils should attend the Sabbath services of their respective Churches. The religious instruction within its walls has been thorough, yet non-sectarian.—For two years and upwards, I have conducted that department. During that time successive courses of instruction were given early every Sabbath morning—embracing an exposition of the History of the Bible, the Institutions of the Bible, the Natural Theology of the Bible, or Attributes of God, and the historical Prophecies of the Bible. All these subjects were treated practically; yet, as many students of different Churches can certify, not a sentence was uttered of a sectarian tendency. I doubt not but a Provincial University might be conducted upon principles equally Christian, and yet free from the spirit and machinery of sectarianism. However, on such a point, much allowance must be made for the habits and associations of individuals and of parties. But I should rather have no Provincial University, than to do, as some of the speakers of the late meeting seemed disposed to do—expunge the name of God and the Bible even from the Charter.† I can conceive of no greater curse upon the Country, than an ungodly System of Education; and, so deeply do I feel on this point, that I cannot suffer any opportunity to pass without expressing my profound conviction, that God and His Truth is the only true and safe basis of public instruction, and to protest, from my inmost soul, against any Governmental system of instruction,—University or Elementary,—which leaves the principles of the Divine Government out of the question, and virtually expels Jehovah from His Throne. I was glad to find that so intelligent and respectable a divine as the Reverend Doctor Burns, and some others, did not appear to participate in the sentiments, to which I have referred.

You will pardon, Sir, my digression on the subject of Victoria College. My only apology is, that it is an Institution for which I have laboured, and I may add, suffered much; from the unobtrusive and energetic labours of which I have hoped much; and the circumstances and claims of which have been cordially admitted, by leading persons of different political parties, to deserve a special, and generous consideration,—and the more so, as the Wesleyan Methodists have not, like the Churches of England, Scotland and Rome, derived any assistance from the Clergy Reserve Fund, or other public aid, to their Clergy, or Members. It is much easier to figure upon a platform than to establish educational institutions, or to preach the gospel through-

\* A copy of this Despatch will be found on pages 112, 113 of the Second Volume of this History.

† i.e., a Public Meeting held in Toronto on the University Question; see page 111.

out new countries. Those, who have not been in Canada twelve months, can do the former, and can even sneer at those who have done the latter. The flippant allusions of certain speakers, at the late Toronto meeting, to the Methodists, and to the Victoria College, as the mere creature of some selfish interested Preachers, were as unfounded as they were unbecoming. The position of those Preachers, is what it has always been on such questions, and what that of those of their impugners, who were in the country, was formerly. Those "interested" Preachers have, indeed, taken a leading part in the labours and sacrifices of establishing and supporting Victoria College, but, without any personal interest, more than others. In this, as in other things, the Methodist Preachers have been the servants of their congregations, and of the public, for Christ's sake.

COBOURG, 14th of February, 1846.

EGERTON RYERSON.

#### REPLY OF THE EDITOR OF THE "BRITISH COLONIST" TO THE FOREGOING.

In addition to the publication of the foregoing Letter on the University Question in the *British Colonist*, its Editor, (Mr. Hugh Scobie,) wrote the following personal reply to Doctor Ryerson, on the 3rd of March, 1846. After some preliminary remarks, Mr. Scobie proceeded as follows:—

Your Communication, on the subject of the University of King's College, I have published without hesitation. I am no party man. No bigoted politician. I am not, in any case, afraid of publishing communications on important subjects, which expounds the views of others, although at variance with my own. In publishing these, I do no more than justice to my reflecting readers, who, by having opposite views placed before them, are put in possession of the means of forming a correct and unbiassed judgment. I am, therefore, at all times glad to receive your Communications.

I am sorry that we are at variance on the College question; but I cannot, for the life of me, see what religion has to do with the department of the University devoted to Arts and Sciences. There, let every sect meet for instruction, on equal terms, without being even asked to what denomination they belong; and, for the moral and religious instruction of the youth of the Country, there is sufficient zeal and energy, in the numerous Christian Sects, to prosecute their labours for the benefit of the youth of their respective Denominations, by the means created within themselves for that purpose.

I object to the University endowment being divided, because, from the best information I can procure, it is already small enough, for the proper support and advancement of one great Provincial Institution. But, while I object to the division, I would not object to the Government and Parliament bestowing aid, from the public funds, on worthy Educational Corporations, or Seminaries,—the managers of which could show that they have a legitimate claim for such aid . . .

TORONTO, 3rd of March, 1846.

HUGH SCOBIE.

#### IV. THE ROMAN CATHOLIC CHURCH AND KING'S COLLEGE.

A letter similar to that addressed to the Head of King's College, Queen's College and Victoria College was sent to the Very Reverend Angus McDonell, Vicar General, Kingston, representing Regiopolis College at that place. The Letter was dated on the 9th of March, 1846, and was written, on behalf of the Governor-General, by his Private Secretary. To this Letter the following Reply was sent by the Vicar-General:—

I have the honour to acknowledge your Communication of the 9th instant, informing me, as one of the Trustees of the College of Regiopolis, that you were commanded by His Excellency, the Administrator of the Government, to state to me his desire "to be furnished, in a definite and official form," with the views of the Governing Body of the College of Regiopolis, on the present state of the Charter of the University of King's College, as amended by the Statute of Upper Canada, 7th William IV, chapter XVI; and I take this opportunity of transmitting to you, for, and in behalf of, the Corporation of the College of Regiopolis, their views upon the subject, for the information of His Excellency.

PASSIVE ATTITUDE OF THE CORPORATION OF REGIOPOLIS COLLEGE UP TO THIS TIME.

The Corporation of the College of Regiopolis are averse, as a general rule, to any tampering, or interference with private rights, and had the University of King's College been endowed with private, instead of public, property, they would feel themselves bound, both in honour and justice, to make every exertion to manifest publicly their disapprobation of any step taken by the Legislature to interfere with the same; and, even as matters stand at the present, and however much they individually disapprove of the manner in which,—what they consider public property, has been misapplied—and [which, as such] should have, therefore, been applied for the advantages of all the members of the community, without reference to Sect, or Denomination, of Christians, yet, as a Body, they were determined not to have expressed any opinion upon the subject; and such would have been their conduct, had not His Excellency called upon them for an expression of their opinion upon the same.

THE REGIOPOLIS COLLEGE CORPORATION PREFER LEGISLATIVE GRANT, OR PART OF THE PRESENT ESTATES, TO ANY PORTION OF KING'S COLLEGE ENDOWMENT.

However much the members of the Corporation of the College of Regiopolis feel interested in the prosperity of the establishment, with which they are connected, and however much they see the necessity of its being endowed by some permanent grant from the Provincial Legislature, in order to place it upon a lasting and useful footing, they, nevertheless, take the liberty to state, for the information of His Excellency, that they would much rather see the Institution endowed in some other way than to receive a portion of the property now vested in the Corporation of the University of King's College, however unwise the grant might have been in its origin.

The members of the Corporation of the College of Regiopolis beg further leave to state, for the information of His Excellency, that they are of opinion such an endowment can be made, without infringing on the vested rights of any other Institution, and in a manner much more congenial with their own feelings, and with those of the community to which they belong.—they mean, out of the unalienated Estates formerly possessed by the Order of the Society of Jesus, the proceeds of which can never be justly diverted from the ends which the donors held in view,—that is, the Education of the Catholic Youth, and the spread of the Catholic Faith in Lower Canada.

The Corporation of the College of Regiopolis are aware that, in order to harmonize with the wants and wishes of the greater portion of the people of Upper Canada, for whose benefit the University of King's College was founded, many changes are still necessary to be made in the Charter of that Institution, but they are, on the other hand, also aware, that there exists such a variety of opinions, some of them so illiberal and unreasonable, whereas others, under the deceptive appearance of liberality, would exclude from the Institution every species of Religious Instruction, and introduce instead thereof a perfect system of infidel teaching, that they find it difficult to determine what those changes should be.

AN UNIVERSITY IS NOT A NECESSITY IN UPPER CANADA NOW.

The Corporation of the College of Regiopolis are not convinced that, in order to procure for the youth of Upper Canada the blessings of a proper system of Education, a University is at all necessary, and more especially one endowed on the large scale, on which that of King's College has been, through the munificence of the (Imperial) Government. They are much inclined to believe with a renowned Author, that:

“The reputation of Universities is almost always shortlived, or else it survives their merits; if they are richly endowed, Professors become fat-witted, [*sic*] and never imagine that the Arts and Sciences are anything else but incomes. If Universities, slenderly endowed, are rendered famous, by the accidental occurrence of a few great Teachers, the number of Scholars who are attracted by the reputation of the place, make the situation of a Professor worth intriguing for. The learned pate is not fond of ducking to the golden fool. He, who has the best talent for getting office, has most commonly the least for filling it; and men are made Moral and Mathematical Teachers by the same trick with which they are made Tide-Waiters and Clerks.”

THE FOUR COLLEGES ENDOWED PREFERRED TO THE ESTABLISHMENT OF KING'S COLLEGE.

Under the above convictions, the Corporation of the College of Regiopolis are of opinion, that it would be much more beneficial for the community at large, if the Charter of the University of King's College were repealed; and the four Colleges already chartered, that is King's



College, Toronto, Victoria College, Cobourg, Queen's College, Kingston, or wherever else the Trustees choose to erect it, the College of Regiopolis, Kingston, and a College of Law and Medicine, to be erected somewhere in the Province, endowed out of the proceeds of the property now vested in the Trustees of the University of King's College.

MONTREAL, 24th of March, 1846.

ANGUS McDONELL,  
Vicar General.

NOTE.—No further opinion on the University was expressed by Representatives of the Roman Catholic Church in Upper Canada during the year 1846. But, on the 5th day of November, 1847, the Bishop of Kingston and Clergy, having met in Convocation at Kingston, issued an elaborate Address to the Roman "Catholics of Upper Canada," in which, after referring to the apathy which the Address stated, prevailed among Roman Catholics, in regard to Elementary Education, proceeded to deal fully with the University Question, so far as it affected the Roman Catholics of the Province. The Address concluded with a series of Resolutions on this Question,—one of which was as follows:—

"Resolved, That, however strongly we condemn the present Constitution of the University (of King's College), we shall oppose any settlement of the Question which does not provide adequate means of Catholic instruction and supervision, for the Catholics of Upper Canada, not in connection with the University" (of King's College).

(This Address and the appended Resolutions will be published in the next Volume of this Documentary History.)

#### V. OTHER RELIGIOUS DENOMINATIONS AND KING'S COLLEGE.

As no Letter was addressed by the Governor-General's Private Secretary to the Heads of the Presbyterian (Free) Church, Congregational and Baptist Churches, etcetera,—they having no College under their control, the representatives of these Religious Communities, and other parties held a Public Meeting in Toronto on the University Question, in February, 1846. That Meeting was presided over by the Honourable Adam Fergusson, a Member of the Legislative Council. At that Meeting the following Resolutions were passed:—

1st. Moved by the Reverend R. A. Fyfe, (Baptist,) seconded by the Reverend Adam Lillie, (Congregationalist,) That the Funds of King's College ought, on no account, to be partitioned; but kept entire and applied exclusively to the Endowment of a University, or College, of Literature, Science, and Art.

2nd. Moved by the Reverend John Roaf, (Congregationalist,) and seconded by the Reverend John Jennings, (United Presbyterian,) That there should be no Theological Chair in the University; and that no Religious Test should be required, either of the Professors, or Students, thereof.

3rd. Moved by the Reverend Doctor Burns, (Free Church Presbyterian,) seconded by W. A. Baldwin, Esquire, (Episcopalian,) That, in order to these objects being effectually realized, and the Educational Interests of the Province secured, it is indispensable that the Patronage of the Chairs, and the whole management of the (University) Estate, should be vested in a Colonial body, (distinct from the Members of the Faculty, or others holding paid offices within the College), who shall report annually to the Colonial Legislature.

4th. Moved by Mr. John Wetenhall, Esquire, (Episcopalian,) seconded by Peter Brown, Esquire, (Free Church Presbyterian,) That it is desirable to have Chairs established in the University, which may promote the Agricultural, Economical and Commercial Education of the youth of this Province.

5th. Moved by Mr James Hodgson, (Wesleyan Methodist), seconded by Mr. Hugh Scobie, (Church of Scotland Presbyterian), That the Upper Canada College should be a Grammar School of the higher class, subject to regulation, and under the control of the Managing body of the New University.

6th. Moved by the Reverend James Richardson, (Methodist Episcopal,) seconded by Mr. James Lesslie, (Free Church Presbyterian,) That a Committee of twelve be appointed to carry out the views of the meeting, to prepare petitions, and to act as a Committee of Correspondence; and that the following individuals do constitute the Committee, with power to add to their number, videlicet, Skeffington Connor, LL.D., the Reverend Messieurs R. A. Fyfe, John Roaf, John Jennings, and Messieurs W. A. Baldwin, Peter Brown, Hugh Scobie, Thomas Ewart, James Lesslie, James Foster, John Macara and James Hodgson.

## CHAPTER VI.

### PROCEEDINGS OF KING'S COLLEGE COUNCIL IN 1846.

The first meeting of the Council of King's College was held on the 28th of January, 1846. The Opinion of the Visitors of the College, relating to the authority of the Council of the "College to sell, or alienate, the Lands which formed the Endowment" of the College, was laid before the Council at this Meeting. As it was dated in December, 1845, and dealt with a matter referred to the Visitors in August of that year, so that it properly belonged to the proceedings of 1845, and will, therefore, be found in the record of those proceedings, on page. 211, 212 of the Fifth Volume of this Documentary History.

At this Meeting of the Council, the Bursar submitted the following statement of the unappropriated funds of the Council of King's College at the end of 1845:

	£	s.	d.
Provincial Debentures .....	31,597	19	5
Stock of the Bank of Upper Canada .....	250	0	0
Stock of the Gore Bank .....	187	10	0
Cash Balance in the Bank of Upper Canada .....	3,497	19	9
Cash in the Bursar's hands .....	4	16	7
Interest due on Debentures .....	277	14	0
	<u>£35,815</u>	<u>19</u>	<u>9</u>

*January 28th, 1846.* Read a Letter from the Reverend H. J. Grasett, Chairman of the Board of Trustees for the Home District Grammar School, representing the dilapidated state of the Grammar School House, which belongs to King's College, and applying for certain repairs, not to exceed £50. Whereupon the Solicitor General moved that the sum be granted; which motion, being seconded by the Reverend Doctor Beaven, Dean, the Reverend Doctor McCaul, Vice-President, proposed the following motion in amendment:

That, as it appears that the building used as the Home District School requires repairs, the sum of fifty pounds stated in the communication of the Chairman of the Trustees, as sufficient for the purpose of effecting the repairs, be expended thereon, and that the yearly rent of the building shall be £5, to be paid by the Master. The amendment was lost, and the main motion was carried, the President, (Doctor Strachan), and Solicitor General Sherwood dissenting.

(No other business of importance was transacted at this meeting.)

*January 31st, 1846.* Moved by Solicitor General Sherwood, seconded by Vice-President McCaul, and

*Resolved.* That the Opinion of the Visitors of the University be taken as to the relative precedence of the Speakers of the Houses of the Legislature, and the Crown Officers, and the other Members of the Council, in Council assembled, under the Charter, and also under the Provincial Act, 7th William IV, Chapter XVI, amending the same. (No other business of importance was transacted at this meeting.)

February 18th, 1846. Read a Letter dated the 15th instant from the Reverend H. J. Grassott, Chairman of the Grammar School Board, on the subject of the Home District Grammar School, in Block D of this City. Whereupon it was moved by Solicitor-General Sherwood, seconded by Vice-President McCaul, and

Resolved, That, as it appears from the Letter of the Chairman of the Trustees of the Home District Grammar School, that it is not within their power, or that of the Master of the School, to pay the rent fixed by this Council for the School Building on the land, the property of this Corporation, and now occupied as the Home District Grammar School, the repairs be made, which have been stated to be necessary, provided they do not exceed £50. Which motion was put and carried, Doctor William C. Gwynne dissenting.

Moved by Doctor Gwynne, and seconded by Professor Beaver, that an insurance be effected to the amount of £100, upon the District School House upon Block D, in the City of Toronto, the property of the University of King's College. Carried.

The Committee appointed on the 24th of September, 1845, on the subject of the "Right of Way" in the College Avenue, brought in a Report, when it was moved by the Reverend Doctor Beaven, and seconded by the Reverend Doctor McCaul, and

Resolved, That it appears that on the Deed granted by the College Council to the late Chief Justice Powell, on the 18th of August, 1829,\* securing a right of way in the College Avenue, differs from that granted to Chief Justice Robinson in this respect,—That whilst the latter contains the following words :

"Do grant bargains and sell unto the said John Beverly Robinson, his Heirs and Assigns forever, being Owners and Occupiers of the Southerly part of Park lot, number 12."†

The former reads in the corresponding passage 'or' instead of 'and' the opinion formerly given by the Honourable Henry John Boulton on the subject, be referred to him again, with this additional information, and he be requested to state whether any, and what, difference in the rights of the two parties, as towards the College, is made by this difference of reading.

Whereupon Mr. James E. Small, the Solicitor to the College, was directed to obtain the further opinion of Mr. H. J. Boulton on the subject.† (No further business of importance was transacted at this meeting.)

February 21st, 1846. Moved by Professor William C. Gwynne, seconded by Professor Henry H. Croft, That the Reverend Professor Beaven be re-elected Dean of the College for the year 1846. Carried.

Moved by Professor Gwynne, seconded by Solicitor-General Sherwood, That Professor Croft be re-elected as Proctor for the year 1846. Carried.

Doctor John King dissenting. (No other business of importance was transacted.)

February 26th, 1846. The Bursar laid before the Council the following statement of the unappropriated funds of King's College on the 26th of February, 1846 :

	£	s.	d.
Provincial Debentures .....	31,597	19	5
Stock of the Bank of Upper Canada .....	250	0	0
Stock of the Gore Bank .....	187	10	0
Cash Balance in the Bank of Upper Canada .....	5,018	12	9
Cash in the Bursar's hands .....	140	7	10
Interest due on Debentures .....	371	0	0
	<u>£37,565</u>	<u>10</u>	<u>0</u>

(Except fixing the allowance to each Professor for House Rent at Fifty pounds, (£50,) per annum, no other business of importance was transacted at this meeting.)

February 27th, 1846. No business of importance was transacted at this meeting.

March 2nd, 1846. No quorum present, and no business transacted at this meeting.

March 4th, 1846. The opinion of the Honourable Henry John Boulton, on the Right of Way in the College Avenue was read and referred to the Committee appointed on the subject. No other business of importance was transacted at this meeting.

\* A copy of this Deed will be found on pages 222-224 of the Second Volume of this Documentary History.

† A copy of this Deed will be found on pages 224, 225 of the Second Volume of this History.

‡ There is no record given in the Minutes of King's College Council of the particulars of this additional opinion from Mr. Boulton. It was received on the 4th of March, 1846, and "referred to a Committee of the Council on the subject."

March 16th, 1846. The following Letter from the Private Secretary to the Administrator of the Government, as Chancellor of the University of King's College, dated the 4th of March, 1846, was read :—

I am commanded by His Excellency, the Administrator of the Government, to inform you that His Excellency has, in his capacity as Chancellor of the University, had under his consideration the Memorial submitted to the late Governor General by Doctor William C. Gwynno, with the Report of the Committee of the College Council thereupon.\*

It appears that Lord Metcalfe thought it right to obtain the best legal advice, to which it was in his power to refer on the important questions which have been raised as to the alienation of the real Estate forming the Endowment of King's College, and to the mode of expending the funds of the University. The opinions given him have been also under the consideration of His Excellency. †

His Excellency is advised that it is competent to the College Council to sell, or alienate, the Lands which form the Endowment, in order to raise funds for carrying on the proper business of the Institution.

His Excellency is further advised, that it does not necessarily follow, that, because the Charter authorizes certain things to be done by Statute, Rule, or Ordinance, that they may not also be done by vote, or resolution, of the College Council ; though whatever the Charter requires to be done by Statute, etcetera, cannot be done by mere vote of the Council.

And further, that a Statute ought to be passed for any permanent, or stated, appropriations of money, in the shape of salaries to Professors, or others ; and that any other payment of contingent account, whether for the Library, or other incidental purpose, or for the ordinary current expenses of the Institution, should be under the authority of some Statute, Rule or Ordinance, either specifying the particular service, or expenditure, or directing prospectively how such charges may be increased or defrayed, as the occasion arises, and providing for the subsequent passing of the accounts.

In the absence of such Statutes, it is, however, conceived, that many necessary disbursements, in the ordinary conduct of the affairs of the College may be made by mere resolution, or order, and without a formal Statute, in strictness of law, not, as His Excellency is advised, making whatever has been done otherwise illegal.

But, for the satisfactory discharge of the duties of the College Council, the manner, in which the revenues and property of the University should be managed, and the appropriation and use to be made thereof, should, as far as possible, be provided for by Statute.

I am directed by His Excellency to express his concurrence in the foregoing opinion, and his wish, that this may be made known to the College Council.

His Excellency further directs me to state, that, although the duty devolves upon the Chancellor to propose, in the manner pointed out by the Charter, Statutes, Rules and Ordinances, for the consideration of the College Council, the duty of examining, whether the proceedings of the Corporation of King's College, or of the Council, as its governing body, are within the limits of the Charter ; or are an excess, or abuse, of the powers thereby given, appears to devolve upon the Visitors, and not upon the Chancellor, who is himself an *ex-officio* Member of the College Council.

In case, therefore, where any such excess, or abuse, is supposed to exist, or where any Member, or Officer of the Institution, has a complaint to prefer, resort would be properly had in the first instance to the Visitors appointed by Law, to interfere, and to exercise the powers of supervision confided to them.

The opinion already expressed respecting the subjects which should be regulated by Statute renders it, in the opinion of His Excellency, unnecessary, on the present occasion, to state his views on the suggestions for the sale and management of the Estate, or for the keeping of the accounts and regulating the expenditure of King's College, contained in the Report of the Committee which has been under his consideration.

MONTREAL, 4th of March, 1846.

J. M. HIGGINSON,  
Private Secretary.

NOTE. Another Letter from the Private Secretary of the Administrator of the Government, in his capacity as Chancellor of the University, dated the 5th

\* For a reference to these Documents, see pages 202-212 of the Fifth Volume of this Documentary History.

† This opinion of the Judges, of the Superior Court at Toronto, as Visitors of King's College, will be found on pages 211, 212 of the Fifth Volume of this History.

of March, 1846, to the Reverend Doctor Strachan, President of the University, was read, asking for the views of the Council of King's College "in a definite and official form," "on the present state of their Charter, as amended by the Statute of Upper Canada, 7th, William IV, Chapter XVI.\*

On motion of the Reverend Doctor Strachan, seconded by Doctor John King, it was

*Resolved*, That the President and three Senior Members of the Council, (Reverend Professor McCaul and Beaven and Professor Henry H. Croft), be a Committee to prepare the draft of an answer to this Communication.

A Letter was read from the Honourable Dominick Daly, Secretary of the Province, conveying a Memorial from the Municipal Council of the Bathurst District on the subject of a Professorship of Agriculture in the University of King's College. The Letter and Memorial was as follows:—

I have the honour, by command of the Administrator of the Government, to transmit you a Memorial from the Municipal Council of Bathurst District, praying that a Chair may be assigned to a Professor of Agriculture and Agricultural Chemistry, and I am to request you to lay the same before the Council of King's College for their Report for His Excellency's information.

MONTREAL, 27th of February, 1846.

D. DALY,  
Secretary of the Province.

The Memorial was as follows:—

The Memorial of the Municipal Council of the Bathurst District, in Council assembled, Respectfully sheweth:

That your Memorialists are duly sensible of the unspeakable advantages of a good education suited to the circumstances of the rising generation of this Province.

Engaged, as a very large proportion of the Inhabitants of this Province are, in Agricultural pursuits, your Memorialists are of opinion, that the study of Agriculture and Agricultural Chemistry, in addition to the ordinary branches of Education, would be of paramount importance to a numerous and useful class of the community.

Your Memorialists, therefore, respectfully pray that King's College, at Toronto, may be made a Seminary for the Diffusion of Knowledge on the most liberal basis, and that a Chair therein may be assigned to a person well qualified to give instruction in Agriculture and Agricultural Chemistry and kindred Sciences.

And your Memorialists, as in duty bound, will ever pray.

PERTH, 14th of February, 1846.

DANIEL MACMARTIN,  
Warden of Bathurst District.

In reply, the Bursar was directed to acquaint the Provincial Secretary, for the information of His Excellency, Earl Cathcart, that a Chair of Agriculture was established in the University by Statute in the year 1844, and that the Council do not consider it necessary to found a separate Chair for Agricultural Chemistry, and, if it should be desired to have the subject treated specially, it appears to them, that it ought to be combined with Agriculture itself.

*March 21st, 1846.* The Committee appointed at the last Meeting to draft a Report, in answer to the Letter of the Private Secretary of the Administrator of the Government of the 5th instant, presented their Report, which being read through, was afterwards considered by paragraphs, and was then left on the Table for final consideration at the next Meeting of the Council.

The following Opinion of the Visitors of the University, on the point of precedence among the Members of the Council, asked for by the Council, on the 31st of January, 1846, was read:—

We think that the Members of the Council of King's College, after the President, take rank according to the express provisions of the Charter, that is to say, first the Members of the College Council, being Professors in the College, and taking rank among themselves, according to the dates of their respective appointments; and, after them, the Members of the Council, who are not Professors, taking rank among themselves, according to the dates of their respective appointments to the Council.

The alterations made in the Constitution of the Council by the Provincial Statute of 1837, 7th William IV., Chapter XVI.) do not, in terms, affect these provisions of the Charter; and, whatever may have been intended, we do not see that they can be held, on any clear ground, to

\*A copy of this Letter will be found on pages 80, 81 of this volume.

have made a change in that respect ;—except, indeed, that the five public officers, who, not being Professors, are, by the Statute quoted, made Members of the Council, *ex officio*, must, as we apprehend, rank among themselves, in the order in which they are placed in the Statute, and above any who might be specially appointed, in consequence of there not being five Professors ; that, in their case, the time of passing the Statute is to be considered, as the date of their appointment, which is *ex officio*, and not personal, and that those, consequently, who hold these offices, for the time being, will always retain the same rank, which the present incumbents hold in the College Council.

J. B. ROBINSON, C.J. }  
 J. B. MACAULAY, J. } Visitors of King's College  
 A. McLEAN, J. } University.\*  
 CH. A. HAGERMAN, J. }

TORONTO, 16th March, 1846.

(No other business of importance was transacted.)

March 24th, 1846. The Bursar submitted the following statement of the unappropriated funds of King's College on the 24th day of March, 1846 :—

	£	s.	d.
Provincial Debentures .....	31,597	19	5
Stock of the Bank of Upper Canada .....	250	0	0
Stock of the Gore Bank .....	187	10	0
Cash Balance in the Bank of Upper Canada .....	41	9	7
Cash in the Bursar's hands .....	56	2	4½
Interest due on Debentures .....	585	18	0
	<u>£32,718</u>	<u>19</u>	<u>4½</u>

Moved by the President, That the Reverend Doctor Beaven, Chaplain, shall receive One Hundred pounds (£100) currency per annum for discharging the duties of his office. Which motion, being seconded by the Vice-President, was put and carried by the casting vote of the President. Professor John King dissenting.

Moved by the President, That, as Doctor Beaven has discharged the duties of Chaplain since the commencement of the University, he be paid at that rate, deducting from the first year, a period, during which he offered to discharge them gratuitously. Which motion, being seconded by the Vice-President, was put and carried by the casting vote of the President. Professor Doctor John King dissenting.

The Council resumed the consideration of the Report of the Committee appointed on the 16th instant to draft a reply to the Letter of the Private Secretary of the Administrator of the Government, dated the 5th instant. After again considering it by paragraphs, it was finally adopted, and the President was instructed to send it to the Administrator's Private Secretary.\* (No other business of public importance was transacted.)

April 29th, 1846. The Bursar submitted the following Monthly Return of the Invested Property of the University of King's College, April, 1846 :—

Particulars.	Amount on the 25th March, 1846.	Amount on the 25th April, 1846.		
		£	s.	d.
Negotiable Public Debentures .....		31,597	19	5
Stock of the Bank of Upper Canada .....		250	0	0
Stock of the Gore Bank .....		187	10	0
In Fee Assigned by Messieurs Ridout .....		540	14	0
Brantford, property of Mr Patrick ..		4,227	14	0
Ashfield Property of Mr. Thornhill ..		480	0	0
Assigned by Mr. George S. Barber ..		1,150	0	0

\* The rank and precedence of the Officers, Professors and Graduates of the University of King's College in Convocation, is determined by Statute, "Chapter XV, Number Four," printed on page 147 of the Fourth Volume of this Documentary History.

Particulars.	Amount on the 26th March, 1846.			Amount on the 24th April, 1846.		
	£	s.	d.	£	s.	d.
Ground Rents in Bay Street, Toronto.	2,500	0	0			
Building Lets on Garrison Commons, Toronto	2,362	10	0			
Property at Elora of Mr. Gilkinson	500	0	0			
On Mortgage Lieut.-Col. Wells	643	3	5½			
Bond Mr. De la Haye	300	0	0			
“ Mr. Thomas Gibbs Ridout	875	0	0			
“ Mr. Radenhurst	875	0	0			
“ Fans. Mills	2,096	10	9			
“ Cathedral of Saint James, Toronto	3,750	17	0			
“ Mr. George Ridout	2,906	15	3			
“ Mr. Ritchey	1,000	0	0			
“ Mr. James Good	1,000	0	0			
“ Mr. Hunter	200	0	0			
	<b>£57,443</b>	<b>13</b>	<b>10½</b>			
Add as follows :—						
Cash Balance in Bursar's Hands	90	8	1			
Interest due on Debentures and Bank Stock	50	9	0			
	<b>£57,584</b>	<b>1</b>	<b>11½</b>			
Deduct as follows :—						
Overdraft at the Bank	369	0	2			
	<b>£57,215</b>	<b>1</b>	<b>9</b>			

The Bursar submitted the Annual Returns for the year 1845—being twelve in number—whereupon it was moved by the President, seconded by the Vice-President, (McCaul) and—

*Resolved*, That the following members of the Council shall be a Committee to examine the twelve Statistical Tables prepared for the Chancellor, videlicet the Reverend Doctors McCaul and Beaven, Doctor William C. Gwynne, and Mr. Frederick W. Barron, and to sanction their being sent to the Chancellor.

(NOTE. These Tables are not inserted here, but those for 1846 will be printed at the end of the proceedings of King's College for 1846.)

The following Letter from the Private Secretary of the Chancellor was read :—

In the Minutes, of the proceedings of the Council of King's College, at a Meeting held on the 24th ultimo, and received, with your Letter of the 28th, His Excellency, the Chancellor, observes a Resolution granting a salary of One Hundred Pounds (£100,) per annum to the Professor of Divinity, for discharging the duties of Chaplain.

Referring to the Minutes of Proceedings, under date of the 30th of October, 1844,\* relating to this subject, and to my Letter to you of the 8th of December†, following, to which you are requested to draw the attention of the President and Council, and taking into consideration the opinion of the Visitors, communicated on the 17th December last, in regard to the appropriation of money, in the shape of salaries to Professors, or others‡, the Chancellor finds himself unable to approve of the Resolution, as he conceives that no salary, or increase thereof, can be properly granted by mere vote of Council, but that a Statute is required to authorize an appropriation for such purpose.

With respect to the expediency of at present increasing the salary assigned to the Professor of Divinity, His Excellency is disposed to concur in the opinion expressed on this subject by the late Chancellor, Lord Metcalfe.¶

MONTREAL, 6th of April, 1846.

J. M. HIGGINSON.

\* See page 151 of the Fifth Volume of this Documentary History.

† *Ibid*, page 152.

‡ Page 114 of this Volume.

¶ See page 140 of the Fifth Volume of this History.

The following letter from the Private Secretary of the Chancellor of the University of King's College, dated the 11th of April, 1846, was read :—

I have the honour, by command of the Chancellor, to request you to intimate to the President and Council of the University, that His Excellency is desirous of being furnished with the Reports and Statements enumerated in the annexed Memorandum, in order to complete the information required by a notice by a Member of the House of Assembly for an Address to the Administrator of the Government.

The Address was opposed by the Government, but it was signified to the House that His Excellency, as Chancellor, would cause the information asked for to be supplied, to which His Excellency presumes no objection can be entertained.

J. M. HIGGINSON.  
Private Secretary.

MONTREAL, 11th of April, 1846.

*The following is a Memorandum of the Reports and Statements required by the Chancellor for the House of Assembly.*

1. Any Reply that may have been made to the Report of the College Council on Doctor William C. Gwynne's Memorial to Lord Metcalfe of February 1845, relative to the Finances of King's College.

2. Report of the College Council on irregularities in the Bursar's Office.

3. Statement of the affairs of the University for the year 1843, in the same form as those laid before the House in March, 1845.

4. Also all Reports of said Council on the state of the Endowment made since 1840, and particularly that of the finance for the year 1842.

5. Also the Annual tabular statement of receipts and disbursements as laid before the College Council for the years 1841, 1842, 1843 and 1844.

NOTE. These Reports and Statements were furnished and were laid before the House of Assembly on the 7th of May, 1846. They relate to the Memorial of Doctor William C. Gwynne, on the alienation of a portion of the Endowment of King's College by its Council, to Lord Metcalfe, Chancellor, in February, 1845. What was done by the Council of King's College, in regard to the matter is recorded on pages 205-210 of the Fifth Volume of this Documentary History. The opinion also of the Judges of the Superior Courts of Upper Canada, as Visitors of the University of King's College on the subject, will be found on pages 211, 212 of the same Volume. The matter is referred to by the Chancellor in his Private Secretary's Letter as recorded in the Proceedings of the Council of King's College of the 16th of March, 1846, page 114 of this Volume. See also Note in regard to these Returns inserted in connection with the presentation of the papers to the House of Assembly on the 7th of May, 1846, page 45 of this Volume.

To following Letter from the Senior of the Visitors of the University of King's College, dated the 23rd of March, was read :—

The Visitors have long had before them a request from the College Council that they would express an Opinion upon the construction and effect of the Provincial Currency Act, as applied to the salaries of the Professors appointed since the Act came into operation ; and they have declined interposing in the matter, not on account of the opinion which they have formed of the mere legal effect of the Statute referred to, but, because, after reading the various papers and documents transmitted to them, and particularly the Communications of the late Chancellor of the University, Lord Metcalfe, they feel it to be desirable that the College Statute proposed by his Lordship, and, indeed, the subject generally, should be discussed and considered on some occasion, when as many of those, who are, by law, made Members of the Council shall be attending, as it may be found possible to assemble.

TORONTO, 23rd of March, 1846.

JNO. B. ROBINSON.  
Visitor of King's College.



The following Letter from the Reverend H. J. Grasett, Chairman of the Trustees of School District Number 8, City of Toronto, dated the 27th of February, 1846, was read :

I enclose an order on the Chamberlain of the City for £10 being the amount of rent for the half year ending 1st of February due to the College Council from the Trustees of Common School District No. 8, Toronto.

I avail myself of the opportunity to represent to the Council that the building occupied for the purposes of the School is very much out of repair, and to beg, on behalf of the Trustees, that the Council would direct an inspection of the same, and cause such repairs as are absolutely necessary to be made with as little delay as possible.

H. J. GRASETT.  
Chairman.

TORONTO, 27th of February, 1846.

The architect was directed to examine the state of the building and report thereon.

(No further business of special interest was transacted.)

*May 9th, 1846.* As it has come to the knowledge of some of the Council, that a Measure has been introduced into the Legislative Assembly, similar to that introduced during the last Session of that House, it is the duty of the Council again, to defend that trust, which has been committed to them, and endeavour to secure to posterity the benefits of this Royal foundation, be it, therefore,—

1. *Resolved,* That a Committee, consisting of the following Members: the President, the Vice President, Professor Beaven and Doctor John King, shall be appointed to prepare a Petition to the Legislative Assembly, praying that the Council may be heard, at the Bar of that Honourable House, in defence of the privileges and property of this University.

2. *Resolved,* That the Petition shall be entrusted to the Member for the City for presentation to the House of Assembly.

3. *Resolved,* That Counsel shall be employed to defend the University before the House of Assembly; and also before the Legislative Council, should the Measure reach the Upper House.

4. *Resolved,* That the same Committee shall be authorized to make all arrangements, which may be necessary for conducting the defence before both Houses, and that the same Committee shall have power also to make arrangements, in England, for the defence of the privileges and property of the University, if it shall be necessary to appeal for protection to Her Majesty the Queen.

The following Letter from the Private Secretary of the Chancellor, dated 6th of May, 1846, was read :—

I am commanded by the Chancellor to request, that you will bring under the notice of the President and Council of King's College, the enclosed copy of a Resolution, passed by the Legislative Council, in order that the Returns required therein may be furnished for the information of that House; to which His Excellency presumes that there can be no objection on the part of the University.

MONTREAL, 6th May, 1846.

J. M. HIGGINSON.  
Private Secretary.

*Enclosure from the Legislative Council, dated Monday 4th May, 1846.*

*Resolved,* That an Humble address be presented to His Excellency, the Governor General, praying that His Excellency will be pleased to direct that there be laid before this House copies of all papers and correspondence which may have passed between the Governor General, as Chancellor of the University of King's College, and the Council of the said University, since the Union of the Provinces, relative to the creation, or regulation, of offices, or appointments, in the University, or Council, with any schedule of salaries, or allowances, connected therewith, and of the names of individuals proposed to fill the same; and also of any correspondence which may have taken place between the Governor-General, as Chancellor of the University aforesaid, and any individual Member of the Executive Council.

*Ordered,* That such Members of the Executive Council who are Members of this House do wait on His Excellency the Governor-General with the said Address.

(Attest.) CHARLES DE LÉRY,  
Assistant Clerk of the Legislative Council.

The Bursar was directed to search the Minutes of the Council, and report what Documents fall within the scope of this Letter and Resolution.

The Principal of Upper Canada College reported the death of Mr. Charles Cosens, Master of the Preparatory School of that Institution.

The report of the Architect, on the state of The Central School House, was read, recommended an outlay on its repairs of £25. The outlay was sanctioned,—not to exceed the sum mentioned. (No other business of importance was transacted.)

*May 16th, 1846.* The four Members present were not sufficient to form a quorum; but as the object of this meeting was to sanction the sending of certain Returns, called for by His Excellency, The Chancellor; and the Members present, not being sufficient to form a quorum, in order to expediate their transmission, requested and obtained the assent of the President to their being forwarded on Monday, inasmuch as they had been examined and approved by the Committee, as conformable to the request of His Excellency.

**NOTE.** In the Letter from the Bursar to the Private Secretary of the Chancellor, transmitting these Returns, and dated the 18th of May, 1846, the Bursar says: A copy of the Report of the College Council, on irregularities [of Clerks] in the Bursar's office, has not been sent, as it was deemed prudent to withhold the publication of it, whilst the Chancery Suit, arising out of the circumstances, from which that Report originated remains undecided

*May 20th, 1846.* The Bursar submitted a list of such Documents and Minutes of the Council, as he considered to fall within the Scope of the Private Secretary's Letter of the 6th instant, and as directed by the Council, on the 9th instant. These papers were referred to the Committee on Returns.\*

On the nomination of the Principal of Upper Canada College, (Mr. F.W. Barron), Mrs. Cosens was appointed Matron of the Boarding House of the College.

The following Letter from the Private Secretary of the Governor-General, as Chancellor of the University of King's College, dated the 14th of May, 1846, and addressed to the Principal of Upper Canada College, was read:—

I have had the honour to lay before the Governor-General your Letter of the 9th instant, and am directed to inform you that His Excellency approves of your recommendation, and accordingly nominates Mr. Walter Stennett, B.A., to the Mastership in Upper Canada College, vacant by the death of Mr. Cosens (for the present,) and subject to any permanent arrangements, which the interest of the Institution may appear to require.

MONTREAL, 14th May, 1846.

J. M. HIGGINSON.  
Private Secretary.

Whereupon the Principal of Upper Canada College moved, seconded by Vice-President McCaul, That Mr. Walter Stennett, B. A., shall receive the temporary appointment to the Third Classical Mastership in the College, subject to any permanent arrangement which the Interests of the Institution may appear to require; and that his Salary shall be at the rate of £150 sterling per annum. *Carried.*

On the nomination of the Principal of Upper Canada College, the Council appointed Mr. Stennett to the office of Resident Master in the Boarding House.

On the nomination of the Principal of Upper Canada College, the Council appointed Mr. Michael Barrett, (Second English Master in the College,) to the office of Assistant Inspecting Master at the College Boarding House, at a Salary of £25 Halifax Currency per annum;—the sum hitherto allowed for that duty. (No further business of importance was transacted.)

*May 27th, 1846.* No business of public interest was transacted.

*June 24th, 1846.* The following Letter from the Private Secretary of the Governor-General, as Chancellor, dated the 2nd of June, 1846, was read:

In the Minutes of Proceedings of the King's College Council of the 20th ultimo, in numbers 9 and 10 of these Minutes, an expression occurs, which appears to the Chancellor to be erroneous, His Excellency, being of opinion that, in both Minutes the word "Chancellor" ought to be substituted for "Principal," as the enactment, establishing Upper Canada College, provided that the Master thereof shall be nominated by the Chancellor, and such, it is understood has heretofore been the practice.

You are requested to bring the subject under the notice of the President and Council.

MONTREAL, 2nd of June, 1846.

J. M. HIGGINSON.  
Private Secretary.

Whereupon the Bursar was directed to return the following answer to the Chancellor's Private Secretary, which he did, under date of the 24th of June, 1846:—

In reply to your Letter of the 2nd instant, I have the honour to acquaint you, for the information of the Chancellor, that nothing could be further from the desire, or the intention,

\* The Minutes of the Council for the remainder of the year contain no further record that these Documents sent to the Governor-General; neither is there any record, in the Journals of the Legislative Council, that they were ever laid before that House.

of the Council, than, in any way, to interfere with the powers vested in His Excellency, by the Charter, or the Act of 1837, amending the same. On reference to the Act you will observe that, in the passage relating to the subject of your Communication, the term "Tutors" is found, by which the Council understood to be "Masters engaged in teaching";—neither of those appointed, on the recommendation of the Principal of Upper Canada College, is to be in this way occupied,—the duty of the officers to which they were appointed, on his nomination, is to superintend the conduct of the Boarders, when not in attendance on the Masters in the College.

The principal motive of the Council for adopting the course which they pursued, believing, as they did, that they were not thereby trespassing on the authority of the Chancellor, was the conviction of the importance of those Masters feeling that they owed their appointment to the recommendation of the Head Master of the Institution, and their expectation that, thereby, their cordial co-operation with him might be secured.

TORONTO, 24th of June, 1846.

H. BOYS,  
Bursar of King's College.

The following Memorial of Mr. Hugh N. Gwynne was read :—

To the Honourable and Reverend The President, and the Council of King's College.

The Memorial of Hugh N. Gwynne sheweth,

That on the 16th of April, 1834, your Memorialist was engaged to perform the duties of Classical Master at Upper Canada College, upon the same terms, with respect to salary, as the other Classical Masters ;

That your Memorialist continued to discharge the duties aforesaid until the Summer Vacation.

That your Memorialist, being obliged to go to New York on business, during the vacation, endeavored, though with much inconvenience, to be at his post when the business of the College was resumed ;

That your Memorialist having been unavoidably detained by stormy weather on the Lake a few days beyond the expiration of the vacation, found on his return, that the Reverend Doctor Harris, Principal, having waited for him for some days, had appointed another in his place.

That your Memorialist is, in justice, and according to the uniform custom of the College, entitled to the full salary of the Quarter ending the 28th September, 1834 ;

That your Memorialist having received £100 sterling, by order of the Council, immediately applied for the Balance due to him, but unsuccessfully, as will appear from the Journals of your Honourable Council.

That your Memorialist, therefore prays your Honourable Council will order that there be now paid to him the balance due on October first, 1834, with such interest on such balance as the law allows.

TORONTO, June 16th, 1846.

HUGH N. GWYNNE.

The case was deferred for further information in regard to it.

(No further business of importance was transacted.)

*June 30th 1846.* Mr. Hugh N. Gwynne's case was again taken into consideration when it was moved by Doctor Beaven, the Dean, and seconded by Professor Croft, that the Vice-President and the Principal of Upper Canada College be a Committee to obtain further information upon Mr. Gwynne's Memorial and to report thereon to the Council. *Carried.* The President dissenting to any proceedings in this case, as it was disposed of twelve years ago, when all the facts were fresh and before the Council. (No other business of public interest was transacted.)

*July 7th 1846.* Moved by the President and seconded by the Vice-President, That it is of the utmost importance that the building of the South West Wing of the University should be immediately commenced, as contemplated by Statute, Chapter VI ; Section 2 and that, with a view thereto, the Bursar report the portion of the £18,000 remaining unexpended, and the ways and means for carrying the above desirable object into effect. *Carried.*

(No other business of special interest was transacted.)

*July 17th, 1846.* The Bursar, in compliance with the Minutes passed at the last Meeting of the Council reported on "The ways and means" for building the South West Wing of the University in the Queen's Park. The Report which was received stated in effect that if the Eighteen Thousand Pounds, (£18,000,) appropriated in 1842 for erecting both wings of the University Building, only Five Thousand One Hundred and Eighty-six Pounds, Twelve Shillings and four pence, (£5,186.12.4.) remains unexpended. This, together with Two Thousand Five

Hundred and Seventy-six Pounds, Thirteen Shillings and three pence, (£2,576.13.3.) paid for stone, makes the sum available for erecting the South West Wing of the University Building to be Seven Thousand Seven Hundred and Sixty Three Pounds, Five Shillings and seven pence, (£7,763.5.7,)—being within about Forty Pounds, (£40,) of the estimated cost of the proposed South West Wing.



OLD KING'S COLLEGE, QUEEN'S PARK, TORONTO.

Whereupon, it was moved by the Reverend Doctor Beaven, Dean, seconded by Professor Croft, that it is highly expedient to draw the attention of the Governor-General in Council to the claims which the College Council would respectfully urge to the payment of the arrears of the munificent provisions of One Thousand pounds (£1,000) sterling a year made by His Majesty George IV, in 1828, for the erection of the Buildings of the University,\* and that the following Members of the Council form a Committee to draft a Memorial to the Governor-General on the subject, videlicet, The Vice-President, McCaul, The Dean, Doctor Beaven, Professor William C. Gwynne. *Carried.*

The Committee appointed on Mr. Hugh N. Gwynne's case made their report—which Report was received and adopted.

Whereupon it was moved by the Reverend Doctor Beaven, Dean, seconded by Professor Croft, that, in consequence of the Report of the Committee, on the Case of Mr. Hugh N. Gwynne, he be paid the balance of his salary as deputy of the second Classical Master of Upper Canada College, during the third quarter of the year 1834. *Carried.*

The Reverend Doctor McCaul, Vice President; recommended that a Calendar of the University should be annually published, commencing with the present year; which recommendation being approved, the Vice President undertook to prepare it and superintend its publication.

A Committee, consisting of the Reverend Doctor Beaven and Professor Croft, was appointed to consider the best mode of protecting the College Avenue from trespass by persons who have not authority to pass in carriages through it. (No other business of interest was transacted.)

*July 29th, 1846.* No business of public interest was transacted.

*August 26th, 1846.* As no quorum was present no business was transacted.

*October 17th, 1846.* At this Meeting the following Scholarships were established, videlicet:—

Three for each of the Districts of Upper Canada.

Six for Upper Canada College.

Six for the University of King's College.

\* For a brief history of this Grant, see page 228 of the Second Volume of this Documentary History.

On motion of Mr. F. W. Barron, Principal of Upper Canada College, seconded by the Reverend Professor Beaven, it was agreed, that the Boys of that College be allowed to wear a College Cap. (No other business of a public nature was transacted.)

October 28th, 1846. The following Letter from the acting Civil Secretary of the Governor General, dated the 31st of August 1846, was read :—

I am directed by the Governor-General to acknowledge the receipt of your Letter of the 14th instant, and to inform you, in reply, that His Excellency approves of your recommendations, and accordingly, nominates Mr. Michael Barrett, Second English Master, to the Third English Mastership and Mr. Walter Stennett, B.A., to the Third Classical Mastership in Upper Canada College.

MONTREAL, 31st of August, 1846.

H. CORTON,  
(in the absence of the Civil Secretary).

Moved by Mr. F. W. Barron, the Principal of Upper Canada College, seconded by Vice-President McCaul, that, in furtherance of the Chancellor's nomination of Mr. Walter Stennett, B.A., to the third Classical Mastership, and Mr. Michael Barrett to the first English Mastership in Upper Canada College, the Council confirms those gentlemen in the respective situations. *Carried.* (No other business of importance was transacted.)

November 7th, 1846. No business of public interest was transacted.

November 12th, 1846. No business of special interest was transacted.

November 16th, 1846. The Vice President submitted the Regulations of the University, Upper Canada College and District Scholarships as agreed to on the 17th of October, 1846, as follows :—

1.—The Scholars to be elected, after public Examination, and the proficiency manifested at it, to be the sole qualification for election, except as hereafter provided.

2.—The subjects of the Examination to be portions of the Greek and Latin Classics and Mathematics, appointed for each year by the Vice President of the University of King's College, and published, at least, ten months before the Examination

3.—The Candidates to be classified and arranged according to merit.—the names of those elected to be published in the order in which they shall have been placed, and the Institutions, or Tutors, at which, or by whom, respectively, each has been educated, to be specified.

4.—No Candidate is to be elected a Scholar, unless he shall have been placed in the first class, in one department, (either Classics, or Mathematics,) and not lower than the fourth class in the other, (either Mathematics, or Classics).

5.—The first in the first Class, in each department, to be elected University Scholars.

6.—If two competitors shall be equal, the only ground of preference to be :—(1) greater need of the assistance afforded by the Scholarship ;—(2) higher standing in the department of Classics, (3), or having been educated at the District Grammar School.

7.—The the only requisites for eligibility to be—that the parents, or guardians, of those who offer themselves as Candidates for District Scholarships shall have resided in their Districts during the year previous to the Examination ;—that the Candidates shall have received instruction within the Districts, whose Scholarships they desire to obtain, during the same period, and that they produce certificates of good conduct from the Principal, Head Master, or Tutor, under whose charge they have been.

—Candidates for the Upper Canada College Scholarships are to be required to produce certificates of attendance at that Institution for the year previous, and of good conduct, signed by the Principal ; the above certificates to be lodged with the Registrar of the University, at least one fortnight before the date of Examination—

8.—If any District Grammar School shall be without a Candidate, possessing the above requisites, the vacancy may be filled by electing the highest, in standing, wherever educated, of those Candidates whose parents, or guardians, have resided in that District during the required period.

9.—The Scholarships are to be held for three years, during good behaviour, and, on condition, that the requisite terms should be kept, and the requisite Examinations passed in due order.

10.—The First Examination under these Regulations, to take place in the first week in October, 1847,—and the subjects shall be :—

Greek . . . . .	{	Homer : Iliad, Book I.
		Homer : Odyssey, Book IX.
		Xenophon : Anabasis, Book I.
		Lucian : Vita, Charon and Timon.

Latin . . . . .	{	Virgil : <i>Æneid</i> , Book II.
		Sallust : <i>Bell. Catilin.</i>
		Horace : <i>Odes</i> , Book I.
		Ovid : <i>Fasti</i> , Book I.
		Translation into Latin : Verse and Prose.
Mathematics.	{	Arithmetic.
		Euclid : Books I, II, III, IV, Definitions of V and VI.
		Algebra : Quadratic Equations inclusive.

Whereupon it was moved by Dean Beaven, and seconded by Professor Croft, that these Regulations, brought forward by the Vice-President of the University, for the election of Scholars in this University, be adopted, as now amended. *Carried.*

The Principal of Upper Canada College, Mr. F. W. Barron, submitted the resignations of Messieurs Walter Stennett and Michael Barrett of the offices respectively of Resident Master of the College Boarding Hall, and Inspecting Master of that Establishment. These resignations were referred to the Reverend Doctor McCaul and Mr. Barron to report thereon.

(No other business of special interest was transacted.)

*November 25th, 1846.* The Committee appointed at the last Meeting on the Boarding House vacancies reported that the duty of superintending the pupils in the Boarding House, be discharged by the Third Classical Master, (who shall reside in the Boarding House), the French Master, and the First and Second English Master,—who shall each receive the sum of Twelve pounds, ten shillings Halifax currency each per annum. (No other business of importance was transacted.)

*December 3rd, 1846.* The Committee appointed in regard to the right of parties to use the College Avenue made a preliminary report as follows :—

1. The Committee appointed on the 17th of June, 1846, to examine the subject of trespasses on the College Avenue, and to offer recommendations thereon, have given the subject all the consideration in their power, but find themselves as yet unable to offer any definite recommendations, from an uncertainty as to the principle upon which they ought to base those recommendations. In order to make their difficulties intelligible, it may be proper to enter into the present circumstances of the Avenue and Grounds.

2. It is impossible to consider these two without reference to each other; but the main Avenue (from Queen Street) differs from the others and from the rest of the grounds, in this respect, that some parties claim a legal right of access to the main avenue, whilst all access to the other portions of the grounds is entirely at the discretion of the authorities of King's College.

3. It must be first understood, that the public in general have free access, on horse-back and in carriage, to the Avenue, and the southern portion of the Grounds, during the time when the gates remain unlocked, i.e., from an early hour in the morning to from 6 to 9 o'clock in the evening, according to the season, excepting on Sundays, and on those days, on which the Superintendent of the grounds thinks it prudent to lock the gates of the Main Avenue, during rainy weather, to prevent it from being too much out of use. From the Northern portion of the grounds, the public are entirely excluded, excepting as foot passengers.

There are, however, three classes of persons having access to the Avenue and grounds, by means of Keys, at those times and places, at which the public are excluded :—

(1) King's College, as a Body, and its Members, according to any regulations its Authorities may choose to establish. At the present time the Members of the University, who have access are: the President, the Professors, and three Members of Convocation; videlicet: the Principal of Upper Canada College, the Bursar and Doctor Hodder. These have free access to all the grounds, by means of Keys, excepting where the gate at the top of the Main, (Queen Street), Avenue is closed; at which time access to the grounds beyond can be gained only through the Yonge Street Avenue. The Professor in residence, however, whose duties require him to pass to and fro between the new building and the Town, at least twice every day,—finding that, on some occasion, he was unable to attend to his duties punctually at the hour of their commencement when compelled to go round by the Yonge Street Avenue, has procured a Key of the gate at the top of the Avenue, to be used in case of emergency.

(2) The second class, having access to the Avenue and Grounds, consists of those parties, who claim, as representatives, or tenants, of the original proprietors of the grounds adjoining the Main Avenue. The parties at present availing themselves of this claim appear to be the Law Society, and Mr. Layton of Caer Howell, whose right of access to this Avenue alone is not denied by the College Council, and these parties are accordingly furnished with Keys.

(3) The third class having access is that of those who have access by Keys,—solely at the discretion of the College Council.

First amongst these come the Members of their own body, who are not Members of the University, and the Visitors. These are conceived to have a kind of right to the privilege. Then follow those, who have formerly been Members of the College Council,—all of whom, however, do not appear to have Keys. The inmates of the Observatory must, of course, be accommodated with the means of ingress and egress. When those are omitted from the list, the number of persons, in addition, who possess Keys is very small, only fifteen, and, of these fifteen, there are scarcely any whose obtaining Keys does not rest upon some special reason, which would, no doubt, be recognized by the College Council.

But the total number of such persons is so great, that it appears nearly impossible to devise a plan, by which any effectual check can be placed on the use of Keys by persons not entitled to them—without giving unnecessary offence to persons, whom the Council would desire to treat with courtesy, or, without trenching upon the convenience of the inmates of the new Building and of the Observatory. And when it is considered, that the number of Members of Convocation is annually increasing, and that they may probably expect, as such, to have free access to the Grounds—that the occasional and usual intercourse between the new Building and the Town is daily increasing in consequence of the residence of students there,—and that there is every probability that it will still further increase;—it becomes a question whether it is desirable any longer to entertain the idea of restriction, further than is absolutely necessary for the preservation of the Avenue and Grounds.

With these views, the Committee desire to obtain from the Council a definite opinion as to the principle upon which it will be desirable to proceed for the future; i.e. whether the College grounds should be kept private so far as can be legally done, or whether they should be thrown open to the public so far as can be done without detriment to the property.

TORONTO, 3rd of December, 1846.

JAMES BEAVEN.

December 30th, 1846. No business of public importance was transacted.

STATISTICAL TABLES RELATING TO THE FINANCES OF KING'S COLLEGE.

The following twelve Statistical Tables, relating to the finances of King's College University, up to the end of 1846, were prepared by the Bursar of the University, and the originals are in his handwriting. They do not appear to have been laid before the King's College Council, or the Legislature, but, from their apparently complete and elaborate character, they must have been prepared for some special purpose—probably in connection with the proposed University Legislation of 1847. The first Table exhibits, at a glance, what was the actual state of the University endowment during each year, from 1828 to the end of 1846. The remaining Tables explain themselves.

STATISTICAL FINANCIAL TABLE OF KING'S COLLEGE UNIVERSITY, NUMBER I.

State of the Endowment of King's College University, on the 31st of December, 1846.

The Original Endowment consisted of .....	225,944 acres.
Of this Endowment there was sold .....	128,517½ “
Remaining on hand unsold .....	97,426½ “
Lands on Lease .....	81,366 acres.
Unoccupied Lands .....	16,060½ “
	—————
	97,426½ “
	—————

## Particulars of Sales made during 1828-1846.

Year.	Number of Sales.	Acres sold.	Proceeds of Sales.			Average sales per acre.	Total amount of Sales at the expiration of each year.		
			£	s.	d.		£	s.	d.
1828.....	21	3,067	3,653	10	0	23/0	3,656	10	0
1829.....	93	11,863	12,994	5	0	21/11	16,650	15	0
1830.....	69	8,670	9,492	0	0	21/1	26,142	15	0
1831.....	65	8,331	9,449	7	6	22/8	35,592	2	6
1832.....	75	8,881	9,905	15	0	22/4	45,497	17	6
1833.....	110	13,568	15,790	10	0	23/3	61,288	7	6
1834.....	67	7,642	8,731	12	6	23/5	70,020	0	0
1835.....	125	16,088	14,488	0	0	16/0	84,508	0	0
1836.....	47	4,985	5,754	5	0	23/1	90,262	5	0
1837.....	53	6,132	7,190	7	3	23/4	97,452	12	3
1838.....	20	2,154	3,104	10	0	25/3½	107,557	2	3
1839.....	40	4,358	5,770	2	6	26/5½	106,327	4	9
1840.....	3	350	318	15	0	18/2½	106,645	19	9
1841.....	46	4,717	7,167	11	3	30/4½	113,813	11	0
1842.....	77	7,504	12,378	8	6	32/10½	126,191	19	6
1843.....	79	7,723½	12,363	0	1	32/0	138,554	19	7
1844.....	40	3,836	5,907	17	6	30/9	144,462	17	1
1845.....	34	2,743	4,560	6	10	33/3	149,023	17	1
1846.....	32	8,905	6,551	0	0	33/7	155,574	3	11
		128,517½	155,574	3	11	24/2½			
Amount collected.....			103,218	14	5				
Balance due.....			52,355	9	6				



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STATISTICAL FINANCIAL TABLE, NUMBER II.

Statement of receipts and disbursements of King's College, from its commencement to 31st December, 1846.

Receipts during Nineteen Years.	Amount of Receipts.			Distribution during Nineteen Years.	Amount.		
	£	s.	d.		£	s.	d.
4½ years' Royal Grant at One Thousand Pounds (£1,000) Sterling a year.....	4,999	19	9	Assistance to Upper Canada College in Seventeen years.....	38,616	11	6½
Proceeds of Land sold, collected in Nineteen years.....	103,218	14	5	Salaries, Prizes and House Rent.....	19,653	0	0
Interest collected in Nineteen years.....	48,404	12	10	Grounds Purchased, Improvements and Labour, etcetera.....	14,074	7	6½
Rents collected in Nineteen years.....	22,871	9	5	University buildings, Repairs, Outfit and all contingencies.....	32,880	16	7
University Fees and Dues.....	2,201	8	0	Management of the Bursar's Office, Salaries and all contingent expenses during Nineteen years.....	19,233	13	8
Donations to the University.....	73	1	3	Land Tax.....	671	19	6½
				Balance, (as explained below).....	£125,330	8	10½
					£ 56,638	16	9½
	£181,769	5	8		£181,769	5	8
				<i>Explanation of the above Balance</i>			
				Investments in Public Debentures and Bank Stock.....	31,755	6	1
				Investments in Mortgages and good Securities.....	12,928	8	5½
				Investments in Real Estate.....	10,617	6	9
				Advances for outfit, to be returned.....	123	3	6
				Cash Balance in the Bank of Upper Canada.....	1,242	0	4
				Cash Balance in the Bursar's hands.....	0	0	3
				Deduct, (left on deposit and not debited in the above account).....	£56,733	18	0½
					95	1	3
					£56,738	16	9½

## STATISTICAL FINANCIAL TABLE, NUMBER III.

*Estimate of the Establishment of King's College for the year 1847.*

Names.	Nature of Office in the University.	Salaries.		
		£	s.	d.
His Excellency the Right Honourable James, Earl of Elgin and Kincardine, Governor General ..	Chancellor .....			
The Honourable Right Reverend the Lord Bishop of Toronto .....	President .....			
The Reverend John McCaul, LL.D.	Vice President .....	277	15	7
The Reverend John McCaul, LL.D.	Professor of Classics, etcetera .....	555	11	1
The Reverend James Beaven, D.D.	Dean, Professor of Divinity, etcetera .....	555	11	1
The Reverend James Beaven, D.D.	Chaplain .....	100	0	0
The Reverend James Beaven, D.D.	Resident Professor .....	50	0	0
Henry H. Croft, Esquire .....	Proctor, and Professor of Chemistry, etcetera .....	500	0	0
William C. Gwynne, Esquire, M.B.	Professor of Anatomy and Physiology ..	222	4	5
John King, Esquire, M.D .....	Professor of Medicine .....	222	4	5
William H. Blake, Esquire, B.A ..	Professor of Law .....	111	2	2
William R. Beaumont, Esquire .....	Professor of Surgery .....	222	4	5
George Herrick, Esquire, M.D .....	Professor of Midwifery .....	222	4	5
W. B. Nicol, Esquire .....	Professor of Materia Medica, etcetera ..	222	4	5
Henry Sullivan, Esquire .....	Professor of Practical Anatomy .....	277	15	7
Henry Sullivan, Esquire .....	Professor of Practical Anatomy for extra duty .....	55	11	1
The Reverend Robert Murray, M.A.	Professor of Mathematics .....	500	0	0
Lucius O'Brien, Esquire .....	Professor of Medical Jurisprudence ..			
Jacob Hirschfelder, Esquire .....	Tutor in Hebrew and German .....			
Seven B.A.'s .....	Sub. Librarians and Markers .....	132	0	0
Thomas Young, Esquire .....	Architect .....	200	0	0
Mr. John Wedd .....	Superintendent of the Grounds .....	91	5	0
Mr. Percy Marling .....	Assistant to the Professor of Chemistry .	52	0	0
Mr. James Patterson .....	Assistant to the Professor of Mathematics.	52	0	0
Mr. James Cody .....	Assistant to the Professor of Practical Astronomy .....	60	0	0
Mr. Daniel. Orris .....	Steward and Bedel .....	75	0	0
Mr. William Morrow .....	Messenger .....	40	0	0
Mr. Doodes King .....	Bell Ringer .....	40	0	0
Mr. Margaret Powell .....	Door Keeper .....	50	0	0
Mr. William Davidson .....	Butler in the New Building .....	52	10	0
Mr. George Stewart .....	Porter in the New Building .....	40	0	0
Mr. Robert Colby .....	Servant in the Anatomical Theatre .....	40	0	0
Mr. Thomas Nelson .....	Two Labourers on the Grounds .....	80	0	0
Mr. Christopher Drew .....				
Female Servants in the New Building .....		33	0	0
		£5,132	3	8

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*Sundry Expenditures.*

	£	s.	d.
House Rent of Professors .....	275	0	0
Labour on the Grounds, by Contract .....	205	0	0
Extra labour about the Buildings, etcetera.....	100	0	0
Wood .....	200	0	0
Insurances .....	98	0	0
Library, apparatus and contingencies of the different departments.....	300	0	0
Land Tax on about 20,000 acres at 1½d. per acre .....	125	0	0
Contingencies of every description .....	764	16	4
Cost of Repairs.....	300	0	0
	£7,500	0	0

STATISTICAL FINANCIAL STATEMENT TABLE, NUMBER IV.  
*Establishment of Bursar's Office for the Year 1847.*

Names.	Nature of Office.	Salaries.		
		£	s.	d.
Henry Boys, M.D .....	Bursar and Register .....	400	0	0
Mr. Alan Cameron .....	Senior Clerk .....	200	0	0
Mr. David Gilkinson .....	Second Clerk .....	175	0	0
Mr. Richard Brassington .....	Third Clerk .....	150	0	0
Stationery, Postage and all Contin- gencies .....	.....	925	0	0
		100	0	0
		£1,025	0	0

STATISTICAL FINANCIAL TABLE, NUMBER V.  
*State of the Endowment of Upper Canada College on the 31st of December, 1846.*

*Statement of the Original Endowment.*

By Grant, dated the 16th of November, 1832 .....	20,000 acres.
By Grant, dated the 14th of July, 1834 .....	1,080 acres.
By Grant, dated the 16th of May, 1835 .....	42,180 acres.
Difference on an exchange of some land with Government....	63,268 acres. 589 acres.
Number of acres sold .....	21,306½ acres.
Remaining on hand.....	42,550½ acres.
Number of acres on Lease.....	5,366⅓
Number of acres Unoccupied.....	37,184⅙
	42,550¼ acres.

N.B.—Upper Canada College was also endowed, by Grant, with Block A, called "Russell Square," containing Nine acres (the site of the College). Also by Grant dated the 28th of November, 1829, with Block D. in Toronto containing Five and a half acres, divided into thirty-six building lots, the particulars of which are hereafter stated.\*

\* Russell Square is the old site of Upper Canada College, (opposite the present Government House); and Block D was to the North of Saint James' Cathedral, on the North side of the present Adelaide Street, between Church and Nelson, (now Jarvis,) Streets.

## Particulars of the sales of the Original Endowment of Upper Canada College from 1832 to 1840.

Year.	Number of Sales.	Acres sold.	Proceeds of Sales.			Average price.	Total amount of sales at the expiration of each year.		
			£	s.	d.		Shillings & pence	£	s.
1832.....	2	200	140	0	0	14/0	140	0	0
1833.....	5	697	613	10	0	17/17½	753	10	0
1834.....	15	2,280	1,830	0	0	16/0	2,582	10	0
1835.....	18	1,304	941	0	0	14/5	3,524	10	0
1836.....	10	682	626	2	6	18/4	4,160	12	6
1837.....	7	800	700	0	0	17/6	4,850	12	6
1838.....	9	908	937	0	0	20/7	5,787	12	6
1839.....	107	11,502	8,210	5	0	14/3	13,997	17	6
1840.....	1	100	75	0	0	15/0	14,072	17	6
1841.....	1	100	75	0	0	15/0	14,147	17	6
1842.....	11	1,003½	1,168	17	6	23/3 ½	15,316	15	0
1843.....	9	917	1,459	7	6	31/11	16,776	2	6
1844.....	2	270	427	10	0	31/0	17,203	12	6
1845.....	3	455	568	15	0	25/0	17,772	7	6
1846.....	1	87 7/16	175	8	0	40/0	17,947	15	6
		21,306 7/16	£17,947	15	6				
Amount collected.....			£11,415	12	8				
Amount outstanding.....			£6,532	2	10				

## Particulars of the Town Lots in Block D, and their Sales.

Original number of Lots.....	36
Number of Lots sold .....	29
Lots remaining in hand, leased, or unoccupied.....	7
Amount for which the Twenty-nine Lots have been sold .....	£4,204 5 0
Amount collected.....	1,585 6 0
Amount outstanding .....	£2,618 19 0

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15	6

STATISTICAL FINANCIAL TABLE, NUMBER VI.

Statement of the Receipts and Disbursements of Upper Canada College, from its commencement in 1829—1830 to the 31st of December, 1846.

Receipts during Eighteen years.	Amount.			Disbursements during Eighteen years.	Amount.		
	£	s.	d.		£	s.	d.
Grant from the Crown of One Thousand pounds (£1,000) Sterling per annum . . . . .	16,433	5	7	Salaries in eighteen years . . . . .	51,616	8	10
Proceeds of sales of Lands collected in . . . . .	11,415	12	8	Prizes, Exhibitions, Stationary in eighteen years . . . . .	1,313	10	0
Proceeds of sales of Town lots in Block D . . . . .	1,585	6	0	Contingencies of every description . . . . .	6,222	17	2
Interest, collected . . . . .	3,295	12	3½	Buildings and grounds in eighteen years . . . . .	19,118	4	6
Rents collected . . . . .	757	19	9	Land Taxes in eighteen years . . . . .	1,047	3	6½
Dues paid over by the Collector of Upper Canada College . . . . .	28,336	11	10½	Dues paid to Boarding House . . . . .	12,814	17	11
Assistance from King's College . . . . .	38,616	11	6½	Amount paid for Books . . . . .	5,939	0	3
				For Tuition in Hebrew and German . . . . .	180	7	6
				Collector's percentage . . . . .	429	6	0
				Balance due by parties, and investment . . . . .	£98,681	15	8½
	£100,440	19	8½		1,759	4	0
					£100,440	19	8½

## STATISTICAL FINANCIAL TABLE, NUMBER VII.

*An Estimate of the Establishment of Upper Canada College, for the year 1847.*

Names.	Nature of Appointment.	Salaries.		
		£	s.	d.
Frederick W. Barron, Esquire, M.A. ....	Principal .....	555	11	0
The Reverend Henry Scadding, M.A. ....	First Classical Master .....	333	6	8
The Reverend W. H. Ripley, B.A. ....	Second Classical Master .....	333	6	8
Walter Stennet, Esquire, M.A. ....	Third Classical Master .....	166	13	4
The Reverend George Maynard, M.A. ....	Mathematical Master .....	333	6	8
Mr. J. P. De la Haye .....	French Master .....	277	15	6
Mr. Michael Barrett .....	First English Master .....	194	8	8
Mr. John Gouinlock .....	Second English Master .....	138	17	8
Mr. J. G. Howard .....	Geometrical Drawing Master ...	111	2	0
The Reverend Thomas Phillips, D.D. ....	Retiring Allowance .....	111	2	0
Mrs. Mary Cosens .....	Matron of the Boarding House.	75	0	0
Three Masters .....	Inspectors of the Boarding House	50	0	0
Mr. Samuel Alderdice .....	Porter .....	50	0	0
		£2,730	10	2
<i>Various Charges and Expenditures, 1847.</i>				
Exhibitions .....		102	0	0
Prizes .....		80	0	0
Stationery .....		60	0	0
Repairs .....		150	0	0
Insurances .....		65	0	0
Wood and all contingencies .....		170	17	4
Land Tax, about 38,500 acres, at 1½d. each .....		241	12	6
		£3,600	0	0

STATISTICAL FINANCIAL TABLE, NUMBER VIII.

*Particulars of the Scholars of Upper Canada College, from the year 1839 to 1846.*

Year.	Quarter.	Number of Scholars.			
		Day Boys.	Boarders.	Free Scholars.	Total.
1839.....	1st .....	112	37	3	152
	2nd .....	115	46	3	164
	3rd .....	104	53	1	158
	4th .....	111	58	1	170
1840.....	1st .....	106	59	1	166
	2nd .....	102	62	1	165
	3rd .....	94	49	1	144
	4th .....	78	49	1	129
1841.....	1st .....	80	50	1	131
	2nd .....	80	54	1	135
	3rd .....	84	52	1	137
	4th .....	78	50	1	129
1842.....	1st .....	95	55	3	153
	2nd .....	95	57	4	156
	3rd .....	93	50	4	147
	4th .....	105	59	4	168
1843.....	1st .....	123	63	3	189
	2nd .....	117	64	6	187
	3rd .....	110	59	6	175
	4th .....	113	55	6	174
1844.....	1st .....	113	52	15	180
	2nd .....	116	51	15	182
	3rd .....	104	51	15	170
	4th .....	113	45	20	178
1845.....	1st .....	104	32	15	151
	2nd .....	112	32	21	165
	3rd .....	104	33	22	159
	4th .....	98	36	29	163
1846.....	1st .....	100	37	26	163
	2nd .....	103	36	25	164
	3rd .....	106	36	23	165
	4th .....	121	46	25	192

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## STATISTICAL FINANCIAL TABLE, NUMBER IX.

*Particulars of the Dues of Upper Canada College from 1839 to 1846, both years included.*

Year.	Tuition Fees.			Boarding House Dues.			Books.			Ornamental Drawing.			Hebrew and German.			Total Fees and Dues.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1839.....	1,154	5	0	1,038	16	8	411	11	8	10	0	0	None.		2,614	13	4	
1840.....	1,205	5	0	1,210	7	6	397	18	2	44	0	0	None.		2,857	10	8	
1841.....	1,000	10	0	1,176	17	6	361	18	0	44	0	0	None.		2,583	6	2	
1842.....	1,167	5	0	1,360	10	0	495	11	11	None.			27	15	0	3,050	11	11
1843.....	1,348	10	0	1,426	0	0	462	19	8	None.			28	10	0	3,265	19	8
1844.....	1,375	10	0	1,323	0	0	None.			None.			34	15	0	2,733	5	0
1845.....	1,079	6	3	906	0	0	None.			None.			44	7	6	2,029	13	9
1846.....	1,177	15	0	None.			None.			None.			33	5	0	1,211	0	0

## STATISTICAL FINANCIAL TABLE NUMBER X.

*The Collectors General Statement of the Dues of Upper Canada College, from the Second Quarter of 1839, to the end of 1846.*

Dues Returned for Collecting.	Amount.			How Disposed of.	Amount.		
	£	s.	d.		£	s.	d.
Old arrears to be collected ....	4,081	5	11	Collected and paid into the Bank of Upper Canada :			
New arrears to be collected ...	19,608	7	3				
				£ s. d.			
				Old arrears ..	1,823	16	10
				New arrears ..	14,236	11	8
					16,960	8	6
				Paid to Bursar & Collector			
				De la Haye .....	535	12	5
				Nine years petty disburse- ments .....	1,683	16	9
				Percentage to new Collector from July to December, 1846	13	4	10
				Remaining uncollected :			
				Old arrears .....	£2,257.9.1		
				New arrears.....	3,095.5.4	5,352	14
				In the Collector's hands on the 31st of December, 1846 ....	43	16	3
	£23,689	13	2		£23,689	13	2



STATISTICAL FINANCIAL TABLE NUMBER XI.

An Estimate of the Assets of King's College and Upper Canada College on the 31st of December, 1846.

Particulars.	Amount.	
	£	s. d.
Assets, as shown in the account of King's College Financial Table, Number XII .....	56,638	16 9½
Assets as shown in the account of Upper Canada College, in Financial Table, Number VI .....	1,759	4 0
Increased value on Three Welland Canal Debentures .....	283	10 0
Proceeds of Land outstanding, Table Number XII .....	61,506	11 4
Interest thereon, outstanding, Table Number XII .....	15,955	0 0
Rents in arrear, about £14,900, much of this irrecoverable .....	7,500	0 0
Dues to Upper Canada College and in arrear, £5,352.14.5. See Table Number X, much irrecoverable, say .....	3,000	0 0
Lands under Lease of King's College, 81,366 acres, Table Number I .....	108,415	7 6
do do U. C. C5,366 <sup>3</sup> / <sub>16</sub> , Table Number V, @ 25s 0d.		
Lands unoccupied K. C. 16,060 <sup>1</sup> / <sub>2</sub> acres, Table Number I.. } at 15s.0 .....	39,933	15 0
do do U. C. C. 37,184 <sup>5</sup> / <sub>16</sub> , Table Number V.. }		
Town lots in Block D, (unsold), worth about .....	1,000	0 0
The Grounds and Buildings of the University and Upper Canada College Buildings, Materials, etcetera, the Library, Philosophical and Chemical apparatus, Surgical Instruments, Fittings of Chapel, Lecture Rooms, etcetera .....	45,000	0 0
	£ 340,992	47½

led.

al Fees  
l Dues.

s.	d.
14	13 4
57	10 8
83	6 2
50	11 11
65	19 8
33	5 0
29	13 9
11	0 0

arter of

ount.

£ s. d.

60	8 6
35	12 5
83	16 9
13	4 10
52	14 5
43	16 3
89	13 2

STATISTICAL FINANCIAL TABLE, NUMBER XII.

An Estimate of the Income of the University of King's College, available for the Expenditure of Year 1847, and of the charges to which it will probably be liable in that year, taken upon the state of affairs at the close of the year 1846.

Description of Property.	Income it may be expected to yield within the year.		Probable Charges.	Amount.
Public Debentures..... at 6 per cent..	£31,047	19 5	Establishment of the University. See Table number III.....	£7,500 0 0
Public Debentures..... at 5 per cent..	550	0 0	Establishment of the Bursar's Office. See Table number IV.....	1,025 0 0
Stock of the Bank of Upper Canada.....	250	0 0	Establishment of Upper Canada College. See Table number VII.....	3,600 0 0
Stock of the Gore Bank.....	187	10 0		
Investments in Land and Mortgages (some of these are unproductive).....	25,304	19 2½		
Proceeds of King's College Lands sold, (outstanding).....	£52,355	9 6		
Proceeds of Upper Canada College Lands sold, (outstanding).....	6,532	2 10		
Proceeds of the Block D Lands sold, (outstanding).....	2,618	19 0		
	£61,506	11 4		
Interest outstanding on Purchase money, say, on about £15,955.0.0.....	600	0 0		
Rents receivable, about (Rents in arrear, about £14,900).....	1,500	0 0		
Pasturage of the University Grounds.....	65	0 0		
Fees of Students in the University..... say	400	0 0		
Dues of Scholars in Upper Canada College.....	1,400	0 0		
Arrears of Dues of Upper Canada College.....	50	0 0		
Annual grant from the Crown to Upper Canada College of £1,000 sterling.....	1,111	2 2		
Estimated available Income for the year 1847.....	£ 11,981	2 3		
Estimated Income short of the Estimated Charges.....	143	17 9		
	£ 12,125	0 0		£ 12,125 0 0

\* King's College, Mortgages and Securities, £12,928 8s. 5½d.; King's College Real Estate, £16,617 6s. 9d.; Upper Canada College Real Estate, £11,739 4s. 0d. Total, £25,304 19s. 2½d.

## THE VICE PRESIDENCY OF KING'S COLLEGE UNIVERSITY—AN EPISODE.—

On the 21st of November, 1842, Sir Charles Bagot, Governor General, and Chancellor of the University of King's College, Toronto, appointed the Reverend John McCaul, LL.D., Professor of Classical Literature, Belles Lettres Rhetoric and Logic in that University. He also appointed him, at the same time, Vice-President of the University. This latter appointment was made under the alleged authority of the University Statutes, and passed on the 4th of April, 1840.

The question of the legality of this appointment was referred to the Honourable Messieurs Robert Baldwin and James C. Small, as Crown Officers, for report. Their Report, dated the 23rd of November, 1842, stated that, in their opinion, the University Statute, Chapter IV of 1840, under which the Vice President was appointed, was "clearly bad, as it thereby interferes with the Charter," etcetera. \*

The case is somewhat complicated, and attracted a good deal of attention at the time, but it may be summarized as follows:—

On the 20th of June, 1840, on motion of the Honourable John Simcoe Macaulay, it was resolved by the Council of King's College, "that the Chancellor be requested to appoint a person to the position of Vice President of King's College, either by choice within the Province, or . . . in pursuance of a Statute of this University, (passed in April, 1840), Chapter IV." That Statute, being lost, its purport is given by Mr. John Macara, (See page 201 of the Fourth Volume of this Documentary History,) The Preamble states, "that the residence of the President, (Doctor Strachan) within the precincts of the University, and his personal superintendence of its internal affairs, are incompatible with the discharge of his ecclesiastical duties." The Statute, therefore, enacted "that there shall, during the Presidency of the Bishop of Toronto, be a Vice-President, who shall be one of the Professors." . . .

During the time that Sir Charles Bagot was Governor General, as well as Chancellor of King's College, he submitted certain Statutes to the authorities of the College, to be laid before its Council for adoption. These Statutes related to the duties and emoluments of the Professors and others. By them the salary of Doctor McCaul, as Professor, was raised from Four to Five Hundred pounds (£500)—while his emoluments, as Vice President, was reduced from Two Hundred and Fifty, to One Hundred and Fifty, pounds, (£150,) per annum. These Statutes were never laid before King's College Council, but were altered, so far as the salary, as Vice President was concerned, (by consent of Doctor Strachan,) so as to raise the allowance of the Vice President to Two Hundred and Fifty pounds (£250,) a year, while the raised salary of Doctor McCaul, as Professor, was left as proposed. These Statutes, with these and other emendations in the margin, were sent to the Chancellor. As he was then on his death bed, he was not aware of their return to him. Two months after his arrival in Upper Canada, Sir Charles Metcalfe, then Chancellor, sent Statutes to King's College Council—whether he saw those prepared by his predecessor was the point in dispute—leaving the sums

as they were in the amended Statutes of Doctor Strachan, but accompanying the Statutes "with a Letter containing a long and able discussion of the difficulties relative to the University." This Letter was, however, not laid before the Council of King's College, nor is it at present available.

On the 30th of April, 1846, the Honourable Adam Fergusson brought up this whole subject before the Legislative Council, in moving for certain returns relating to King's College. He preferred sundry charges against Doctor McCaul in regard to the matter. To these charges Doctor McCaul replied in the following May. His reply was published in a pamphlet in 1848, together with strictures on the sharp criticism, on the same subject, of Mr. John Macara, Author of "*The Origin, History and Management of King's College, 1844*," and to whom reference is made in a note on page 201 of the Fourth Volume of this Documentary History.

## CHAPTER VII.

### FOUNDATION OF THE PRESENT SYSTEM OF PUBLIC INSTRUCTION IN UPPER CANADA.

On the 28th of September, 1844, the Reverend Doctor Ryerson was appointed, by the Governor-General, Superintendent of Education for Upper Canada. On the 2nd of October, he applied for leave of absence, so as to visit the United States and Europe with a view to form an "acquaintance with the American School Systems and to examine the Educational Systems of the most enlightened nations of Europe, from the Primary Schools up to the Universities." On the 11th of October his application for leave of absence was granted, and on the 31st of that month, Doctor Ryerson left Canada on his tour of inquiry. After an absence of a year he returned to Canada.

In the autumn of 1845,—while attending the National Education Department in Dublin,—I joined Doctor Ryerson in London, and, with him, visited two Normal and other Schools in the Metropolis and its vicinity, and afterwards Mr. David Stow's Normal Training Seminary in Glasgow, as well as other Schools in Scotland. An account of these visits was sent to the Government and was, in part, published in Canada at the time. As a connected whole, they will be found on pages 237-248 of the Fifth Volume of this Documentary History.

After a careful study of the whole subject, and a comparison of the educational systems in the United States, and those which he studied, while in Europe, Doctor Ryerson prepared early, in 1846, an elaborate "Report on a System of Public Elementary Instruction for Upper Canada." The revised edition of this Report, published in 1847, extends to 191 pages, and consists of two parts.

The First Part of the Report embodies the principles upon which the proposed "System of Public Instruction" was to be founded, then the fifteen subjects to be taught under this projected System are enumerated.

In notes to each of the Subjects of Biblical Morality, Reading and Spelling, Arithmetic, Grammar, Geography, Vocal Music, Agriculture and Political Economy I have given, so far as I have been able, the names of such Text Books on these subjects as were published since 1840.

The Second Part of this Report contains details of the "Machinery of the (projected) System," such as the kind of Schools contemplated, the Teachers to be employed; then follows an explanation of the nature of the control to be exercised over the Schools, and their inspection, concluding with illustrations of the necessity for individual efforts in Canada, so as to infuse life and energy into the System,—drawn from the Educational examples of Germany and the United States.

The following is a copy of the Letter from the Reverend Doctor Ryerson to the Honourable Dominick Daly, Secretary of the Province of Canada, enclosing a copy of a "Report on a System of Public Elementary Instruction for Upper Canada," dated the 27th of March, 1846:—

I have the honour to transmit herewith, to be laid before His Excellency the Governor General a "Report on a System of Public Elementary Instruction for Upper Canada."—The result of my observations in Europe, and the commencement of the task assigned me by the late revered Governor General, Lord Metcalfe.

Having some time since communicated all the remarks and suggestions I had to offer relative to the Common School Act of 1843, I have made no reference to it in the following Report; nor have I given any historical, or analytical, view of the Systems of Public Instruction which obtain in any of the Countries that I have recently visited. I have only referred to them, in as far as appeared to be necessary to illustrate the conclusions at which I have arrived in respect to a System of Elementary Instruction for Upper Canada.

A previous Report on the Common School Law of Upper Canada, 1843.

I cannot expect that an implicit and unqualified assent will be given to every remark which I have made, or to every opinion which I have expressed in this Report; but I trust the general principles of the Report will meet with the approbation of His Excellency, and that the several subjects discussed will be deemed worthy of the consideration of the public.

In availing myself, as far as possible, of the experience of other Countries, and the testimony of their most enlightened Educationists, I have not lost sight of the peculiarities of our own Country, and have only imitated distinguished examples of other nations. Prussia herself, before adopting any important measure, or change in her system of Public Instruction, has been wont to send School Commissioners into other countries to collect all possible information on the subjects of deliberation. France, England and other European Governments have done the same.

Example of Educationists in other Countries. In Europe

Three enlightened Educationists from the United States have lately made similar tours in Europe, with a view of improving their own systems of Public Instruction. One of them spent upwards of two years in Europe in making educational enquiries,—aided by a Foreign Secretary. I have employed scarcely half that time in the prosecution of my enquiries; and without having imposed one farthing's expense upon the public. Though the spirit of censure has been, in some instances, indulged in, on account of my absence from Canada, and my investigating, with practical views, the Educational Institutions of Governments differently constituted from our own, I may appeal to the accompanying Report, as to the use which I have made of my observations; and, I doubt not, but that His Excellency and the people of Upper Canada, generally, will appreciate the propriety of such enquiries, and respond to the spirit of the remarks which that distinguished philosopher and statesman, M. Cousin, made on a similar occasion, after his return from investigating the systems of Public Instruction in several Countries of Germany.

In the United States.

M. Cousin.

Germany.

"The experience of Germany," (says M. Cousin), particularly of Prussia, ought not to be lost upon us. National rivalries, or antipathies, would here be completely out of place. The true greatness of a people does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever it appropriates. I am as great an enemy as any man to artificial imitations; but it is mere pusillanimity to reject a thing for no other reason than that it has been thought good by others. With the promptitude and greatness of the French understanding, and the indestructible unity of our national character, we may assimilate all that is good in other countries without fear of ceasing to be ourselves. Besides, civilized Europe now forms but one great family. We constantly imitate England in all that concerns outward life, the mechanical arts, and physical refinements; why then, should we blush to borrow something from kind, honest, pious, learned Germany, in what regards inward life and the nurture of the soul?"

But I have not confined my observations and references to Germany alone; the accompanying Report is my witness that I have restricted myself to no one Country, or form of Government; but, that I have "borrowed from all whatever" appeared to me to be "good," and have endeavored to "perfect," by adapting it to our condition, "whatever I have appropriated."

EGERTON RYERSON.

TORONTO, 27th of March, 1846.

As this Report forms the basis of our present Public School System I insert it entire as follows:—

REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR  
UPPER CANADA, 1846.

BY THE REVEREND EGERTON RYERSON, D.D., CHIEF SUPERINTENDENT OF SCHOOLS.

TO HIS EXCELLENCY EARL CATHCART,

GOVERNOR GENERAL OF BRITISH NORTH AMERICA, ETCETERA.

MAY IT PLEASE YOUR EXCELLENCY,

The Letter of the Secretary of the Province, which informed me of my appointment to my present Office, contains the following words:

Instructions.

"His Excellency has no doubt that you will give your best exertions to the duties of your new office, and that you will lose no time in devoting yourself to devising such measures as may be necessary to provide proper School Books; to establish the most efficient system of Instruction; to elevate the character of both Teachers and Schools; and to encourage every plan and effort to educate and improve the youthful mind of the country; and His Excellency feels assured that your endeavours in matters so important to the welfare of the rising youth of Western Canada, will be alike satisfactory to the public, and creditable to yourself."

NECESSITY FOR PRELIMINARY ENQUIRIES OUTSIDE OF CANADA.

Preparatory inquiries.

Before undertaking to assume a charge so responsible, and to carry into effect instructions so comprehensive, I felt that the most extended examination of already established systems of Education was desirable, if not indispensably necessary.

Accordingly, I applied, and obtained leave, without any expense to the Province, to visit the principal countries of Europe in which the most approved systems of Public Instruction have been established.

Having devoted upwards of a year to this preparatory part of my task, during which time I have pursued my inquiries in the dominions of nearly twenty different Governments, I now submit to Your Excellency the general conclusions at which I have arrived.

The leading and fundamental part of my assigned task was, "to devise such measures as may be necessary to establish the most efficient system of Instruction." I will, therefore, submit to the consideration of Your Excellency, first, what I have

been led to conclude "the most efficient system of Instruction," and secondly, the machinery necessary for its establishment, so as to "elevate the character of both the Teachers and Schools, and to encourage every plan and effort to educate and improve the youthful mind of the country."

In adopting measures so decided for the advancement of the education of the people, the Administration of Canada is but following the example of the most enlightened Governments, and, like them, laying the foundation for the strongest claims to the esteem of the country and gratitude of posterity. On the part of both the free and despotic Governments of Europe, no subject has latterly occupied more attention than that of Public Instruction. The whole subject has undergone the most thorough investigation; and systems both public and private, which had been maturing for ages, extending from the lowest Elementary Schools up to the Colleges and Universities, have been carefully digested and brought into efficient operation.

Example of other Governments.

The improvement and wide extension of the systems of Elementary Instruction form the most prominent, as well as the most interesting feature of this extraordinary development in the policy of both the European and American Governments.

In Europe.

Adequate provisions for Elementary Instruction exist not only in Prussia, Denmark, Sweden, Holland, Belgium, France, Switzerland, Bavaria, Saxony, Austria, and the minor States of Germany, but even in Russia a similar system has been commenced; the whole of that vast empire has been divided into Provinces, with a University in each; the Provinces again divided into Districts, each of which is provided with a Classical Gymnasium;—each Gymnasial District divided again into School Districts, and in each an Elementary School; so that, as a recent traveller observes, "from Poland to Siberia, and from the White Sea to the regions beyond Caucasus, including the Provinces recently wrested from Persia, there are the beginning of a complete system of Common School Instruction for the whole people, to be carried into full execution as fast as it is possible to provide the requisite number of qualified Teachers."

The investigations on this subject which have for several years past been instituted by our own Imperial Government, have been of the most extensive and practical character, and have already resulted in the adoption of measures unprecedentedly energetic and comprehensive, to supply the intellectual wants of the labouring classes.

The northern States of the neighbouring Republic have also made laudable efforts to improve their systems of Elementary Education; to promote which object, no less than three of their most distinguished citizens have, during the last nine years, made extensive tours in Europe.

In the United States.

But the vast amount of legislation which has been expended in these States, the numerous modifications and amendments of the School Laws,—the complaints that are still made by the most competent judges and administrators of them, of the defects in their operations,—no less than the nature and importance of the subject itself, admonish, and seem to require on the part of the Government of Canada, the most careful consideration of the whole subject; so that the wants, interests and circumstances of the country may be consulted as far as possible, and that the progress of education may not be retarded by uncertainty, doubt, and frequent change.

The instructions which have been given me, and the facilities of acquiring information with which I have been favoured, evince that the Canadian Government is second to no other in its desire and determination to promote in every possible way the education of the people.

In obedience then to my instructions, I proceed to the explanation of that system of Education which I conceive to be required by the circumstances of the country. In doing so, I shall strengthen and illustrate my own views by references to the best authorities, both European and American, in order that the Government and the people of Upper Canada may be satisfied—against objections which may be urged from any quarter—that the sentiments which I may advance, and the recommendations I may venture to submit, are not rash novelties or crude speculations, but the result of the largest experience, and the deepest investigations on the part of the best judges resident in both hemispheres, and under different forms of Civil Government.

Authorities introduced in confirmation of the Author's views.

PART I. OF THE REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION  
FOR UPPER CANADA.

This elaborate Report on a System of Public Elementary Instruction which was prepared by the Reverend Doctor Ryerson early in 1846 was divided into two parts. In the first part, the Author discussed the following subjects :

1. What was meant by Education—Basis and Extent of the Proposed System.

2. Our Provincial System of Education should be Universal ; it should be practical ; What was involved therein ; it should be founded on Religion and Morality ; it should develop all the intellectual and physical powers ; it should provide for the efficient teaching of the following subjects :

- |                                     |                           |
|-------------------------------------|---------------------------|
| (1). Biblical History and Morality. | (9). History.             |
| (2). Reading and Spelling.          | (10). Natural History.    |
| (3). Writing.                       | (11). Natural Philosophy. |
| (4). Arithmetic.                    | (12). Agriculture.        |
| (5). Grammar.                       | (13). Human Physiology.   |
| (6). Geography.                     | (14). Civil Government.   |
| (7). Linear Drawing.                | (15). Political Economy.  |
| (8). Vocal Music.                   |                           |

Then followed a recapitulation and explanatory remarks on the preceding View of Public Elementary Instruction, and the manner in which it should be taught—Irish National School Books to embrace it—Objections to the comprehensiveness of this Course of Instruction answered by the Author, and a distinguished American Educationist—Conclusion of the First Part.

The Second Part of the Report refers to the "Machinery of the System." The First Part is as follows :—

**What meant by Education.** By Education, I mean not the mere acquisition of certain arts, or of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments of life, as Christians, as persons of business and also as members of the civil community in which they live.

**Basis and Extent of the System.** The basis of an Educational structure adapted to this end should be as broad as the population of the country ; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments or profession, the one rising above the other—the one conducting the other ; yet each complete in itself for the degree of education it imparts ; a character of uniformity as to fundamental principles pervading the whole ; the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and the people.

The branches of knowledge which it is essential that all should understand, should be provided for all, and taught to all ; should be brought within the reach of the most needy, and forced upon the attention of the most careless. The knowledge required for the scientific pursuit of mechanics, agriculture and commerce, must needs be provided to an extent corresponding with the demand, and the exigencies of the country ; while to a more limited extent are needed facilities for acquiring the higher education of the learned professions.



Now, to a professional education, and to the education of the more wealthy classes, no objection has been made, nor even indifference manifested. On the contrary, for these classes of society, less needing the assistance of the Government and having less claims upon its benevolent consideration than the laboring and producing classes of the population, have liberal provision been made, and able Professors employed, whilst Schools of Industry have been altogether overlooked, and primary instruction has scarcely been reduced to a system; and the education of the bulk of the population has been left to the annual liberality of Parliament. Nay, even objections have been made to the education of the laboring classes of the people; and it may be advisable to show, at the outset, that the establishment of a thorough system of primary and industrial education, commensurate with the population of the country, as contemplated by the Government, and as is here proposed, is justified by considerations of economy as well as of patriotism and humanity.

Comparative neglect of Elementary Education.

First, such a system of general education amongst the people is the most effectual preventative of pauperism, and its natural companions, misery and crime.

General Education a preventive of pauperism.

To a young and growing country, and the retreat of so many poor from other countries, this consideration is of the greatest importance. The gangrene of pauperism in either cities or states is almost incurable. It may be said in some sort to be hereditary as well as infectious,—both to perpetuate and propagate itself,—to weaken the body politic at its very heart,—and to multiply wretchedness and vice.

Now, the Statistical Reports of pauperism and crime in different countries, furnish indubitable proof that ignorance is the fruitful source of idleness, intemperance and improvidence, and these the fosterparent of pauperism and crime. The history of every country in Europe may be appealed to in proof and illustration of the fact,—apart from the operation of extraneous local and temporary circumstances,—that pauperism and crime prevail in proportion to the absence of education amongst the labouring classes, and that in proportion to the existence and prevalence of education amongst those classes, is the absence of pauperism and its legitimate offspring.

What Statistics of Pauperism prove.

To adduce even a summary of the statistical details which I have collected on this subject, would exceed my prescribed limits; and I will only present the conclusions at which competent witnesses have arrived after careful and personal inquiry. F. Hill, Esquire, Her Majesty's Inspector of Prisons in Scotland, at the conclusion of a statistical work on National Education in Great Britain, Prussia, Spain and America, states the following amongst other inferences, as the result of his investigations:

Power of Education.

“So powerful is education as a means of national improvement, that, with comparatively few exceptions, the different countries of the world, if arranged according to the state of education in them, will be found to be arranged also according to wealth, morals and general happiness; and not only does this rule hold good as respects a country taken as a whole, but it will generally apply to the different parts of the same country.

General Facts.

Thus in England, education is in the best state in the northern Agricultural District, and in the worst state in the southern Agricultural District, and in the Agricultural parts of the Midland District; while in the great Towns, and other manufacturing places, education is in an intermediate state; and at the same time, the condition of the people and the extent of crime and violence among them follow in like order.”\*

Agricultural labourers in England.

J. C. Blackden, Esquire, of Ford Castle, Northumberland, England, in concluding his evidence before the Poor Law Commissioners, expresses himself thus; “In taking a short review of my answers to the Commissioners' Queries, the advantageous position of our labouring population, when compared with the position of those in the more southern districts of the country, must be manifest. It is impossible to live among them without being struck by their superior intelligence, and their superior morality. I am fully justified in this assertion by the Parliamentary Returns of criminal commitments in the several Counties of England, which prove Northumberland to be very much more free from crime than any other County. A principal cause of this I have no doubt arises from the education they receive at the Schools scattered over the country.”†

\*National Education; its present state and prospects, by Frederick Hill, Volume ii, pages 164 and 165.

† Report of Poor Law Commissioners.—Appendix.

The Reverend W. S. Gilly, Vicar of Norham Parish, Northumberland, states the following facts in evidence before the same Commissioners :

Parish  
Examples.

"I scarcely know an instance in this Parish in which the children of an agricultural labourer have not been sent to School, for the most part at their own expense. I believe the parents set a greater value on that education the expenses of which they defray themselves; they watch their children's progress more narrowly. From prudence and education results the prosperity of this District; and it is not here as in some places, that the absolute plenty of the land, and the relative poverty of the people who live in it, keep pace one with the other! A high standard of character has raised the standard of comfort here: and for many years useful education, combined with Christian education, has been diffusing its blessing."\*

Prussian Pro-  
vinces of the  
Rhine.

The same causes have produced the same effects in other countries. Prussia is a conspicuous example. The following is the statement of Thomas Wyse, Esquire, Member of the British Parliament, and author of an elaborate work on Education Reform, who has made extensive tours of personal inspection on the Continent. Personal observation enables me to attest to the correctness of that part of Mr. Wyse's statements which relate to the recently acquired Prussian Provinces on the Rhine. Mr. Wyse says—"What is the real social result of all this?—How has it affected the population for good or for ill?—How is it likely to affect them in future?—The narratives given by Pestalozzi, De Fellenberg, Oberlin and the Père Girard, of the singular revolution, mental and moral, and I may also add, physical, effected by the application of their system of teaching on a hitherto ignorant and vicious population, though admitted to be isolated experiments, ought not the less to be considered evidences of the intrinsic force of the instrument itself, and of its power to produce similar results, wherever and whenever fairly tried, without reference to country or numbers; that is, whenever applied with the same earnestness, honesty and skill in other instances as in theirs. And of this portion of Prussia—the Rhenish Provinces—it may surely be averred, that it has now been for some time under the influence of this system, and that during that period, whether resulting from such influence or not, its progress in intelligence, industry, and morality, in the chief elements of virtue and happiness, has been steadily and strikingly progressive. In few parts of the civilized world is there more marked exemption from crimes and violence."

Statement of  
Mr. Thomas  
Wyse, M.P.

Opinion of the  
Right Rev.  
Dr. Potter,  
present Epis-  
copal Bishop  
of Ohio.

A judicious American writer observes, that "nearly nine-tenths of all the pauperism actually existing in any country, may be traced directly to moral causes; such as improvidence, idleness, intemperance, and a want of moderate energy and enterprise. Now it is hardly necessary to add that education, if it be imparted to all the rising generation, and be pervaded, also, by the right spirit, will remove these fruitful sources of indigence. It will make the young provident, industrious, temperate and frugal, and with such virtues, aided by intelligence, they can hardly fail in after life to gain a comfortable support for themselves and families. Could the paupers of our own State be collected into one group, it would be found, I doubt not, that three out of every four, if not five out of every six, owe their present humiliating position to some defect or omission in their early training"†

Manufactur-  
ing labourers  
—testimony of  
A. G. Escher,  
Esq., a manu-  
facturer and  
engineer.

What has been stated in respect to agricultural labourers, and of the labouring classes generally, is equally and specially true of manufacturing labourers. From the mass of testimony which might be adduced on this point, one or two statements only will be selected. The first is from the evidence before the Poor Law Commissioners, by Mr. A. G. Escher, of Zurich, Switzerland, who has been accustomed to employ hundreds of workmen. In reply to the question, as to the effects of a deficiency of education on success in mechanical employments, Mr. Escher says: "These effects are most strikingly exhibited in the Italians, who, though with the advantage of greater natural capacity than the English, Swiss, Dutch or Germans, are still of the lowest class of workmen. Though they comprehend clearly and quickly any simple proposition made, or explanation given to them, and are enabled quickly to execute any kind of work when they have seen it performed once, yet their minds, as I imagine from want of development by training or School Education, seem to have no kind of logic, no power of systematic arrangement, no capacity for collecting any series of observations, and making sound deductions from the

Example of  
Zurich.

\*Report of the Poor Law Commissioners. *Appendix.*

† *School and Schoolmaster.* By the Reverend Alonzo Potter, D.D., of New York. Eleven thousand copies of this work have been circulated gratuitously in the State of New York, by the Honourable James Wadsworth, and three thousand in the State of Massachusetts, at the expense of Mr. Brimmer, late Mayor of Boston.

whole of them. This want of capacity of mental arrangement is shown in their manual operations. An Italian will execute a simple operation with great dexterity; but when a number of them is put together, all is confusion. For instance: within a short time after the introduction of cotton spinning into Naples in 1830, a native spinner would produce as much as the best English workman; and yet up to this time, not one of the Neapolitan operators is advanced far enough to take the superintendence of a single room, the Superintendents being all Northerners, who, though less gifted by nature, have had a higher degree of order and arrangement imparted to their minds by a superior education."

In reply to the question, whether Education would not tend to render them discontented and disorderly, and thus impair their value as operatives, Mr. Escher states: "My own experience and my conversation with eminent mechanics in different parts of Europe, lead me to an entirely different conclusion. In the present state of manufactures, where so much is done by machinery and tools, and so little done by mere brute labour, (and that little diminishing,) mental superiority, system, order, punctuality and good conduct,—qualities all developed and promoted by education,—are becoming of the highest consequence. There are now, I consider, few enlightened manufacturers, who will dissent from the opinion, that the workshops, peopled with the greatest number of well informed workmen, will turn out the greatest quantity of the best work, in the best manner. The better educated workmen are distinguished, we find, by superior moral habits in every respect.

"From the accounts which pass through my hands, I invariably find that the best educated of our work people manage to live in the most respectable manner, at the least expense, or make their money go the farthest in obtaining comforts. Mr. Escher on domestic comfort.

"This applies equally to the work people of all nations, that have come under my observation; the Saxons the Dutch, and the Swiss, being however decidedly the most saving without stinting themselves in their comforts, or failing in general respectability. With regard to the English I may say, that the educated workmen are the only ones who save money out of their very large wages.

"By Education I may say, that I, throughout, mean not merely instruction in the art of reading, writing and arithmetic, but better general mental development; the acquisition of better tastes, of mental amusements, and enjoyment which are cheaper while they are more refined."\*

The same Report contains the evidence of many English Manufacturers to the same effect, and also the Report to the Secretary of State for the Home Department on the training of Pauper Children, 1841. English example.

The same causes produce the same effect among the labouring population of the manufacturing towns in the United States.

In 1841, the Secretary of the Massachusetts Board of Education made a labourious inquiry into the comparative productiveness of the labour of the educated and uneducated manufacturing operatives in that State. The substance of the answers of the manufacturers, and business men to whom he applied, is as follows: "The result of the investigation is the most astonishing superiority in productive power on the part of the educated over the uneducated labourer. The hand is found to be another hand when guided by an intelligent mind. Processes are performed not only more rapidly, but better, when faculties have been cultivated in early life furnish their assistance. Individuals, who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition and subjected to all the evils of want and poverty, raise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of labouring men, where all services are rated according to their pecuniary value there is it found as an almost invariable fact, other things being equal, that those who have been blessed with a good Common School Education, rise to a higher and higher point in the kinds of labour performed, and also in the rate of wages paid, while the ignorant sink like dregs to the bottom."†

From the preceding facts, may be inferred the importance of a sound Common School Education, among even the lowest class of agriculturalists and mechanics, in respect both to employers and the employed. Conclusion from these facts.

The general diffusion of such an education even in the poorest country is the precursor and companion of the general diffusion of industry and virtue, comfort

\* Report of Poor Law Commissioners.

† Seventh Report of the Honourable Horace Mann, Secretary of the Massachusetts Education Society for 1841.

and happiness. Of this Switzerland—naturally the least productive, and the most difficult of cultivation of any country of central Europe—is an indubitable example.

Example of  
Switzerland.

In several of the Cantons of Switzerland I have lately had the opportunity of witnessing the substantial correctness of what is thus stated by a recent traveller: "The intermixture of classes is wonderfully divested of the offensive familiarities which would infallibly arise from it in less educated countries. Deferential respect is paid, rather perhaps, to age, and moral station, than to mere affluence; but I have seldom witnessed any departure from a tone and manner of affectionate courtesy on the part of the poorer towards the higher classes. This may, however, be mainly attributable to the habitual and kindly consideration shewn to the working classes by their superiors. Whether this results from a higher sense of doing to others as we would be done by, whether from natural kind-heartedness, or whether from the knowledge of the power possessed by each man, I know not; but be it from love, or be it from fear, certain it is, that a kindly feeling is evinced by employers to the employed in Northern Switzerland, of which few other countries afford an example. Switzerland is clearly indebted to the highly educated, or, to speak more correctly, to the extensively educated mind of her people, for her singular prosperity and advancement

"Brilliant talents, or any eminent powers of intellect, are very rarely found among the Swiss; but for sound good sense, and general proficiency in the common branches of education, I do not think that there is a people equal to them.

Case of  
Zurich.

"A family in one of the villages I visited in the Canton of Zurich, was pointed out to me as unusually disreputable, and I was cautioned not to take any thing I saw there as a sample of the rest. One of the heaviest charges made against the conduct of the master was, that he had been repeatedly warned by the *gemeindemann* to send two of his children to school who were turned of eight years of age; that he had proved so refractory, that at length, the Stadholder had been informed of his conduct, and it was only when he found he was about to be fined that he complied with the law."

Bishop  
Berkeley  
quoted.

One may well ask then, with Bishop Berkeley, "whether a wise State hath any interest nearer at heart than the education of the youth?" Independent of the answer furnished by the foregoing facts, the safety of a constitutional State may, in the words of M. Girardin, late Educational Inspector of the French Government to Austria: "The instruction of the people endangers Absolute Government; their ignorance on the contrary imperils Representative Government; for the Parliamentary debates, while they reveal to the mass the extent of their rights, do not wait until they can exercise them with discernment: and when a people know their rights there is but one way to govern them, to educate them." A sentiment which is still more strongly enforced by the present enlightened Archbishop of Dublin: "If the lower orders are to be the property, the slaves of their Governors, and to be governed not for their own advantage, but entirely for the benefit of their rulers, then, no doubt, the more they are degraded towards the condition of brutes, the more likely they are to submit to the tyranny. But if they are to be governed as rational beings, the more rational they are made the better subjects they will be of such a Government."\*

Testimony of  
M. Girardin.

Archbishop  
Whately  
quoted.

System of  
Education  
should be  
universal.

1. The first feature then of our Provincial system of Public Instruction, should be *universality*; and that in respect to the poorest classes of society. It is the poor indeed that need the assistance of the Government, and they are proper subjects of their special solicitude and care; the rich can take care of themselves. The elementary education of the whole people must therefore be an essential element in the Legislative and Administrative policy of an enlightened and beneficent Government.

Should be  
practical.

2. Nor is it less important to the efficiency of such a system, that it should be *practical*, than that it should be universal. The mere acquisition or even the general diffusion of knowledge without the requisite qualities to apply that knowledge in the best manner, does not merit the name of education. Much knowledge may be imparted and acquired without any addition whatever to the capacity of the business of life. There are not wanting numerous examples of persons who excel, even in the higher departments of knowledge, who are utterly incompetent to the most simple, as well as the most important, affairs of every day life. History presents us with even university systems of education, (so called,) entirely

Exceptions  
quoted.

\* Archbishop Whately. Sermon for the benefit of Halesworth and Clondalkin National School, near Dublin, page 15.

destitute of all practical character ; and there are elementary school systems, which tend as much to prejudice and prevent, not to say corrupt, the popular mind, as to improve and elevate it.

The very end of our being is practical ; and every step and every branch of our moral, intellectual, and physical, culture should harmonize with the design of our existence. The age in which we live is likewise eminently practical ; and the condition and interests, the pursuits and duties of our new country, under our free government, are invested with an almost exclusively practical character. Scarcely an individual among us is exempt from the necessity of "living by the sweat of his face." Every man should, therefore, be educated to practice.

Case of Canada.

The changes and developments which have been made in the arts, modes of labour, methods of business, systems of Commerce, Administration of the Government, and indeed every department of civilization, involve the necessity and importance of a corresponding character in our whole System of Public Instruction. The same amount of skill and knowledge, which would have enabled an artizan, or a tradesman, or merchant, or even a professional man, to have excelled in former years, would be, by no means, adequate to success in the present stage of mental development, and of keen and skilful competition.

Tempora mutantur.

The state of society, then, no less than the wants of our country, require that every youth of the land should be trained to industry and practice,—whether that training be extensive, or limited.

Now, education thro' practical, includes Religion and Morality ; secondly, the development to a certain extent of all our faculties ; thirdly, an acquaintance with several branches of elementary knowledge.

What involved in practical education.

Under these heads will be embraced a summary view of what I deem it necessary to say on this subject. Nor shall I be very particular in treating them separately.

3. By Religion and Morality I do not mean sectarianism in any form, but the general system of truth and morals taught in the Holy Scriptures. Sectarianism is not morality. To be zealous for a Sect, and to be conscientious in morals are widely different. To inculcate the peculiarities of a Sect, and to teach the fundamental principles of Religion and Morality are equally different. Indeed, schools might be named in which there is the most rigorous inculcation of an exclusive sectarianism, where there is a deplorable absence of the fruits of both Religion and Morality. As there may be a very careful teaching of some of the ornamental branches of learning, while the essential and practical departments of it are very carelessly, if at all, taught ; so it notoriously occurs that scrupulous and ostentatious maintenance and teaching of the "mint, anise, and cummin" of a vain and grasping sectarianism is accompanied with an equally notorious disregard of the "weightier matters of the law"—of Religion and Morality.

Religion.

Not sectarianism.

Such teaching may, as it has done, raise up an army of pugilists and persecutors, but it is not the way to create a community of Christians. To teach a child the dogmas and spirit of a Sect, before he is taught the essential principles of Religion and Morality, is to invert the pyramid,—to reverse the order of nature,—to feed with the bones of controversy, instead of with the nourishing milk of Truth and Charity.

In these remarks I mean no objection to schools in connection with a particular Religious Community,—wholly controlled by such Community, and where its Worship is observed and its Creeds taught. Nor would I intimate that such establishments may not, in many instances, be more efficient and more desirable than any other difficulty constituted ; nor that the exertions to establish and maintain them are not most praiseworthy and ought not to be countenanced and supported. I refer not to the constitution and control of Schools, or Seminaries, but to a kind of teaching,—a teaching which can be better understood than defined,—a teaching which unchristianizes four-fifths, if not nine-tenths, of Christendom,—a teaching which substitutes the form for the reality,—the symbol for the substance,—the dogma for the doctrine,—the passion for Sect, for the love of God and our neighbours ;—a teaching which, as history can attest, is productive of ecclesiastical corruptions, superstition, infidelity, social disputes and civil contentions and is inimical alike to good government and public tranquility.

Separate Schools not necessarily condemned.

Questionable exclusiveness.

I can aver, from personal experience and practice, as well as from a very extended enquiry on this subject, that a much more comprehensive course of Biblical and Religious instruction can be given than there is likely to be opportunity for doing so in Elementary Schools, without any restraint, on the one side, or any

What religious instruction may be given in mixed schools.

tinature of sectarianism, on the other,—a course embracing the entire History of the Bible, its institutions, cardinal doctrines and morals, together with the evidences of its authenticity. In the sequel, this statement will be illustrated and confirmed by facts.

Example of the evils of a godless system of education.

The misapplication and abuse of Religious Instruction in Schools have induced many to adopt a contrary error, and to object to it altogether, as an element of popular education. In France, Religion formed no part of the Elementary Education for many years, and in some parts of the United States the example of France has been followed. Time is required fully to develop the consequences of a purely godless system of Public Instruction. It requires a generation for the seed to germinate,—a second, or a third, for the fruit to ripen.

Care of France in the matter.

However, the consequences have been too soon manifest both in France and America

The French Government has, for many years, employed its most strenuous exertions to make Religious Instruction an essential part of Elementary Education; and experienced men, and the most distinguished educational Writers in the United States, speak in strong terms of the deplorable consequences resulting from the absence of Religious Instruction in their Schools, and earnestly insist upon its absolute necessity.

Testimony of the School Superintendent of the State of New York.

The Honourable Samuel Young, the present Superintendent of Education in the State of New York, thus portrays the character of the popular mind in that country, in the utter absence of all Religion in this System of Public Instruction. The length of the extract will be amply justified by the importance of the subject, and the high authority from which it emanates :

This testimony quoted.

“Nothing is more common than for public journalists to extol, in unmeasured terms, the intelligence of the community. On all occasions, according to them, *vox populi est vox Dei*. We are pronounced to be a highly cultivated, intellectual and civilized people. When we, the people, called for the exclusion of small bills, we were right; when we called for the repeal of the exclusion of small bills, we were equally right. We are divided into political parties nearly equal, but we are both right. We disagree respecting the fundamental principles of government; we quarrel about the laws of a circulating medium: we are Bank, and anti-Bank, tariff, and anti-tariff, for a national bankrupt law, and against a national bankrupt law, for including corporations, and for excluding corporations, for unlimited internal improvement, judicious internal improvement, and for no internal improvement. We have Creeds, Sects, Religious Denominations, and faiths of all varieties, each insisting that it is right, and that all the others are wrong. We have cold-water societies, but many more that habitually deal in hot water. We are anti-masonic, and masonic, pro-slavery, and anti-slavery; and are spiced and seasoned with abolitionism, immediateism, gradualism, mysticism, materialism, agrarianism, sensu-lism, egotism, scepticism idealism, Transcendentalism, VanBurenism, Harrisonism, Mormonism and Animal Magnetism. Every public and private topic has its furious partizans, struggling with antagonists equally positive and unyielding, and yet we are told that we are a well informed, a highly civilized people. If we look to our Legislative Halls, to the lawgivers of the land, to the men who have been selected for the greatest wisdom and experience, we shall see the same disagreement and collision on every subject. He who would play the politician must shut his eyes to all this and talk incessantly of the “intelligence of the people.” Instead of attempting to lead the community in the right way, he must go with them in the wrong.

Contrasts of beliefs and opinions.

Example of the *Vox populi*.

“It is true he may preach sound doctrine, in reference to the education of youth. He may state the vast influence it has upon the whole life of man. He may fully point out the imperfections in the moral, intellectual, and physical instructions of the children of the present day. He may urge the absolute necessity of good Teachers, of the multiplication of Libraries, and every other means for the diffusion of useful Knowledge. He may expatiate upon the superstitious fears, the tormenting fancies, the erroneous notions, the wrong prepossessions, and the laxity of morals which most children are allowed to imbibe, for want of early and correct instruction, and which, in the majority of cases, last through life. He may, with truth and freedom, declare that the mental impress at twenty gives force to the remainder of life; and that most young men of our country, of that age, have not half the correct information and sound principles which might, with proper care, have been instilled into their minds before they were ten years old. But here, the politician must stop his censures, and close his advice. At twenty-one, the

ignorant, uneducated and wayward youth is entitled to the right of suffrage, and mingles with a community composed of materials like himself. He bursts the shell which had enveloped him; he emerges from the chrysalis state of darkness and ignorance, and, at once, becomes a competent part of a highly intelligent, enlightened and civilized community!

"If we honestly desire to know society as it is, we must subject it to a rigorous analysis. We must divest ourselves of all partiality, and not lay the flattering unction of vanity to our souls. The clear perception of our deficiencies, of the feeble advances already made in Knowledge and civilization, is the best stimulus to united, energetic and useful exertion. Bitter truth is much more wholesome than sweet delusion. The gross flattery which is weekly and daily poured out in Legislative speeches, and by a time-serving press, has a most pernicious influence upon the public mind and morals."

"The greater the ignorance of the mass, the more readily the flattery is swallowed. He who is the most circumscribed in Knowledge, perceives not a single cloud in his mental horizon. Attila and his Huns doubtless believed themselves to be the most civilized people on earth; and if they had possessed our editorial corps, they would have proved it to be so. Weak and vain females in the days of their youth have been charged by the other sex with an extraordinary fondness for flattery, but, judging by the constant specimens which are lavishly administered and voraciously swallowed, the male appetite for hyperboles of praise is altogether superior. The vain glorious boastings of the American press excite the risibility of all intelligent foreigners."

"According to the learned and philosophic De Tocqueville, this is the country of all others where public opinion is the most dictatorial and despotic. Like a spoiled child, it has been indulged, flattered and caressed by interested sycophants, until its capriciousness and tyranny are boundless. When Americans boast of their cultivated minds and human feelings, foreigners point them to the existence of Negro-slavery. When they claim the civic merit of unqualified submission to the rules of social order, they are referred to the frequent exhibitions of duels and Lynch law. When they insist upon the prevalence among us of strict integrity, sound morals and extensive piety, they are shown the American newspapers which probably contains the annunciation of half a dozen thefts, robberies, embezzlements, horrid murders and appalling suicides."

"Burns, the eminent Scotch poet, seems to have believed that good would result,

'If Providence the gift would give us,  
To see ourselves as others see us.'

If we had this gift, much of our overweening vanity would doubtless be repressed, and many would seriously ponder on the means of reformation and improvement. But that any great improvement can be made upon the moral propensities of the adults of the present day is not to be expected. The raw material of humanity, after being even partially neglected for twenty years, generally bids defiance to every manufacturing process.

"The moral education, that is the proper discipline of the dispositions and affections of the mind, by which a reverence for the Supreme Being, a love of Justice, of Benevolence, and of Truth are expanded, strengthened and directed, and the conscience enlightened and invigorated, must have its basis deeply and surely laid in childhood."

"Truth, in the most important parts of moral science, is most easily taught, and makes the most indelible impressions in early life, before the infusion of the poison of bad example; before false notions and pernicious opinions have taken root; before the understanding is blunted and distorted by habit, or the mind clouded by prejudice." \*

The Superintendent of Schools for Albany County,—the metropolitan County, including the Capital, of the State of New York,—speaks still more definitely if not forcibly, on the consequences of non-christian schools. He says: "We are suffering from the evils of imperfect and neglected education. Want, vice and crime, in their myriad forms, bear witness against our Educational Institutions, and demand inquiry whether they can prevent, or remedy, the evils that are sapping the foundations of Society."

\* Lecture on Civilization, by Mr. Young.

Failure of our  
Schools to  
develop the  
Moral Sense.

"That the Schools have not accomplished the objects of their creation, if that object were to nurture a virtuous and intelligent people, unfortunately requires no proof. Their moral influence has undoubtedly ameliorated our social condition; but it has failed to give that energy to virtue, which is essential to virtue and happiness. It has been an accidental effect rather than a prominent and distinct object of School Education; and while by its agency, intellect has generally been developed, the moral sense has been neglected, and the common mind, though quick and schemeful, wants honesty and independence. The popular virtues are the prudential virtues, which spring from selfishness, and lead on to wealth and reputation, but not to wellbeing and happiness. Were their source moral feeling, and their object duty, they would not only distinguish the individual but bless society. Man has lost faith in man; for successful knavery, under the garb of shrewdness, unblushingly walks the streets, and claims the sanction of Society.

Moral condi-  
tion judged.

"It is said that the moral condition of a people may be conjectured from the vices and virtues that prevail, and the feelings with which they are regarded. What must be the state of public sentiment when frauds, robberies, and even murders excite little more than vague surprise, but lead to no earnest investigation of the general cause, or possible remedy. And the most alarming consideration is, not that crime is so common as hardly to be a noticeable event in the history of the day, but that, from this state of public feeling, must be engendered a still greater and more fearful harvest of social and public evils. If there is any truth in those familiar maxims, which in every form, and in every tongue describe the child as the 'father to the man,' then much of this moral degradation and social danger must be charged on the neglected, or perverted, cultures of the schools. Indeed it is not unusual to refer in general terms, the vices and misery of Society to this source; but it excites little more attention than the statement of the philosophical fact, that the fall of a pebble affects the motion of the earth; and many would anticipate the disturbance of physical order from the one cause, as of moral order from the other. Dissolute company, gambling, intemperance, neglect of the Sabbath are the popular, because the apparent, and sometimes the proximate, causes of moral degradation; but, to attribute to each, or all of these, is but putting the elephant on the tortoise. For why was the gambling table resorted to, the Sabbath profaned, or dissolute company loved? Because the early depressions, the embryo tastes, the incipient habits, were perverted by that false system of education which severs knowledge from its relations to duty. And this false education is found in many of those Schools, which are the favorite theme of national eulogy, the proud answer of the patriot and philanthropist, to all who doubt the permanence of free institutions or the advancement of human happiness.

Current evils  
of the Day.

"Were we not misled by the great and increasing number of these primary institutions, and did we enquire more carefully into their actual condition, the tone of confidence would be more discriminating and less assured.\*

The result of  
false education

Such statements (from this two-fold United States Source) are as conclusive, and as free from suspicion, as they are painful and full of admonition.

Defects in  
Canadian  
Schools.

The practical indifference, which has existed in respect to the Christian character of our own imperfect system of Popular Education is truly lamentable. The omission of Christianity in respect to Schools, and the character and qualifications of Teachers, has prevailed to an extent fearful to contemplate. The Country is yet too young to witness the full effects of such an omission,—such an abuse of that which should be the primary element of education, without which there can be no Christian Education; and without a Christian Education, there will not long be a Christian Country.

Rev. Dr.  
Channing  
quoted.

An American Writer, whose standard of religious orthodoxy has been considered as questionable, as his talents were exalted, has nevertheless said on this subject:

"The exaltation of talent, as it is called, above virtue and religion, is the curse of this age.—Education is now chiefly a stimulus to learning, and thus men acquire power, without the principles which alone make it a good. Talent is worshipped; but, if divorced from rectitude, it will prove more of a demon than a good."

Rev. Dr. Pot-  
ter quoted.

Another American Writer states, that "Unbounded pains are now taken to enlighten a child in the first principles of science and letters, and also in regard to

\* Annual Report of the Superintendent of Common Schools for the State of New York.—January, 844, pages 127, 182.



the business of life. In the meantime, the culture of the heart and conscience is often sadly neglected; and the child grows up a shrewd, intelligent, and influential man, perhaps, but yet a slave to his lower propensities. Talent and Knowledge are rarely blessings either to the possessor, or to the world, unless they are placed under the control of the higher sentiments and principles of our nature. Better that men should remain in ignorance, than that they should eat of the fruit of the tree of Knowledge, only to be made more subtle and powerful adversaries of God and humanity.\*

On a subject so vitally important, forming as it does, the very basis of the future character and social state of this Country,—a subject too, respecting which there exists much error, and a great want of information,—I feel it necessary to dwell at some length, and to adduce the testimony of the most competent authorities, who, without distinction of Sect, or Country, or form of Government, assert the absolute necessity of making Christianity, the basis and the cement of the structure of Public Education.

Christianity  
the basis and  
cement of a  
good system  
of Public  
Education.

I propose to show also how the principles of Christianity have been, and may be carried into effect, without any compromise of principle in any party concerned, or any essential deficiency in any subject taught.

Mr. De Fellenberg says,

How its prin-  
ciples may be  
inculcated in  
mixed  
Schools.

"I call that Education which embraces the culture of the whole man,—with all his faculties,—subjecting his senses, his understanding and his passions to reason, to conscience and to the evangelical laws of the Christian Revelation."

De Fellenberg  
quoted.

Mr. De Fellenberg, a patrician by birth, a Statesman and a Christian philanthropist, has, during a quarter of a century, practically illustrated his own definition of education in a series of classical, agricultural, and poor Schools, which were originally established at Hofwyl, in Switzerland, and which have been maintained solely at the expense of the founder. This establishment is perhaps the most celebrated in Europe. It contains pupils not only from different parts of Switzerland and Germany, but from England, and from Hungary, from France and America,—of different forms of religious faith, yet thoroughly educated in Mr. De Fellenberg's sense of the word, as I have had the opportunity of satisfying myself by personal inspection and inquiry.

Hofwyl  
Schools.

The sentiments of English Protestant writers, and of all classes of British Protestants are too well known to be adduced in this place; and the fact that the principal objection which has been made, on the part of the authorities and members of the Roman Catholic Church to certain Colleges proposed to be established in Ireland, relates to an alleged deficiency in the provision for Christian Instruction, evinces the prevailing sentiment of that section of our fellow subjects. A few references will be sufficient. Thomas Wyse, Esq., a Roman Catholic Member of the British Parliament, in his work on Education Reform, already referred to, thus expresses himself on this point:—

English  
Protestants.

Objection to  
the Queen's  
Colleges in  
Ireland.

Thomas  
Wyse, Esq.,  
M.P.—Roman  
Catholic.

"What is true of individuals, is still truer of society. A reading and writing community may be a very vicious community, if morality, (not merely its theory, but its practice), be not as much a portion of education as reading and writing. Knowledge is only a branch of education, but it has too often been taken for the 'whole.' "When I speak of moral education" (continues Mr. Wyse) "I imply Religion; and when I speak of Religion, I speak of Christianity. It is morality, it is conscience, *par excellence*. Even in the most worldly sense, it could easily be shown that no other morality truly binds, no other education so effectually secures even the coarse and material interests of society. The economist himself would find his gain in such a system. Even, if it did not exist, he should invent it. It works his most sanguine speculations of good into far surer, and more rapid, conclusions than any system he could attempt to set up in its place. No system of philosophy has better consulted the mechanism of society, or joined it together, with a closer adaptation of all its parts, than Christianity. No Legislator, who is truly wise,—no Christian will, for a moment, think,—for the interests of society and Religion,—which are indeed only one,—of separating Christianity from moral education." †

Mr. Wyse observes again,

"In teaching Religion and Morality, we naturally look for the best code of both. Where is it to be found? Where, but in the Holy Scriptures? Where, Holy Scrip-  
tures.

\* School and Schoolmasters. By the Reverend Doctor Potter, late Professor of Union College.

† Education Reform. By Thomas Wyse, Esquire, M.P. Pages 59, 62, 63.

but in that speaking and vivifying code, teaching by deed, and sealing its doctrines by death, are we to find that law of truth, of justice, of love, which has been the thirst and hunger of the human heart in every vicissitude of its history. From the mother to the dignitary, this ought to be the Book of Books; it should be laid by the cradle, and the death-bed; it should be the companion and the counsellor, and the consoler,—the Urin and Thummin, the light and the perfection of all earthly existence.\*

Recognized  
by the French  
Government.

The authorities of the French Government have most distinctly recognized the Holy Scriptures as the basis and source of moral instruction in the Schools and Colleges of France. In respect to the Secondary Schools or Colleges, there, the law requires that "in the two elementary classes, the pupils are to be taught during the first year the History of the Old Testament; and the second year, the History of the New Testament. This lesson, given by the Elementary Masters, is to be taught during one hour every day, and to conclude the study of the evening.†" The same code makes moral and religious instruction an essential part of education in the primary schools.‡

The language of M. Cousin, the late Minister of Public Instruction in France is very decided and strong on this point.—Mrs. Austin's translation of his Report on Public Instruction in Prussia is well known; the untranslated part of his Report on Education in other German States is not less interesting. In his account of the Schools in the City of Frankfort-on-the-Main, M. Cousin says,

Luther's  
Translation  
of the Bible.

"Instead of the first lesson book, the more advanced children have, as books of reading and study, Luther's translation of the Bible, the Catechism, and Biblical History. The Bible is not entire, as you might imagine, except the New Testament. These three books constitute here the foundation of Public Instruction; and every rational man will rejoice at it, because Religion is the only morality for the mass of mankind. The great religious memorials of a people are their school books; and I have always viewed it as a misfortune for France, that, in the sixteenth century, or the beginning of the seventeenth, when the French language was simple, flexible and popular, some great writer, Amiot, for example, did not translate the Holy Scriptures. This would have been an excellent book to put into the hands of the young; whilst De Sacy's translation, otherwise meritorious, wants energy and animation. That of Luther, vigorous and lively, and circulated throughout Germany has greatly contributed to develop the moral and religious spirit and education of the people. The Holy Scriptures, with the History of the Bible which explains them, and the Catechism, which embodies a summary of them, ought to be the Library of childhood, and of the Primary Schools."§

De Sacy's  
Translation  
of the Bible.

It may be observed that De Sacy's translation is now printed by the French University Press, and cheaply and extensively sold throughout France.

How taught  
in Prussian  
Schools as  
attested by

The manner in which this branch of Education is taught in the Prussian Schools is worthy of special notice. I cannot describe it better than in the word

\*Education Reform. By Thomas Wyse, Esquire, M.P., Pages 258.

† Dans les deux Classes Elementaires on fait apprendre aux eleves la premiere annee, l'Histoire de l'Ancien Testament; la seconde annee, l'Histoire du Nouveau. Cette leçon, donnée par les maitres Elementaires a lieu tous les jours pendant une heure, et termine l'étude du soir. *Code Universitaire*; page 571.

‡ L'instruction primaire elementaire comprend necessairement l'instruction morale et religieuse. *Code Universitaire*; page 265.

§ Au lieu de ce Lesebrich, les enfans un peu plus ages ont pour livres de lecture et d'étude la Bible,—traduction de Luther, le Catechisme et l'Histoire Biblique. La Bible n'est pas entier comme vous supposiez bien, excepte le Nouveau Testament. Ces trois livres composent le fond de l'instruction populaire; et tout homme sage s'en rejouira, car il n'y a de morale pour les trois quarts des hommes que dans la religion. Les grands monumens religieux des peuples sont leurs vrais livres de lecture; et j'ai toujours regarde comme une calamite pour la France, que, au seizieme siecle ou au commencement du dix-septieme, quand la langue française etait encore naive, simple et populaire, quelque grand ecrivain, Amiot par exemple, n'ait pas traduit les Saintes Ecritures. Ce serait un excellent liere a mettre entre les mains de la jeunesse, tandis que la traduction de Sacy, d'ailleurs pleine de merite est diffuse et sans couleur. Celle de Luther, male et naive, repansue d'un bont a l'autre de l'Allemagne, y a beaucoup fait pour le developpement de l'esprit moral et religieuse, et l'education du peuple. Les Saintes Ecritures, avec l'Histoire Biblique qui les explique, et le Catechisme qui les resume, doivent faire la bibliotheque de l'enfance et des Ecoles Primaires." Rapport sur l'état de l'Instruction Publique dans quelque pays d l'Allemagne, et particulierement en Prusse. Par M. V. Cousin, etcetera; page 23.

of two American writers, Professor Stowe of Cincinnati and the Honourable Horace Mann of Boston. The former visited Europe in 1836-37. The General Assembly of the State of Ohio requested him, during the progress of his tour, "to collect such facts and information as he may deem useful to the State in relation to the various Systems of Public Instruction and Education, which have been adopted in the several countries through which he may pass, and make a report thereof, with such practical observations as he may think proper, to the next General Assembly." Professor Stowe's Report was printed by the Legislature of Ohio, afterwards by those of Massachusetts and Pennsylvania, in English, and in German; it has also been reprinted in several other States. Mr. Mann, Secretary of the Board of Education for the State of Massachusetts, obtained the permission of the Government of that State to make a similar tour in Europe in 1843.

Horace Mann.

Professor Stowe, after having referred to the results of his enquiries relative to the teaching of Drawing and Music, makes the following important statement on the subject of moral and Biblical instruction:—

Professor Stowe of Cincinnati.

"In regard to the necessity of moral instruction, and beneficial influence of the Bible in Schools, the testimony was no less explicit and uniform. I enquired of all classes of Teachers, and of men of every grade of religious faith, instructors in Common Schools, High Schools and Schools of Art, and Professors in Colleges, Universities, and Professional Seminaries, in cities and in the country, in places where there was [Religious] uniformity, and in places where there was a diversity of Creeds, of believers and unbelievers, of Roman Catholics and Protestants; and I never found but one reply, and that was, that to leave the moral faculty un-instructed, was to leave the most important part of the human mind undeveloped, and to strip education of almost everything that can make it valuable; and that the Bible, independently of the interest attending it, as containing the most ancient and influential writings ever recorded by human hands, and comprising the religious system of almost the whole of the civilized world is in itself the best book that can be put into the hands of children to interest, to exercise, and to unfold their intellectual and moral powers. Every Teacher whom I consulted repelled with indignation the idea that moral instruction is not proper for Schools; and spurned with contempt the allegation, that the Bible cannot be introduced into Common Schools without encouraging a sectarian bias in the matter of teaching;—an indignation and contempt which I believe will be fully participated in by every high-minded Teacher in Christendom."

Universal testimony.

Testimony of Teachers.

Mr. Mann observes:—

The Hon. Horace Mann of Boston.

"Nothing receives more attention in the Prussian Schools than the Bible. It is taken up early, and studied systematically.

The great events recorded in the Scriptures of the Old and New Testament; the character and lives of those wonderful men, who from age to age, were brought upon the stage of action, and through whose agency, the future history and destiny of the race were to be so much modified; and especially, those sublime views of duty and morality, which are brought to light in the Gospel;—these are topics of daily and earnest inculcation in every School. To these, in some schools, is added the History of the Christian Religion, in connection with contemporary Civil History. So far as the Bible lessons are concerned, I can ratify the strong statements made by Professor Stowe, in regard to the absence of sectarian instruction, or endeavours at proselytism.

The Bible in Prussian Schools.

"The Teacher being amply possessed of the knowledge of the whole chain of events, and of all biographical incidents; and bringing to the exercise a heart glowing with love to man, and with devotion to his duty, as a former of the character of children, has no necessity, or occasion, to fall back upon the formulas of a creed. It is where a Teacher has no knowledge of the wonderful works of God, and of the benevolence of the design in which they were created; when he has no power of explaining and applying the beautiful incidents in the lives of the Prophets and Apostles, and, especially, the perfect example which is given to men in the life of Jesus Christ; it is then, that, in attempting to give religious instruction, he is, as it were, constrained to recur again and again to the few words, or sentences, of his form of faith, whatever that faith may be, and, therefore, when giving the second lesson, it will be little more than the repetition of the first, and the two hundredth lesson, at the end of the year, will differ from that at the beginning only in accumulated wearisomeness and monotony. †

\* Horace Mann's Seventh Annual Report, etcetera, pages 22 and 23.

† Horace Mann's Seventh Annual Report, etcetera, pages 144, 145.

The Author's observations on German Schools.

My own examination, not only of Prussian, but of German, Schools generally, and my conversations with Directors, Inspectors, and Teachers, throughout Germany, Holland and France, enable me to corroborate the statements of Professor Stowe, and Mr. Mann. The instruction is substantially the same under both Roman Catholic and Protestant Governments,—the same, whether the Teachers be Roman Catholics, or Protestants. The French Government itself avows its position not to be the headship of a Sect, but that of a supporter of Christianity irrespective of sect. In a work on Education, which obtained the prize extraordinary from the French Academy in 1840, it is said, that :

Constitutional Charter of France.

"France has not proclaimed a State Religion. To have done so, would have been an absurdity under a form of Government,—the component parts of which are the direct representations of public opinion. But it has guaranteed protection and countenance to all forms of Christian worship; and, therefore, in such a relation to the various Religious Denominations, the Government takes its stand simply upon the Truth. It has avowed before the world, that the French Nation professes the Christian Faith, without any exclusion of Church, or Sect. France, after having in the Constitutional Charter declared itself Christian, and, after having stated as an important fact, that the Roman Catholic Religion is professed by a majority of the French people, cannot consistently forget the first principle of its Charter, in organizing a system of Public Education. In founding establishments which concern the moral education of the young, it cannot disregard the moral principles which it professes itself; but it forgets not the supreme importance which it attaches to liberty of conscience. The Members of all Christian Communions will, therefore, find in its establishments of Public Education that cordial reception, which is assured to them in the Charter.

Other Testimonies unnecessary.

"We rejoice to see that, in the eyes of the State, all Christian Sects are Sisters, and that they are objects of equal sollicitude in the administration of the great family of the Nation. In regard to those who desire to educate their children in the systematic contempt of everything sacred, the State would leave that impious work to themselves; but never, for the sake of pleasing them, could it become unfaithful to its own moral principles."\*

Similar testimonies in respect both to the same and other countries, might be indefinitely multiplied; but those already adduced are sufficient to show that Religious and moral instruction should be made an essential part of Public Education, and that such instruction can be, and has been, communicated extensively and thoroughly, for all purposes of Christian morality, without any bias of sectarianism, and without any interference whatever with the peculiarities of different Churches, or Sects. Such are the sentiments of enlightened writers, Roman Catholic and Protestant, as well Republican as Monarchical; and such are the views and practice of both Protestant and Roman Catholic nations.

Conclusions Drawn.

Here is neither laxity nor compromise, of religious principle; here is the establishment and administration of a system on the part of Government which is founded upon the fundamental principles of Christian truth and morality, but which interferes not with the dogmas and predilections of diversified sectarianism; and here is a co-operation of Members of different Religious Persuasions in matters, which they hold and value in common,—in which they have a common interest,—and, in which,

\* Elle (La France) a pas proclamé une religion de l'Etat ce qui eût été mensonge, sous une ferme du Gouvernement où les grands corps de l'Etat sont les représentans directs de l'opinion publique; mais elle a assuré protection et secours à tous les cultes Chrétiens, et ainsi, sous ce rapport, elle s'est tenue dans le vrai. Elle a constaté aux yeux du monde que les croyances Chrétiennes, sans exception d'Eglise ou de Secte, sont celles de la Nation Française. La France, après s'être déclarée Chrétienne dans la Charte, après avoir constaté, comme un fait considérable, que la religion Catholique est professée par la majorité des Français, ne peut pas, sous peine d'inconsequence, oublier ce point de départ quand il s'agit pour elle d'organiser l'Education publique. Lorsqu'elle fonde des établissemens qui intéressent l'éducation morale de la jeunesse, elle ne peut pas les placer en dehors du principe moral qu'elle affirme elle-même; mais elle n'oubliera pas non plus qu'elle est tolérante et qu'elle aime par-dessus tout la liberté de conscience; toutes les Communions Chrétiennes, trouveront donc, dans ses établissemens d'éducation publique, l'accueil hospitalier qu'elle leur a promis dans la Charte. Nous aimons à voir, qu'à ses yeux toutes les Sectes Chrétiennes sont sœurs, et qu'elle leur accorde la même sollicitude dans l'administration de la grande famille.—Quand aux hommes qui veulent élever leur enfans dans le mépris systématique de tout ce qui est saint, l'Etat pourrait leur laisser la charge de cette œuvre impie; mais jamais pour leur complaire, il ne fut permis de manquer à ses croyances morales." *De l'Éducation Populaire et des Ecoles Normales Primaires, considérées dans leurs Rapports avec la Philosophie du Christianisme. Par M. P. Dumont. Ouvrage auquel l'Académie des Sciences morales et politiques a décerné un prix extraordinaire en 1840, Pages 40-43.*

co-operation is, in most instances, even essential to existence,—the same as Legislators, or Merchants, Agriculturists, or Soldiers, co-operate in measures and enterprises of common agreement and necessity. The points of agreement between the two great and most widely separated divisions of Christendom,—Protestants and Roman Catholics—are thus forcibly enumerated by the Bishop of Worcester, England, in a late Charge to the Clergy of his Diocese:—

“Conscientiously do I believe, that, in no part of Christendom, is our Religion observed in greater purity than in this country; but, believing this, I cannot shut my eyes to the fact that we form but a small minority of the Church of Christ; nor can I venture to say that Christianity, as professed by the great majority, is so full of error as to make it a sin in a Protestant State to contribute towards the education of its ministers.

Points of agreement between Protestants and Roman Catholics.

“Let us see what are the doctrines we hold in common with our Roman Catholic brethren. We both believe in God our Father, our Author and Maker of all things; we both believe that man fell from this primeval state into sin; we both believe that to redeem mankind from this fallen state, it pleased this Almighty Being to send His only begotten Son into the world to become a sacrifice for our sin, that, through His atonement, we might be considered as justified before God; we both believe that the Son of God, who was sent into the world as a propitiation for our sins, is co-equal and co-eternal with the Father; that, having performed this office of love and mercy, he ascended into Heaven, and that he will come at the last day to judge the quick and the dead; we both believe that this Redeemer, to assist us in the way of salvation, sends us the Holy Spirit to those that diligently seek Him; and that the Holy Spirit, with the Father and the Son, is one God, blessed forever; we both believe that the Church was originally founded by this Saviour, and that in her the doctrines of the Gospel have been handed down by a regular succession of ordained Ministers, Priests and Deacons; and we both believe that two Sacraments are binding on Christians.”

The proceedings of the National Board of Education in Ireland present an illustration of the extent to which there may be a cordial co-operation between even Roman Catholics and Protestants, in a country as proverbial for the warmth and tenacity of the religious differences as for the generous hospitality of its inhabitants. Several Systems of Public Instruction had been tried; and each, in succession, proved unsuccessful, as a National System and was abandoned by the Government. In 1828, “a Committee of the House of Commons, to which were referred the various Reports of the Commissioners of Education, recommended a system to be adopted, which should afford, if possible, a combined literary and separate religious education, and should be capable of being so far adapted to the views of the Religious Persuasions, which prevail in Ireland, as to render it, in truth, a System of National Education for the poorer classes of the community.”\*

How far Protestants and Roman Catholics can unite in School Education.

With a view of accomplishing this noble object; the Government, in 1831, constituted a Board consisting of distinguished Members of the Churches of England, Scotland and Rome.

Irish National Board.

The Board agreed upon, and drew up, some general maxims of Religion and Morals which were to be taught in every School, agreed to “encourage the Pastors of different denominations to give religious instruction to the children of their respective flocks out of School-hours,” etcetera; and, in addition, to provide that one day in a week should be set apart for that purpose.†

\* Letter of Lord Stanley, Secretary of State for Ireland, to the Duke of Leinster, October, 1831.

† The following is one of these “General Lessons,” which are hung up in every Irish National School, and required to be taught and explained to all the children. It relates to social duties.

“Christians should endeavour, as the Apostle Paul commands them, (to live peaceably with all men,—(Romans, Chapter xii, verso 18,)—even with those of a different Persuasion.

“Our Saviour, Christ, commanded His Disciples to ‘love one another.’ He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers. Many men hold erroneous doctrines; but we ought not to hate, or persecute them. We ought to seek for the truth, and hold fast what we are convinced is the truth; but not to treat harshly those that are in error. Jesus Christ did not intend his Religion to be forced on men by violent means. He would not allow his Disciples to fight for him. If any persons treat

General Lesson of the Irish National Board of Education.

**Scripture Histories.**

The Board have also published a series of Biblical Histories, complete on the New Testament, and on the Old to the death of Moses. It is understood that the whole series, in the Old Testament, will soon be completed.

These Histories are more literal and more comprehensive than Watt's Scripture History, or any of the many similar publications, which has been most used in Schools. These Histories are, likewise, prepared according to the Irish National Board's improved methods of teaching,—useful as Reading Books, and as admirable introductions to the study of the Holy Scriptures,—being, for the most part, in the very words of the Scriptures, and containing the chronological dates of the principal epochs and events of Sacred History.

**Truths of Christianity.**

The Board has also published an excellent and appropriate little book entitled "Lessons on the Truth of Christianity." I dare say the series of this kind of books will be completed by one or more publications on our duties to God, to the State, to our fellow men, etcetera.

**Religious Instruction.**

On a certain day of the week, ministers of the different Religious Persuasions catechise the children of the respective forms of faith.

Thus, are the children in the Irish National Schools not only taught the elements of a secular education, but they are instructed in the fundamental principles of Christian truth and morals; and facilities are afforded for their being taught the Catechism and Confessions of the Religious Persuasions, to which they severally belong.

**Irish Schools in 1844.**

I am inclined to believe that there are few Elementary Schools in Great Britain,—those in Scotland excepted,—in which so much religious knowledge is imparted as in the 3,150 Schools, containing 395 550 children (as per Report of 1844) which have been established by the Board of National Education in Ireland. This great and good work, must, in the course of a few years, produce a marked change in the intellectual and social condition of Ireland. Yet the Board does not profess to give a thorough religious education.

**Biblical and Religious Instruction in Prussian Schools.**

In Prussia, while provision is made, and Teachers are thoroughly trained, to give an extended course, or rather several courses, of Biblical instruction, covering a period of eight years, (to children of from six years of age to fourteen), in regard to even Primary Schools, and children of the poorest classes, and embracing, in succession, an elementary view of the biography, history, cardinal doctrines, and morals, and, in some instances, evidences of the authenticity of the Bible, provision is also made for teaching the Catechisms of the Protestant and Roman Catholic Churches. The Catechism, however, is not generally if ever taught until after the pupil has received Biblical instruction for five or six years. It is usually taught during the year, or the year before, the pupil completes his Elementary Education; and during the few months, which are allotted to the teaching and learning of the Catechism, the pupils receive separate religious instruction from the Pastor, or Clergyman of the Church to which they belong.

**Catechism.**

When there are Separate Schools,—as is the case in those parts of Prussia, where the whole population is either Roman Catholic, or Protestant, or where each class is very numerous,—the whole course of religious instruction is in harmony with the Church, for whose members the School is established.

This is likewise the case where the great body of the population is of one Religious Community, with only a few dissenting from it. But, even these Schools, established for particular classes of society, aided by the Government, and subject to its inspection, are not permitted to violate the tolerant and Catholic principles and spirit of the National School System. "The Masters and Inspectors (says the law) must avoid, with the greatest care, every kind of constraint, or annoyance, towards the children, on the subject of their particular form of worship. No School may be made abusively subservient to any views of proselytism; and the children of a different form of worship from that of the Schools shall not be compelled, against the will of their parents, or against their own, to attend the religious instructions and exercises of the School. Private Masters (of the same form

**Prussian Law.**

us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ; we must do to others, not as they do to us, but as we should wish them to do to us.

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

"We ought to show ourselves followers of Christ, who; when he was reviled, reviled not again, (I Peter, chapter ii., verse 23) by behaving kindly and gently to every one."

of worship,) will be charged with their religious instruction; and whenever it would be impossible to have as many Masters as there are forms of worship, the parents ought to watch, with so much the more care, to fulfil those duties themselves, if they do not desire their children to attend the religious lessons of the School."

The fundamental principle of Public Education in Prussia, and that which constitutes the key-stone of the mighty arch, on which has been erected, for our entire population, so proud, and, as yet, so unrivalled a superstructure of moral intellect, is thus expressed in the general law of Prussia:—

Religious  
bases of the  
Prussian  
system.

"The chief mission of every School is to train the youth in such a manner as to produce in them, with the knowledge of man's relations to God, the strength and desire to regulate his life according to the principles and spirit of Christianity. Early shall the School form the children to piety, and, for that purpose, will it seek to second and perfect the instructions of the family. Thus, in all cases, shall the labours of the day be commenced, and concluded by a short prayer, and pious reflections, which the Master must be able so to conduct, that this moral exercise shall never degenerate into an affair of habit. Furthermore, the Master shall see, (in the case of Boarding-Schools,) that the children attend punctually at the services of the Church on Sabbaths and Holy-days. There shall be intermingled with the solemnities of the School, songs of a religious character. Finally, the period of the communion should be, as well for Pupils as for Masters, an occasion of strengthening the bonds which ought to unite them, and to open their souls to the most generous and elevated sentiments of religion." \*

\* The following is the course of Religious Instruction pursued in the Dorothean City School, in Berlin:

Programme  
Biblical and  
Religious In-  
struction in  
the Prussian  
Schools.

- 6th Class. (Lowest Class). Stories from the Old Testament.
- 5th Class. Stories from the New Testament.
- 4th Class. Bible History.
- 3rd Class. Reading and Explanation of Select portions from the Scriptures (Doctrinal and Practical).
- 2nd Class. The Evidences of Christianity.

There is at present no First Class in the School. Each class includes a period of from one to two years. The Stories taught to the Elementary Classes, (including children from six to eight years of age,) are,—the most remarkable Scripture biographies,—narrated chiefly by the Teacher, with various practical remarks and illustrations of the Geographical and Natural History of the Bible. The pupils, thus familiarized with the Geography and incidents of the Bible, are prepared, in the following year, (4th Class), to study and appreciate its general history and beautiful simplicity of language. The general history of the Bible taught in the third year, (or 4th Class,) is an appropriate introduction to the study of those select portions of the Scripture, (in the fourth year,) in which are stated, and explained, the principal institutions, doctrines and morals of the Bible,—the study of the Evidences of Christianity,—forming a natural and proper conclusion of the whole course. About four hours per week are devoted to religious instruction, during the whole period of six years. This School is Common to both Roman Catholic and Protestant children.

The Protestant Seminary School of Berlin,—a Burgher, or Middle, School attached to the Teacher's Seminary, and in which the candidates for teaching practice,—has the following Course of Religious instruction. In Roman Catholic Schools of the same class, subjects, corresponding to the Church of Rome, take the place of those subjects in the following programme which relate to the Protestant Church of the Reformation.

- 6th Class. (Lowest Class). Four hours per week. Narration by the Teacher of Stories from the Old Testament, nearly in the words of the Bible, and repeated by the pupils.—Easy verses learned by heart.
- 5th Class. Four hours per week. Stories from the Gospels, taught in the same way. Church Songs and Bible verses learned.
- 4th Class. Three hours per week. The Old Testament in a more connected form. The moral of the history is impressed upon the minds of the children. The Ten Commandments and Church Songs learned.
- 3rd Class. Two hours per week. Life and Doctrines of Christ. Four weeks set apart for learning the Geography of Palestine. Church History.
- 2nd Class. Two hours per week. The Protestant Catechism committed to memory and explained. Church Songs and verses committed.
- 1st Class. Two hours per week. Compendium of the History of the Christian Church, especially after the Apostolic age. History of the Reformation. Review of the Bible. Committing to memory Psalms and Hymns.

I witnessed exercises in both of the Schools above mentioned, (the Dorothean School and Protestant Seminary, Berlin,)—the teaching is for the most part by lecture, mingled with questions. The pupil is prompted to exertion; his curiosity is excited; he is taught

Author's  
observations.

**Practical observations.**

No one can ponder upon the import of such a law—a law carried out with all the thoroughness of the German character,—without feeling how far below such a standard we sink in our accustomed estimate of the character and attributes, the objects and duties of Schools and Schoolmasters. Indeed—judging from passages already quoted,—how entirely must we acknowledge the superiority of the moral standard of School Teachers and School teaching which obtains in what some have been want to term lax and skeptical France! Yet France, like Prussia, places religion and morals at the very foundation of her system of public education.

Dr. Diesterweg,—Director of the Seminary, is one of the most celebrated Teachers in Germany.

The American Authors heretofore quoted, present, in lively colours, the consequences of a total abandonment of Christianity in many of the United States public Schools. Surely we cannot fail to profit by such examples and warnings. A Government that practically renounces Christianity in providing for the education of its youthful population cannot be Christian.

**Duty of the Government of Canada.**

The creed of our Government, as representing a Christian people of various forms of Religious Worship, is Christianity in the broadest and most comprehensive sense of the term. The practice of the Government should correspond with its creed. With the circumstantial of sectarianism it has nothing to do; They form no article of its creed; They involve no one commandment of the Moral Law, either of the Old, or New, Testament; it is under no obligation to provide for the teaching of them, whatever importance individuals may attach to them; its affording different parties facilities for teaching them is the utmost that can be required, or expected, of it. The members of the various sects are alike its subjects; they contribute alike to its defence and support; they are alike entitled to its protection and countenance.

The inhabitants of the Province at large, professing Christianity, and being fully represented in the Government by Members of a Responsible Council—Christianity, therefore, upon the most popular principles of Government, should be the basis of a Provincial System of Education. But that general principle admits of considerable variety in its application. Such is the case in the countries already referred to; such may, and should be, the case in Canada.

**and its Mixed Population.**

The foregoing observations and illustrations apply, for the most part, to a population consisting of both Protestants and Roman Catholics. The law provides against interfering with the religious scruples of each class, in respect both to religious books and the means of establishing Separate Schools.

In School Districts where the whole population is either Protestant, or Roman Catholic, and where, consequently, the Schools come under the character of "Separate," there the principle of Religious Instruction can be carried out into as minute detail as may accord with the views and wishes of either class of the population; though I am persuaded all that is essential to the moral interests of youth may be taught in what are termed Mixed Schools.

**Explanatory Apology.**

The great importance of this subject and the erroneous, or imperfect, views which prevail respecting it; and the desire of explaining fully what I conceive to be the most essential element of a judicious system of Public Instruction, are my apology for dwelling upon it at so great length. Religious differences, and divisions, should rather be healed than inflamed; and the points of agreement, and the means of mutual co-operation, on the part of different Religious Persuasions, should, doubtless, be studied and promoted by a wise and beneficent Government, while it sacrifices neither to religious bigotry, nor infidelity to cardinal and catholic principles of the Christian Religion.

**Fourth characteristic of a sound system of Public instruction.**

4. With the proper cultivation of the moral feelings, and the formation of moral habits, is intimately connected the corresponding development of all the other faculties both intellectual and physical. The great object of an efficient system of

to observe carefully, and to express himself clearly and readily in his own language. The Teacher is, of course, able to teach without a book, and to elicit the knowledge of the pupil by proper questions. Thus the memory of the pupil is not overburdened; and it is, at the same time, enriched, and the perceptive, reflective and reasoning, powers are constantly exercised. It may be observed that, neither in Protestant, or mixed Schools, and, of course, not in the Roman Catholic Schools, did I see the Bible degraded and abused to the purposes of a common reading book. It was given to man, not to teach him how to read, but to teach him the Character, and Government, and Will of God, the duty of man and the way of salvation.

To these sacred and important purposes should it be applied in the Schools.



instruction should be, not the communication of so much Knowledge, but the development of the faculties. Much Knowledge may be acquired without any increase of mental power; nay, with even an absolute diminution of it. Though it be admitted that "Knowledge is power," it is not the Knowledge which professes to be imparted and acquired at a rail-road speed: a Knowledge which penetrates little below the surface, either of the mind, or of the nature of things,—tho acquisition of which involves the exercise of no other faculty than that of the memory, and that, not upon the principles of philosophical association, but by the mere jingle of words;—a mere word Knowledge, learned by rote, which has no existence in the mind apart from the words in which it is acquired, and, which vanishes as they are forgotten,—which often spreads over a large surface, but has neither depth, nor fertility,—which grows up, as it were, in a night and disappears in a day,—which adds nothing to the vigour of the mind, and very little, that is valuable, to its treasures.

Superficial  
methods of  
teaching  
deprecated.

This is the system of imparting and acquiring Knowledge which notoriously obtains in many of the Academies, Schools and other Educational Institutions in the neighbouring States, though it is lamented and deprecated by all the American authors who have examined the educational Institutions of other Countries, and many others who are competent witnesses of its defects and evils, and who have the virtue and patriotism to expose them. The Author of the excellent work heretofore quoted,—*School and Schoolmaster*—remarks:

United State  
Schools.

School and  
Schoolmaster.

"The grand error is, that that is called knowledge, which is mere rote-learning and word-mongery. The child is said to be educated, because it can repeat the text of this one's Grammar, and of that one's Geography and History; because a certain number of facts, often without connexion or dependance, have for the time being been deposited in its memory, though they have never been wrought at all into the understanding, nor have awakened in truth one effort of the higher faculties.

Word-  
mongery.

"The soil of the mind is left by such culture really as untouched and as little likely therefore to yield back valuable fruit, as if these same facts had been committed to memory in an unknown tongue. It is, as if the husbandman were to go forth and sow his seed by the way side, or on the surface of a field which has been trodden down by the hoofs of innumerable horses, and then when the cry of harvest-home is heard about him, expect to reap as abundant returns as the most provident and industrious of his neighbours. He forgets that the same irreversible law holds in mental as in material husbandry; 'whatsoever a man soweth, that shall he also reap.'"

The superficial and pernicious system of teaching and learning thus exposed and deprecated, forms the basis on which a large portion of the American Elementary School Books are composed,—professing to be so constructed as to require very little intellectual labour on the part of either Teacher, or Pupil. In the old Cities, and oldest educational Institutions in the United States, this anti-intellectual method of teaching, and the Books which appertain to it, are very properly condemned.

United States  
School Books.

Many of the most wealthy youth of that country have gone to Europe, either for their education or to finish it; and there is a gradual return there to the more solid and practical system of Instruction.

Yet in their second-rate Colleges and Village Academies, and most of their country Schools, this "word-mongery" system prevails; and many of the books which are essential to its operations, and many of the delusive opinions on which it is founded, have been introduced into this Province, and have excited a pernicious influence in some parts of it. It is with a view of drawing attention to the evil, and its appropriate remedy, that I make these remarks. The Secretary of the Board of Education for the State of Massachusetts, after a visit to Europe, contrasts this sparkling and worthless system with that which obtains in Prussia. He speaks with reference to the method of teaching some of the higher branches; but his remarks are equally applicable to the method of teaching Grammar, Geography, History, etcetera. The principle and animus of the method are the same in all departments of instruction. Mr. Mann says:

Their pernicious  
influence  
in Canada.

"With us it too often happens that if a higher branch,—Geometry, Natural Philosophy, Zoology, Botany,—is to be taught, both Teacher and Class must have Text Books. At the beginning of these text-books, all the technical names, and definitions are set down. These, before the pupil has any practical idea of their

Mr. Mann's  
Remarks on  
superficial  
teaching and  
learning.

\* *School and Schoolmaster*. By the Reverend Doctor Potter, Union College, pages 32, 33.

meaning, must be committed to memory. The Book is then studied chapter by chapter. At the bottom of each page, or at the end of the sections, are questions printed at full length. At the recitations the Teacher holds on to these leading strings. He introduces no collateral knowledge. He exhibits no relation between what is contained in the Book, and other kindred subjects, or the actual business of men and the affairs of life. At length the day of examination comes. The pupils rehearse from memory with a suspicious fluency; on being asked for some useful application of their knowledge—some practical connexion between that knowledge and the concerns of life,—they are silent, or give some ridiculous answer, which, at once, disparages science, and gratifies the ill-humour of some ignorant satirist. But the Prussian Teacher has no Book; he needs none, he teaches from a full mind. He cumbrous and darkens the subject with no technical phraseology. He observes what proficiency the child has made, and then adapts his instructions both in quality and amount to the necessity of the case. He answers all questions; he solves all doubts. It is one of his objects at every recitation so to present ideas, that they shall start doubts and provoke questions. He connects the subjects of each lesson with all kindred and collateral ones, and shows its relations to the every-day duties and business of life; and should the most ignorant man ask him of what use such knowledge can be, he will prove to him in a word, that some of his own pleasures or means of subsistence are dependent upon it; or have been created or improved by it.

Prussian System of thorough teaching.

Its effect.

"In the mean time the children are delighted. Their perceptive powers are exercised; their reflective faculties are developed; their moral sentiments are cultivated. All the attributes of the mind within, find answering qualities in the world without. Instead of any longer regarding the Earth as a huge mass of dead matter, without variety and without life,—its beautiful and boundless diversities of substance,—its latent vitality and energies gradually dawn forth, until, at length, they illuminate the whole soul, challenging its admiration for their utility, and its homage for the bounty of their Creator."\*

Practical remarks.

Thus the harmonious and proper development of all the faculties of the mind is involved in the very method of teaching, as well as in the books used, and even irrespective, to a great extent, of the subjects taught. This system of instruction requires, of course, more thorough culture on the part of the Teacher. He must be able to walk in order to dispense with his "leading strings" in relation to the most simple exercise. It is not difficult to perceive, that although passing over comparatively few books, and indeed with a very subordinate use of books at all, except the voluminous one of the Teacher's mind, a child, under such a system of instruction, will, in the course of a few years, acquire particularly and thoroughly a large amount of useful and various knowledge, with a corresponding exercise and improvement of the higher intellectual faculties; and thus become fitted to the active duties of life. The mental symmetry is preserved and developed; and the whole intellectual man grows up into masculine maturity and vigour. It cannot be too strongly impressed, that Education consists not in travelling over so much intellectual ground or the committing to memory so many books, but in the development and cultivation of all our mental, moral, and physical powers. The learned Erasmus has long since said: "At the first it is no great matter how much you learn, but how well you learn it." The philosophic and accomplished Dugald Stewart observes, that

Erasmus.

Dugald Stewart.

"To instruct youth in the languages and in the sciences is comparatively of little importance, if we are inattentive to the habits they acquire, and are not careful in giving to all their different faculties, and all their different principles of action, a proper degree of employment. The most essential objects of Education are the two following: *first*, to cultivate all the various principles of our natures, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible; and, *secondly*, by watching over the impressions and associations which the mind receives in early life, to secure it against the influence of prevailing errors, and, as far as possible, engage its prepossessions on the side of truth."

Doctor Potter.

"It has been disputed (says Doctor Potter) whether it be the primary object of Education to discipline and develop the powers of the soul, or to communicate knowledge. Were these two objects distinct and independent, it is not to be questioned, that the first is unspeakably more important than the second; but, in truth, they are inseparable. That training, which best disciplines and unfolds the faculties,

\* *Horace Mann's Seventh Annual Report, (Education in Europe,)* pages 142, 143.

will, at the same time, impart the greatest amount of real and effective knowledge ; while, on the other hand, that which imparts thoroughly and for permanent use and possession, the greatest amount of knowledge, will best develop, strengthen and refine the powers. In proportion, however, as intellectual vigour and activity are more important than mere rote-learning, in the same proportion ought we to attach more value to an Education which, though it only teaches a child to read, has, in doing so, taught him also to think, than we should to one which, though it may have bestowed on him the husks and the shells of half a dozen sciences, has never taught him to use with pleasure and effect his reflective faculties. He who can *think, and loves to think*, will become, if he has a few good books, a wise man. He who knows not how to think, or hates the toil of doing it, will remain imbecile, though his mind be crowded with the contents of a library.

"This is, at present perhaps, the greatest fault in intellectual Education. The new power with which the discoveries of the last three centuries have clothed civilized man, renders knowledge an object of unbounded respect and desire ; while it is forgotten that that knowledge can be matured and appropriated only by the vigorous exercise and application of all our intellectual faculties. If the mind of a child, when learning, remains nearly passive, merely receiving knowledge as a vessel receives water which is poured into it, little good can be expected to accrue. It is as if food were introduced into the stomach which there is no room to digest, or assimilate, and which will, therefore, be rejected from the system, or like a useless and oppressive load upon its energies."

On the development of the physical powers I need say but a few words. A system of instruction making no provision for those exercises which contribute to health and vigour of body, and to agreeableness of manners, must necessarily be imperfect. The active pursuits of most of those pupils who attend the public Schools, require the exercise necessary to bodily health ; but the gymnastics, regularly taught as a recreation, and with a view to the future pursuits of the pupil, and to which so much importance is attached in the best British Schools and in the Schools of Germany and France, are advantageous in various respects,—promote not only physical health and vigour, but social cheerfulness, active, easy and graceful movements. They strengthen and give the pupil a perfect command over all the members of his body. Like the art of writing, they proceed from the simplest movement, to the most complex and difficult exercises,—imparting a bodily activity and skill scarcely credible to those who have not witnessed them.

To the culture and command of all the faculties of the mind, a corresponding exercise and control of all the members of the body is next in importance. It was young men thus trained that composed the vanguard of Blucher's army ; and much of the activity, enthusiasm and energy, which distinguished them, was attributed to their gymnastic training at school. A training which gives superiority in one department of active life, must be beneficial in another. It is well known, as has been observed by physiologists, that :

"The muscles of any part of the body, when worked by exercise, draw additional nourishment from the blood, and by the repetition of the stimulus, if it be not exercise, increase in size, strength and freedom of action. The regular action of the muscles promotes and preserves the uniform circulation of the blood, which is the prime condition of health. The strength of the body, or of a limb, depends upon the strength of the muscular system, or of the muscles of the limb ; and as the constitutional muscular endowment of most people is tolerably good, the diversities of muscular power, observable amongst men, is chiefly attributable to exercise."

The youth of Canada are designed for active, and most of them for laborious occupations ; exercises which strengthen not one class of muscles, or the muscles of certain members only, but which develop the whole physical system, cannot fail to be beneficial.

The application of these remarks to Common Day Schools must be very limited. They are designed to apply chiefly to boarding and training, to Industrial and Grammar Schools—to those Schools to the Masters of which the prolonged and thorough educational instruction of youth is entrusted.

To physical Education great importance has been attached by the best educators in all ages and countries. Plato gave as many as a thousand precepts respecting it. It formed a prominent feature in the best parts of the education of the Greeks and Romans. It has been largely insisted upon by the most distinguished educational writers in Europe, from Charon and Maigne, down to numerous living authors in France and Germany, England and America. It occupies a

Its importance.  
Physical training in various Schools.  
Of ancient and modern Educationists.  
Plato  
Montaigne

Pestalozzi.

conspicuous place in the codes of School Regulations in France and Switzerland, and in many places in Germany. The celebrated Pestalozzi and De Fellenberg incorporated it as an *essential* part of their systems of instruction, and even as necessary to their success; and experienced American writers and physiologists attribute the want of physical development and strength, and even health, in a disproportionately large number of educated Americans, to the absence of proper provisions and encouragements in respect to appropriate physical exercises in the Schools, Academies and Colleges of the United States.

Subjects for teaching for which provisions should be made.

5. Having thus stated that an efficient system of Public Instruction should not only be commensurate with the wants of the poorest classes of society, but practical in its character, Christian in its foundation, principles and spirit, and involving a proper development of the intellectual and physical faculties of its subjects.

I come now to consider the several branches of knowledge which should be taught in our Elementary Schools, and for the efficient teaching of which public provision should be made.

Incidental advantages of Biblical Instruction.

1. The subject of Christian Instruction has been sufficiently explained and discussed; I will only add here, that, in the opinion of the most competent judges, —experienced teachers of different Countries that I have visited, and able authors, — the introduction of Biblical Instruction into Schools, so far from interfering with other studies actually facilitates them, as has been shown by references to numerous facts. Besides, it is worthy of remark, that, apart from the principles and morals—perception and biographical,—of the Bible, it is the oldest, the most authentic of Ancient Histories. Moses is not only, by many ages, the “Father of History,” or, as Bossuet, in his *Discours sur l’Histoire Universelle*, eloquently says: “*le plus ancien des historiens, le plus sublime des philosophes, le plus sage des législateurs* ;” but the grand periods of the Mosaic History, form the great chronological epochs of Universal History; the standard indeed of general Chronology,—one of the “two eyes of History.” Any one the least acquainted with Ancient History knows, that, as there are no chronological data so authentic and authoritative as those of Moses. so there are none so easily remembered; none which associate in the mind events so remarkable and important; none which are fraught—with so much practical instruction. The Bible History reaches back to an antiquity, two thousand years more remote than the fabulous period of other histories. It is authentic and certain from the commencement; it contains the only genuine account of the origin, and early history, of the world, as well as of the Creation and primitive history of man. As the best introduction to General History, as well as the only Divine depository of truth and morals, the Bible is pre-eminent—The *London Encyclopædia* justly observes: “The most pure and most fruitful source of Ancient History is doubtless to be found in the Bible. Let us here, for a moment, cease to regard it as a Divine, and presume to treat it only as a common history. Now, when we consider the writers of the books of the Old Testament, sometimes as authors, sometimes as ocular witnesses, and, sometimes, as respectable historians, whether we reflect in the simplicity of the narration and the air of truth that is there constantly visible, or, whether we consider the care that the people, the governments, and the learned men of all ages have taken to preserve the text, or, have regard to the happy conformity of the Chronology of the Scriptures with that of Profane History, as well as with that of JOSEPHUS, and other Jewish writers; and lastly, when we consider that the Books of the Holy Scripture alone furnish us with an accurate history of the World, from the Creation, through the line of Patriarchs, Judges, Kings, and Princes of the Hebrews; and that we may, by its aid, form an almost entire series of events down to the birth of Christ, or the time of Augustus, which comprehends a space of about four thousand (4000) years, some small interruptions excepted, which are easily supplied by profane history; when all these reflections are justly made, we must allow, that the Scriptures form a series of books, which merit the first rank among all the sources of Ancient History.” \*

The most Ancient of Histories and the most authentic.

In the course of Christian Biblical Instruction, therefore, on which I have insisted, not only is the foundation of true morality laid, but the essential elements and the most entertaining and leading facts of chronology and history, are acquired. †

\* *London Encyclopædia: Article, Chronology.*

† With a view to provide a convenient Manual for the teaching of Christian Morals, the Reverend Doctor Ryerson prepared a book in August, 1871, of ninety-four pages, on “First Lessons in Christian

In the lowest Elementary Schools, Reading, Spelling, Writing and Arithmetic should, of course, be taught. They constitute the staple instruction of our Common Schools. In many instances, the elements of English Grammar, and Elementary Geography are taught, and in a few, Book-keeping, Algebra, Geometry and the elements of History.

1. Among the subjects to be taught in the Common Schools, Reading and Spelling are doubtless the first in importance, and usually the first in order. Sentences are composed of words, words of syllables, and syllables of letters. The letters of the Alphabet then are according to common opinion and practice, to be taught first—a task which is usually performed by pointing the letters out in succession, at each lesson, until they are learned. Nothing can be more tedious to the Teacher, and nothing more irksome and stupifying to the little pupil, than this unnatural process. The young prisoner is confined to his seat several hours in a day; he must be silent; he sees nothing to excite his curiosity; he hears and is required to do nothing to awaken mental activity; the only variation in the dull monotony of the school hours, is to be called up three or four times a day to repeat the names of twenty-six letters, of the use, or application, of every one of which he is entirely ignorant.

Reading and Spelling.

Bad method of teaching the Alphabet and Reading.

The operation becomes purely mechanical and is often protracted for many months before the unhappy victim of it gets thoroughly from A to Z. A second edition of the same process is produced in teaching the child to spell syllables of two or three letters,—syllables which convey to the mind of the learner not a single idea in which the sounds of the letters have no relation to those which have been applied to them in the alphabet, and no relation to those which are applied to the same syllables and spelt in the same way when forming parts of words. For example, the first two letters of the alphabet have both a different sound when they are repeated alone, from that which they have when forming the syllable *ab*; and what resemblance is there between the sound of the syllable *ble* taught in the three-letter lessons, and the same syllable in the word *noble* or *able*,—as taught in the two-syllable lessons. The second and third steps of the child's learning contradict each the preceding. Is this rational? Can it be according to nature? Is it not calculated to deaden rather than quicken the intellectual faculties? Is not such irrational drudgery calculated to disgust the subject of it with the very thoughts of learning? And is it not probable that it has done so to a fearful extent; and that it would do so to a much greater extent, was not the natural tendency of it counteracted by the child's fears, or emulation, or love of approbation.

Now suppose that instead of going, through the mechanical routine of repeating the alphabet some hundreds of times, the child is furnished with a slate and pencil, (as is the case with every infant pupil in Germany,) and imitates the forms of the letters (two or three at a time, either from the printing of them on a sheet, or on a blackboard or slate by the Master, how different are both his progress, and his feelings. He learns the letters by forming them, as nature and experience dictate to older students, when learning the alphabet of a new language,—the love of imitation peculiar to his age is gratified, and his imitative faculty is improved. His first efforts at learning are associated with pleasurable feelings; each lesson possesses the charm of novelty; learning is a pleasure, and the task an amusement; and the young beginner thus cheerfully learns more, in three or four days, than he would sorrowfully drudge over in as many months, according to the common repeating system.

A better method.

Or, suppose that a mode of instruction be adopted, which now obtains more extensively than any other, in the estimation of learned and experienced Educationists. It is maintained that:

Another method suggested by a Boston Teacher.

"A better way of learning to read, much and successfully practised of late, is to let children learn words first, and afterwards the letters of the alphabet of which

Morals; for Canadian Families and Schools." In his "Prefatory Notice" to these First Lessons, Doctor Ryerson said:

"This Little Book . . . . is a gratuitous contribution, on the part of the Author, to an essential branch of Education. . . . The want I attempt to supply by this little book has been widely felt, and often expressed, in connection with our System of Public Instruction."

On the 13th of November, 1871, the Work was recommended by the Council of Public Instruction for Ontario "for use, as designed, in Canadian Families and Public Schools."

As long ago as 1809, the late Bishop Strachan, then "Minister of Cornwall, Upper Canada," published a pamphlet entitled "The Christian Religion Recommended in a Letter to his Pupils." It was the "last of a Course of Lectures which the Author has drawn up for the use of his Scholars" at the Cornwall Grammar School. The Letter was "printed by Nahum Mower, Montreal."

they are made up. This is nature's method. A child learns to know his mother's face before he knows the several features of which it is composed. Common significant words should be selected, and repeated in different arrangements, until the child can distinguish them perfectly and put them together to make sense. He should at the same time be taught to pronounce the words distinctly. He has thus the satisfaction of reading.—of seeing the use of his learning from the beginning. To make them still more familiar, he should be set to look for the words in a page where they are to be found, and to copy them on his slate. When he has become familiar with a good number of words, and is sensible of the usefulness and pleasantness of reading, he may be set to learn the letters. This he will do with interest, when he knows that, by means of them, he will soon be able to learn by himself and without help. He should not yet, if ever, be set to learn words which he cannot understand, but only such as will occupy at the same time his mind and his eyes.

If a child be never allowed to read what he cannot understand, he will never form those bad habits of reading, called 'school-reading,' now so universal. I have known several children, taught to read by their mothers, on the principle of never reading what they did not understand, who always, from the beginning, read naturally and beautifully; for good reading seems to be the natural habit, and bad the acquired.\*

It may be remarked that the "First Book of Lessons" published by the National Board of Education in Ireland, is constructed upon the principle above stated.† The Secretary of the Board of Education for the State of Massachusetts, makes the following statement, which I have reason to believe is perfectly correct.

"When I first began to visit the Prussian Schools, I uniformly inquired of the Teachers, whether, in teaching children to read, they began with the names of the letters, as given in the Alphabet.—Being delighted with the prompt negative which I invariably received, I persevered in making the inquiry, until I began to perceive a look and a tone on their part not very flattering to my intelligence, in considering a point so clear, and so well settled, as this, to be any longer a subject for discussion or doubt.—The uniform statement was, that the Alphabet as such had ceased to be taught as an exercise preliminary to reading, for the last fifteen or twenty years, by every Teacher in the Kingdom. The practice of beginning with the names of the letters is founded upon the idea, that it facilitates the combination of them into words. On the other hand, I believe that, if two children of equal quickness and capacity are taken, one of whom can name every letter in the Alphabet, at sight, and the other does not know them from Chinese characters, the latter can be most easily taught to read.—in other words, that the learning of the letters first is an absolute hindrance."‡

In reply to the objection, that, as the elements of a Science, or Art, should be taught first, so ought the elements of words, before words themselves; it is maintained, that the names of the letters are not the elements in the sounds of words, except in a comparatively small number of instances; that, for example, the six vowels have but six names, yet no less than thirty-three different sounds; that the variety of sounds of consonants into words is nearly as great in proportion to their number, according to the simplest account of them; but if critically analyzed, would probably amount to some hundreds. "Now," (says the acute observer just quoted.)

"How can twenty-six sounds be the elements of hundreds of sounds as elementary as themselves? Generally speaking, too, before a child begins to learn his letters, he is already acquainted with the majority of elementary sounds in the language, and is in the daily habit of using them in conversation. Learning his letters, therefore, gives him no new sound; it even restricts his attention to a small number of those which he already knows. So far then, the learning of his letters contracts his practice; and, were it not for keeping up his former habits of speaking at home, and in the play-ground, the Teacher, during the six months, or year, in which he confines his pupil to the twenty-six sounds of the Alphabet, would pretty nearly deprive him of the faculty of speech."§

\* *The Schoolmaster.* By the Reverend George B. Emerson, Boston, Mass., pages 420, 422, 423.

† The Irish National School Books were introduced into the Schools of Upper Canada in 1846-7.

‡ *Horace Mann's Seventh Annual Report*, etcetera, page 122.

§ *Horace Mann's Seventh Annual Report*, etcetera, pages 121, 122.

Irish First Lessons.

Practice in Prussian Schools.

Objection answered.

Teaching letters.

Hence having but from two to being and contr steps of harmonio

It is done, and the pupil, and to the of learning the Alpha similar to word, and Mann; w

"In children, smiling an enough to and, after and effect moment. hushed, h come toge of the bea ent kinds in constru fied, thou dren occas of disorde Here I m and the f little read Prussian a slate and Black-boa

"The drawing, By the sid script han being pain with their ing rod, a dren are f them on p subsequent House, be of the sou word. Th or the sou word was was compl sometimes

"In dipthong then asked words eno advanced, taken toge prise, and

"Aft the childr House; a

Hence, according to this reasoning, in pronouncing in words a letter which, having but one name, and yet,—as most of the letters of the Alphabet have,—has from two to six sounds, the young learner would be wrong from two to six times, to being right once. In a method of teaching, which involves so many anomalies and contradictions, and occasions so much confusion to the learner in the very first steps of his progress, there must be some defect. The order of nature is more harmonious and less difficult.

It is questionable whether there is any stage of learning at which more can be done, and perhaps is often unhappily done—to determine the future character of the pupil, than that of which I am now speaking. In illustration of this remark, and to show the qualifications which are required to teach properly the first elements of learning, I will introduce the following account of a Prussian School exercise on the Alphabet. I had the pleasure of witnessing several exercises in German Schools similar to that which is here described, and one at Leipsic on the same object and word, and of the same character with that which is thus narrated by Mr. Horace Mann; whose testimony will be hereby added to my own.

“In the case I am about to describe, I entered a class-room of about sixty children, of about six years of age. The children were just taking their seats smiling and expectation. They had been at School but a few weeks, but long enough to have contracted a love for it. The Teacher took his station before them, and, after making a playful remark, which excited a little titter around the room, and effectually arrested attention, he gave a signal for silence. After waiting a moment, during which every countenance was composed and every noise was hushed, he made a prayer consisting of a single sentence, asking that as they had come together to learn, they might be good and diligent. He then spoke to them of the beautiful day; asked what they knew about the seasons, referred to the different kinds of fruit-trees then in bearing, and questioned them upon the uses of trees, in constructing houses, furniture, etcetera. The manner of the Teacher was dignified, though playful, and the occasional jets of laughter, which he caused the children occasionally to throw out, (but without ever producing the slightest symptom of disorder,) were more favourable to a receptive state of mind than jets of tears. Here I must make a preliminary remark, in regard to the equipments of scholars and the furniture of the School-room. Every child had a slate and pencil, and a little reading book of letters, words, and short sentences. Indeed, I never saw a Prussian School above an Infant School, in which any child was unprovided with a slate and pencil. By the Teacher's desk, and in front of the School, hung a Black-board.

“The Teacher first drew a House upon the black board; and here the value of drawing,—a power universally possessed by Prussian Teachers,—became manifest. By the side of the drawing, and under it, he wrote the word House, in the German script hand, and printed it in German letter. With a long pointing rod,—the end being painted white to make it more visible,—he ran over the letters,—the children with their slates before them and their pencils in their hands, looking at the pointing rod, and tracing the forms of the letters in the air. In our good Schools, children are first taught to imitate the forms of letters on the slate, before they write them on paper; here they were first imitated on the air, then on the slates and subsequently in old classes, on paper. The next process was to copy the word House, both in script and in print, on their slates. Then followed the formation of the sounds of the letters of which the word was composed, and the spelling of the word. The names of the letters were not given, as with us, but only their powers, or the sounds which those letters have in combination. Sometimes the last in a word was taken and sounded after that the penultimate,—and so on until the word was completed. The responses of the children were sometimes individual, and sometimes simultaneous, according to a signal given by the Master.

“In every such School, also, there are printed sheets, containing the letters, diphthongs, and whole words. The children are taught to sound a diphthong, and then asked in what words the sound occurs. On some of these cards there are words enough to make several short sentences; and, when the pupils are a little advanced, the Teacher points to several isolated words in succession, which, when taken together, make a familiar sentence, and thus he gives them an agreeable surprise, and a pleasant initiation into reading.

“After the word ‘House,’ was thus completely impressed upon the minds of the children, the Teacher drew his pointing rod over the lines which formed the House; and the children imitated him, first in the air, while they were looking at

his motions,—then on their slates. In their drawings, there was of course a great variety as to taste and accuracy; but each seemed pleased with his own, for their first attempts had never been so criticised as to produce discouragement. Several of them were then called to the blackboard, to draw a house with chalk. After this the Teacher entered into a conversation about houses. The first question was, what kind of a house was that on the blackboard. Then the names of other kinds of houses were given. The materials of which houses are built were mentioned,—stone, brick, wood; the different kinds of wood; nails, how they were made; lime, whence it came, etc., etc. When the Teacher touched upon points, with which the children were supposed to be acquainted, he asked questions; when he passed to subjects beyond their sphere, he gave information, intermingling the whole with lively remarks and pleasant anecdotes.

Name of familiar things.

Complete answer required.

“And here one important particular should not be omitted. In this, as well as in all other Schools, a complete answer was always required. For instance, if the Teacher asks ‘what are houses made of?’ he does not accept the answer, ‘of wood’ or ‘of stone;’ but he requires a full, complete answer; as ‘a house is made of wood.’ The answer must always contain an intelligible proposition, without reference to the words of the question to complete it. And here also the greatest care is taken that the answer shall always be grammatically correct, have the right terminations of the articles, adjectives, and nouns, and the grammatical transpositions, according to the idioms and structure of the language.

“This secures from the beginning precision in the expression of ideas; and if, as many philosophers suppose, the intellect could never carry forward its processes of argument, or investigation, to any great extent, without using language as its instruments, then these children, in their primary lessons, are not only led to exercise the intellect, but the instrument is put into their hands, by which its operations are facilitated. When the hour expired, I do not believe there was a child in the room who knew, or thought, that his playtime had come.

“No observing person can be at a loss to understand how such a Teacher can arrest, and retain, the attention of his Scholars.

Common method not good.

“Now it is obvious, that, in the single exercise above-described there were the elements of reading, spelling, writing, grammar and drawing, interspersed with anecdotes, and not a little information; and yet there was no excessive variety, nor were any incongruous subjects forcibly brought together. There was nothing to violate the rule of ‘one thing at a time.’ Compare the above method with that of calling up a class of Abecedarians, or, which is more common, a single child, and while the Teacher holds a card, or book, before him, and with a pointer in his hand, says a, and the child echoes a; then b and the child echoes b; and so on, until the vertical row of lifeless and ill-favoured characters is completed; and then, remanding him to his seat, to sit still and to look at vacancy. If the child is bright, the time which passes during this lesson, is the only part of the day when he does not think. Not a single faculty of the mind is occupied except that of imitating sounds; and even the number of these imitations amounts only to twenty-six. A parrot, or an idiot, could do the same thing. And so of the organs and members of the body. They are condemned to inactivity; for the child who stands most like a post, is most approved; nay, he is rebuked if he does not stand like a post. A head that does not turn to the right, or left, an eye that lies moveless in its socket, hands hanging motionless at the side, and feet immovable, as those of a statue, are the points of excellence, while the child is echoing the senseless table of a, b, c. As a general rule, six months are spent before the twenty-six letters are mastered; though the same child would learn the names of twenty-six playmates, or twenty-six playthings, in one, or two days.

Benefits of the Prussian methods of teaching.

“All children are pleased with the idea of a house, a hat, a top, a ball, a bird, an egg, a flower, etcetera, and when their minds are led to see new relations, or qualities, in these objects, or when their former notions respecting them are brought out more vividly, or are more distinctly defined, their delight is even keener than that of an adult would be in obtaining a new fact in science, or in having the mist of some old doubt dispelled by a new discovery. Lessons on familiar objects, given by a competent Teacher, never fail to command attention, and thus a habit of mind is induced of inestimable value in regard to all future study.

Conversational.

“Again, the method I have described necessarily leads to conversation; and conversation with an intelligent Teacher secures several important objects. It communicates information. It brightens ideas, only before dimly apprehended. It addresses itself to the various faculties of the mind, so that no one of them ever



tires, or is cloyed. It teaches the child to use language,—to frame sentences,—to select words which convey his whole meaning,—to avoid those which convey either more, or less, than he intends to express ; in fine, it teaches him to seek for thoughts upon a subject, and then to find appropriate language in which to clothe them. A child trained in this way will never make those absurd and ludicrous mistakes, in which uneducated men of some sense not unfrequently fall, videlicet, that of mis-matching their words and ideas,—of hanging, as it were, the garments of a giant upon the body of a pigmy, or of forcing a pigmy's dress upon the huge limbs of a giant. Appropriate diction should clothe just ideas, as a tasteful and substantial garb fits a graceful and vigorous form. The above-described exercise occupies the eye and the hand, as well as the mind. The eye is employed in tracing visible differences between different forms ; and the hand is engaged in copying whatever is presented, with as little difference as possible. And who ever saw a child that was not pleased with pictures, and with an attempt to imitate them ? Thus the two general objects, so strenuously insisted on by writers, in regard to the latter periods of education, and the maturer process of thought, are attained videlicet, the power of recognizing analogies and dissimilarities.”\*

The above vivid description of an Abecedarian, and first reading exercise, applies substantially to all German and Swiss, and many French Schools ; and to the Model Schools, in connexion with the Dublin Normal School, of the Irish National Board, and to the best Schools in Scotland and England. The Secretary of the British and Foreign School Society, London, observes that

Common to the best European Schools generally.

“At the Borough Road School, (the great establishment, Normal and Model of the Society.) the principle of dispensing with *Alphabetic teaching* has long been adopted ; the Alphabet Class has been merged into that of children of two letters ; and all unmeaning combinations have been utterly excluded.”

I have thus adverted to this subject, not with a view of advocating any particular theory ; but to show how much importance is involved in this first step of elementary teaching, and how much may be done,—and has been done,—to convert this infant “bridges of sighs” into a charming passage, conducting from the prison of ignorance into the palace of general knowledge and wisdom, and how much may be done, at this little notice period of instruction, to introduce and develop the chief elements of intellectual excellence. Our senses are so many inlets of knowledge ; the more of them used in conveying instructions to the mind the better ; the more of them addressed, the deeper and more permanent the impression produced. Of all the senses, that of seeing is the best organ of communication with the mind, especially in childhood. It has been said that “the eye remembers. It is more attentive than the ear. Its objects are not confused. It takes in a single and perfect image of what is placed before it, and transfers the picture to the mind. Hence, all illustrations in our teaching, which can possibly be addressed to this organ, should be so applied.”

Objects of the foregoing remarks.

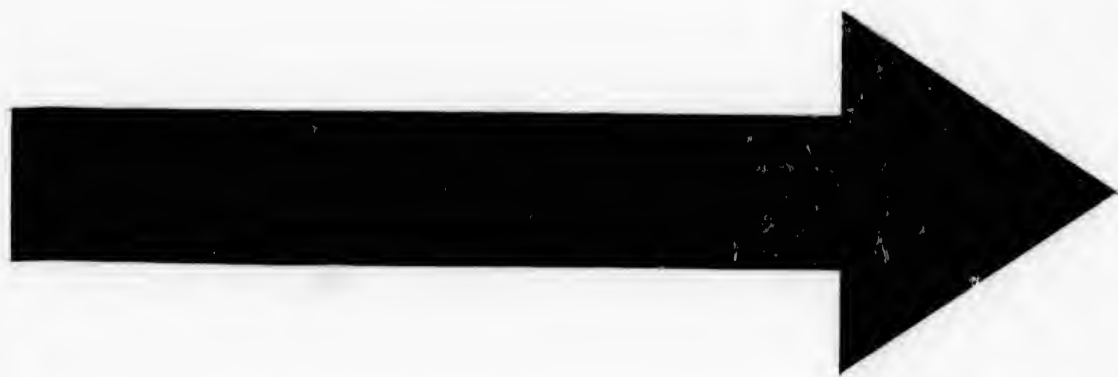
From the foregoing observation it might naturally be inferred, that reading ought to be taught before spelling ; but the reverse is generally the case ; and the unnatural and injurious practice of occupying months in teaching the young pupil to spell in order to read, is a second hindrance thrown in the way of his improvement, and his love of learning. Mr. L. J. Packhurst well observes.

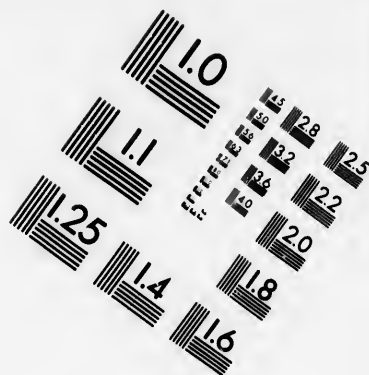
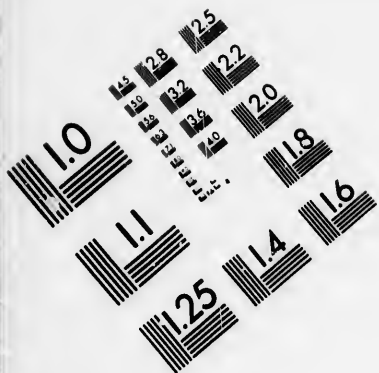
Opinion of a Boston Teacher on Reading.

“Reading should invariably precede spelling. I do not mean that a child should be kept a long time learning to read before he commences spelling ; but that he should never be set to spell a word, until he has first become able readily to read it. The reason is, that reading is much easier than spelling and that a person cannot spell by thinking how a word sounds, but he must recollect how it looks. The eye, therefore, as well as the ear, must become familiar with a word before it can readily be spelled. One thing that renders reading easier than spelling is, that perception is more vivid than conception. Hence it is easier to distinguish two familiar words, as cat, and rat, or eat and tea, when the eye is fixed on them in reading, than it is to recollect the difference in their orthography, when they are absent from the eye.”

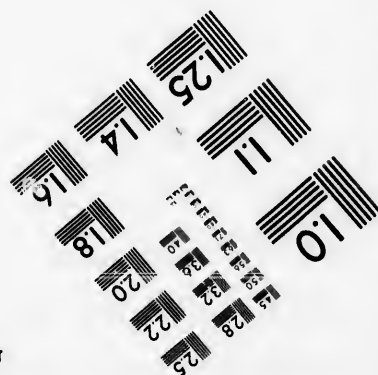
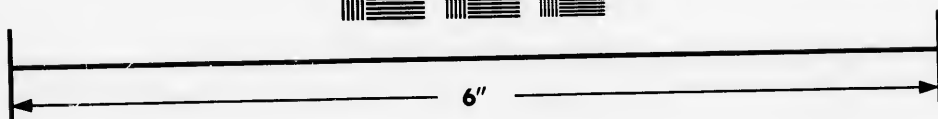
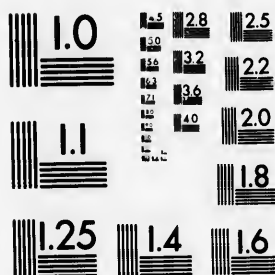
Such is the prevalent opinion of the most distinguished Teachers, both European and American. Their common language is : “Time must not be wasted on spelling, yet, as it is important, as early as practicable, to let a child learn to read fluently so that he may be able to occupy himself with reading, and be prepared for all the other parts of his education.”

\*Horace Mann's Seventh Annual Report, etcetera, 1844, pages, 117, 120.





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Mechanical  
reading—

To teach reading properly, attention to three things is requisite,—the mechanical, the intellectual and the theoretical exercise.

Taught by  
example.

The first consisting of articulation, pronunciation, emphasis, pauses, tones, is taught by example, rather than by rule—at least before teaching the rules. Reading, as well as singing, is, in the first instance, a mechanical exercise; and like other mechanical exercises, acquired by imitation. Hence, a good reader is as necessary to teach reading, as a good musician is to teach music or a good draughtsman to teach drawing. To each of these arts belong rules, and rules which are to be taught and learned; but skill in them is acquired more by imitation than by rule. So, in the early exercises of reading, example must be the principal teacher; and, if the example be not good, early bad habits in the pupil must be the immediate and necessary consequences; and that consequence is often irremediable through life—whatever may be the subsequent attainments and talents of the unhappy victim of it. The Author of "*The Teacher Taught*," insists that

"*Teacher  
Taught.*"

"The Common School Teacher must read, and require the pupils to imitate his tones, emphasis, cadence, etcetera. Unless such an example be daily held up before the children, it cannot reasonably be expected that they will read mechanically well. Those Teachers, who hear a class read three, or four times in a day, and direct one, or another, to read faster, or slower, or to regard their pauses but, set before them no example for their imitation, do not teach them with any effect. It would be as well to omit reading entirely, for they would be sure to acquire no bad habits.

Hence, for the proper training of pupils, in even the mechanical art of reading, a skilful artist, in the person of the Teacher, is indispensable: and although an art may be mechanically acquired, and practised, without a knowledge of the principles of it—such, for example, as the use of the pulley, the inclined plane, or the wedge, or the speaking correctly, without having been taught the principles of mechanics, or of language—yet no art can be properly taught, unless the Teacher understands both the principles and practice of it.

Intellectual  
reading.

But reading ought not to be regarded as a mere mechanical exercise. It is to be feared it is often nothing more, and that the length of its duration, though extending to years, is only a continued repetition of the purely mechanical process. The intellectual part of teaching is the most important, though the most neglected. It consists in teaching children to understand what they read—and the meaning of the words used the facts narrated, the principles involved, the lessons inculcated. This embraces the derivation, composition and import of the words, the author, the occasion, the connexion of the narrative, poem, speech, etcetera—the places, arts and customs referred to; in a word, the development of what has been shown is taught in Prussian Schools, which teach the Alphabet itself.

Sessional  
School, Edin-  
burgh.

This is the essence of what was, some years since, described as the intellectual system of the celebrated Sessional School of Edinburgh, the account of which by Mr. Wood, has pre-eminently contributed to introduce a new era in the elementary school teaching system throughout the United Kingdom. It has long since obtained in the German Schools. It makes the reading-book the text-book of general knowledge. Under this intellectual process, the pupil acquires a knowledge of language, men and things; a desire to read is awakened and increased, as his skill in reading is improved by the practice.

Effects of bad  
reading.

The knowledge of what is read is essential to good reading, and to the cultivation of a taste of it. The indifference, and even aversion, of many persons to reading is, no doubt, attributable, in a great measure, if not altogether, to the unintellectual manner in which they were taught to read, especially if they never learned to read fluently. The entire series of their attempts at learning to read is associated with so many painful, and so few pleasant, recollections, that they engage in it with reluctance, and only from necessity.\*

\* Among the few books, which were published in the early day of Upper Canada, was one named "*Reading Made Easy, in a Regular and Speedy Method of Teaching Young Children to Spell and to Read English.*" The Copy from which I take this Title was published in 1839, and was then the "fourth Canadian Edition." An Edition of "*The English Reader*" by Lindley Murray was published without date by R. and A. Miller, of Montreal, and by Eastwood and Co., of Toronto, about the same time. In 1844, the Reverend R. H. Thornton, of Whitby, published, at Toronto, "*The Instructive Reader*,"—as "No. IV of the Practical and Progressive System, by P. and R. H. Thornton."

Mr. Edgeworth has remarked that "learning to read is the most difficult of human attainments." That which is difficult in itself is rendered doubly so, if not impossible, by the absence of the essential requisites for teaching it. "The great essential point is," (says Mr. Thomas Wyse) "understanding perfectly what you read. But this is the last thing thought of. Our Teachers require the reading first, and promise the meaning afterwards."

The Archbishop of Dublin, in his admirable "Elements of Rhetoric," maintains, that the clear understanding of what is read is essential even to perspicuity in reading. The reading lessons then should be thoroughly taught and understood, and be made the vehicle of general information. Dr. Whately's hints to Teachers.

"The well prepared Teacher" (remarks the author of The (Boston) School-Master) "may make them the occasion of much useful instruction, by talking to his pupils upon subjects suggested by the reading-lesson, and, by interesting them, may lead them to desire to read for themselves upon the subject, and induce them to pay more attention to the lessons. It would be well if the Teacher would daily look forward to the reading exercises of his classes, and ask himself what useful fact, or interesting narrative, or anecdote, he can call up to arrest their attention, or to supply them with materials for common thought. Our common-reading books contain selections from orations. How much additional interest will the Teacher give, by telling something of the occasion on which one of them was delivered, and the effect it produced. Some of the selections are from histories. By a few introductory words, he may shew what was the state of things to which the passage refers, and, by putting them into the current of history, prevent it from being to them a mere isolated fact. "Satan's Address to the Sun" loses half its sublimity to one who has not read the previous portions of Milton's "Paradise Lost"; and how much more moving does the beautiful passage beginning "Hail! holy light!" become to the child who knows, that they were uttered by one who had lost his eyesight and his health in noble exertions for liberty and truth." Rev. G. B. Emerson.

The highest order of this exercise is Rhetorical.—But by rhetorical reading I do not mean pompous spouting, but natural reading—such as speaks the language of nature. It involves a participation of the spirit, and a reflection of the feelings of the Author. It is absorbed in the subject: it forgets manner; and therefore speaks according to nature. Rhetorical reading.

Doctor Whately forcibly remarks, "A reader is sure to pay too much attention to his voice, not only if he pays any at all, but if he does not strenuously labour to withdraw his attention from it altogether. This is not a common attainment. "It requires," observes the elegant Author of the Fireside Friend,) "not only knowledge of language, of the derivation and signification of words, but an acquaintance with the passions of the human heart, and with the different tones in which these should be expressed. It requires also, a quick perception, to seize upon the meaning of a passage, so that, for a moment, the Author's spirit shall seem to be transferred to the breast of the reader. All this is necessary in order to read well; is it, therefore, wonderful that there are so few good readers? How common is it to hear a pathetic passage read with the coldness of indifference, a lively description without animation, or an argumentative discourse, without either force, or emphasis. Rules may do something; examples may do much; but, after all, good reading must be the effect of feeling, taste and information." Dr. Whately.

In a former part of my remarks on this subject, I have given an account of the Prussian system of teaching a commencing reading-class. I will quote from the same Author an account of a more advanced reading exercise in a Prussian elementary School. Mr. Horace Mann says: Teaching reading in Prussia.

"Having given an account of the reading lesson of a primary class, just after they had commenced going to School, I will follow it with a brief account of a lesson given to a more advanced class. The subject was a short piece of poetry, describing a hunter's life in Missouri. It was first read—the reading being accompanied with appropriate criticisms as to pronunciation, tone, etcetera. It was then taken up, verse by verse, and the pupils were required to give equivalent expressions in prose. The Teacher then entered into an explanation of every part of it, in a sort of oral lecture, accompanied with occasional questions. This was done with the greatest minuteness. Where there was a geographical reference, he entered at large into Geography; where there was a reference to a foreign custom, he compared it with their customs at home; and thus he explained every part, and illustrated the illustrations themselves, until, after an entire hour spent upon six four-line verses, he left them to write the sentiment and the story in prose to be Horace Mann.

produced in school next morning. All this was done without the slightest break, or hesitation, and evidently proceeded from a mind full of the subject, and having a ready command of all its resources."\*

These brief remarks and statements are sufficient to show, not only the order and importance of this primary department of Common School instruction,—the various knowledge which it may be made the instrument of communicating, the qualifications requisite to teach it properly; but also the imperative necessity, and the great advantage of establishing a Seminary for the training of Teachers in this Province.

Spelling.

2. Spelling is another essential department of the elementary School; and the common modes of teaching it are as liable to remark as those of teaching to read. The child is wholly confined to the Spelling-Book for many months, before he is taught to read; and the spelling book is made his companion as long as he is at school. The order of nature, in this matter, has been shewn to be otherwise; and the matured opinions of the most experienced Educationists are decidedly against this use of the spelling book, and the common method of learning to spell. The mode of spelling columns of words orally, and, in succession, by members of classes, is not sanctioned by the practice of the best European and American Schools; and is condemned by the most approved Teachers. Mr. Simpson, a distinguished Scotch Teacher, strongly insists that "the pupils ought not to be tasked and annoyed with the absurdity of that laborious and generally abortive exercise, 'learning to spell.'"

Common method of teaching spelling condemned.

Mr. Simpson.

The method advocated is, that spelling should accompany reading from the commencement, and be taken from the reading lessons, and that the Teacher should, as a part of the same exercises, teach the sounds and powers of the letters.

Rev. G. B. Emerson's better method.

The Author of *The Schoolmaster*,—a work sanctioned by the Boston Board of Education—observes:

"In every stage we should avoid as the bane of good habits of thought, the common use of nonsense columns of a spelling-book. Nothing more pernicious could be contrived. The use of them prevents thinking, without teaching them to spell. Still there are numerous anomalies in English which must be learned from a spelling book. After the child has learned to read well and fluently, a Spelling-Book should be placed in his hands, and his attention particularly directed to the difficult combinations.† The simple words will have become familiar, and time need not be wasted on them. The whole attention should be given to the difficulties. What these are every Teacher must judge for himself. It will depend upon the skill with which pupils have been taught to use their slaves in learning to read and write.

When a lesson has been assigned, a few minutes may be appropriated for reading it over carefully.—Examination in it should be conducted in various ways. One is: putting out words successively to different individuals. When this is practised, care should be taken never to begin twice in succession with the same individual, and to keep all on the look-out by calling on those who are in different parts of the class, leaving it always uncertain who shall be called next. This mode, however practised, costs much time. An agreeable mode of varying it will be to let the whole class spell simultaneously, in measured time. This is good for the voice, and, if care be taken to detect those who spell wrong, and such as depend on the rest, may be often very useful.

\* In 1850, the Reverend D. Falloon Hutchinson of Belleville, published a small Text Book, entitled, "A Rhetorical Catechism, or First Course in Rhetoric," etcetera.

Dr. Sullivan's substitute for common spelling books.

† A Book of the kind here referred to has been published by Professor Sullivan, Master of the Dublin Normal School of the National Board of Education in Ireland. This book is intitled, "The Spelling-Book Superseded; or a new and easy method of teaching the Spelling, Meaning, Pronunciation, and Etymology of all the difficult words in the English Language, with exercises on verbal distinctions, by Robert Sullivan, Esquire, A. M., LL. D., T. C. D."—Professor Sullivan, after quoting several authorities, concludes the introductory observations of this little work in the following words:—"That spelling may be learned effectually without Spelling-books, must be evident from what we have said and quoted. And that a person may learn to spell without ever having had a spelling-book in his hands, is equally certain; for in teaching Latin, French or any other foreign language, there are no Spelling-books used; nor is the want of such a book ever felt. Nor do we ever hear that persons who learn any of these languages find any difficulty in writing or spelling the words." An edition of this useful Book was published in Upper Canada.

"A much better way is for each child to have a slate before him, and write each word as it is put out. When all the words are written, the slates may be passed up, one of them to be examined by the Teacher, and the others by the class, no one examining his own slate. **A better way.**

"A still better way is to give out sentences to be written containing the difficult words, or rather, to give out the words, and require the pupil to make sentences including them. They thus become fixed in the memory, so as never to be erased. The objection that will be made to this is, the time which it takes. **Better still.**

"When, however, it is considered that, by this exercise, not only is spelling taught, but writing and composition, and all of them in the way in which they ought to be taught, that is, in the way in which they will be used, the objection loses its weight.

"As spelling is usually taught, it is of no practical use; and every observer must have met with many instances of persons, who have been drilled in spelling nonsense columns for years, who mis-spelt the most common words, as soon as they were set to write them; whereas, a person taught in the way here recommended, may not, in a given time, go over so much ground, but he will be prepared to apply every thing he has learned to practice, and he will have gained the invaluable habits of always associating every word with a thought, or an idea, or a thing. **Effects of the different methods contrasted.**

In "Wood's Account of the Edinburgh Sessional School," the following is stated as the method of teaching spelling in that Institution:

"In the Sessional School, the children are now taught to spell from their ordinary reading lessons, employing, for this purpose, both the short and the long words, as they occur. Under the former practice in the School, of selecting merely what are longer and apparently, more difficult words, we very frequently found the pupils unable to spell the shorter and more common ones, which we still find by no means uncommon in those who come to us from some other Schools. By making the pupil, too, spell the lesson, just as he would write it, he is less liable to fall in future life into the common error of substituting the word their for there, and others of a similar kind. **How spelling is now taught in the Edinburgh Sessional Schools**

The defectiveness, and the absurdity of the common mode of teaching spelling, is thus pointed out in Abbot's *Teacher*,—a work which has been revised and reprinted in London, by Doctor Mayo, late Fellow of St. John's College, Cambridge. I quote from the London edition. **Abbot's Teacher.**

"One Teacher (says that excellent American Writer,) for instance, has a spelling lesson to hear, he begins at the head of the line, and putting one word to each boy, he goes regularly down each successive pupil calculating the chances whether a word, which he can accidentally spell, will, or will not, come to him. If he spells it; the Teacher cannot tell whether he is prepared, or not. That word is only one among fifty, constituting the lesson. If he misses it, the Teacher cannot decide that he was unprepared. It might have been a single accidental error. **Two methods compared.**

"Another teacher, hearing the same lesson requests the boys to bring their slates, and as he dictates the words, one after another, requires all to write them. After they are all written, he calls upon them to spell aloud, as they have written them, simultaneously; pausing a moment after each, to give those who are wrong, an opportunity to indicate it by some mark opposite the words mis-spelt. They all count the number of errors and report them. **Dr. Mayo.**

"He passes down the class, glancing his eye at the work of each one, to see that all is right, noticing particularly those slates, which, from the character of the boys, need more careful inspection. A Teacher who had never tried this experiment, would be surprised at the rapidity with which such work will be done by a class, after a little practice.

"Now, how different are these two methods in their actual results? In the latter case, the whole class are thoroughly examined. In the former, not a single member of it is. Let me not be understood to recommend exactly this method of teaching spelling, as the best that can be adopted in all cases. I only bring it forward, as an illustration of the idea, that a little machinery, a little ingenuity in contriving ways of acting on the whole, rather than on individuals, will very much promote the Teacher's designs."

Whatever diversity of opinion there may be as to the comparative merits of the books best adapted to teach spelling, it is agreed that writing the words, either on a slate, or black-board, by dictation from the Teacher, has in every respect, the advantage over the common practice; and the above statements and illustrations



are sufficient to show the irreparable losses, both as to time and opportunity, which are inflicted upon the pupils in most of our Schools in the ordinary mode of teaching spelling as well as reading.\*

Writing.

Bad methods of teaching writing described.

J. O. Taylor.

Bad writers plentiful.

Facilities for writing bad.

Pupil's awkward mode.

3. Writing is another essential part of common school instruction; and the manner in which it is usually taught, as illustrated in its results is sufficiently evincive of the possibility, and the need of improvement, in teaching this most desirable and important accomplishment. The negligence—even where there is no want of competency in the Teacher—often indulged in, in this department, has inflicted irreparable wrongs and injuries on many youths in this Province. Writing being a species of drawing, is a purely imitative art. The attention, as well as the skill, of the Teacher is therefore absolutely necessary to its acquirement. It is true, that many persons, having a feeble faculty, and little taste for imitation, are as unable to learn to write as to draw well. Hence, elegance in writing has come to be considered as no part of a learned education. But all can learn to write legibly and decently; and skill in it is indispensable to success in almost every department of life. The following description of the process of teaching and learning to write in the Common Schools of the State of New York, quoted from the District School, by J. O. Taylor, may be adopted in reference to many Common Schools in Upper Canada, and is, perhaps, the best method of directing attention to its defects.—shewing, at the same time, that blame rests with all parties, from the builders of the School-Houses to the unfortunate pupils themselves. No work on Common Schools has received more praise from the highest quarters than Mr. Taylor's. He says:

“It is to be regretted that our District Schools furnish so small a number of good writers. But a very few out of the great number, who are now practising this Art in our District Schools, will be able to execute a fee, bold, and legible hand. The greater part, including almost the whole, will number, or end, their School Days, and still write with a stiff measured, ragged, scrawling, blotting hand; scarcely legible to the writers themselves and almost impossible for any one else to make out what is intended. The youths are conscious of their deficiencies with the pen, and we seldom find them willing to use it. The little, imperfect as it is, that they have learned, is thus soon forgotten; and many, very many, of the labouring classes, by the time they have numbered thirty, or thirty-five, years, are unable to write in any manner whatever. Others may write with some ease and finish while in the School, and the copy before them, but as soon as the rule and the plummet, the School-desk and the round copy-plate is taken away, they have lost the art, and find that they are unable to write a straight line, or a legible one.

“It is to be lamented that so much time is wasted in learning, what they never do learn or what, at best, they feel ashamed, or unable, to make any use of; or, with others, what is so soon forgotten. There is, generally speaking, a sufficient quantity of time appropriated to writing, sufficient care, (though fruitless,) to provide materials, (and a great quantity of them are used,) to make all of the scholars good writers. There is some fault on the part of the Teacher, or parent, or among the pupils themselves; and he will, (from personal observation) describe the process of learning to write in our District Schools. The causes of so much imperfection may thus be developed.

“The child is, (in most cases, for it is true that there are some exceptions to what I am about to say, I wish there were more,) provided with a single sheet of foolscap paper, doubled into four leaves, a quill and an inkstand, which probably has nothing in it but thick, muddy settlings, or dry, hard cotton and thus duly equipped, sent to School. The thin small quantity of paper, is laid upon the hard desk, made full of holes, ridges and furrows, by the former occupant's pen-knife. The writing desk, in many instances, is so high that the chin of the writer cannot, without a temporary elongation of the body, be projected over the upper surface; this being done and the feet swinging six, or eight, inches from the floor, and half of the weight of the body hanging by the chin, the child with a horizontal view examines its copy of straight marks. It is then directed to take the pen, which is immediately spoiled, by being thrust into the dry, or muddy, inkstand, and begin to write. The pen is so held, that the feathered end, instead of being pointed towards the shoulder, is pointed in the opposite direction, directly in front; the

\* In 1840, Mr. Alexander Davidson of Niagara, published the “Canada Spelling Book” in three Parts; and, some years ago, David J. Sallier and Company of Montreal, published, (without date), “Carpenter's Scholar's Spelling Assistant.” In 1881, W. J. Gage and Company of Toronto, published “The Practical Speller.”

fingers doubled in and squeezing the pen like a vice, the thumb thrown out straight and stiff, the forefinger enclosing the pen near the second joint, and the inked end of the pen passing over the first joint of the second finger in a perpendicular line to that made by the finger. In this tiresome, uneasy, unsteady, attitude of body, and the hand holding the pen with a twisted, cramping gripe, the child completes its first lesson in the art of writing.

"After such a beginning, the more the child writes the more confirmed will it become in its bad habits. It cannot improve; it is only forming habits which must be wholly discarded, if the child ever learns anything. But in this wretched manner the pupil is permitted to use the pen day after day, for two, or four, or six years. The Teacher shows the scholar how to hold the pen perhaps, by placing it in his own hand correctly, but does not see that the pupil takes and keeps the pen in the same position, when writing. If the pen should be held correctly for a moment, while the Teacher is observing, the old habit will immediately change it, when the Teacher has turned his back. Such practice, and such instructions, afford an explanation of so much waste of time and materials, of such slow improvement, and of so much bad penmanship.

"Another pupil who commences writing at a more advanced age, finds the desk too low, and from being obliged to bend somewhat, soon lies down upon the desk and paper. I have seldom entered a District School during the writing hour, without finding all who were using the pen, or nearly all, resting their heads and shoulders on the desk, looking horizontally at their work, and the writing-book thrown half round, making its lines parallel with the axis of the eye. In this sleepy, hidden position, it is impossible to examine and criticise what we are doing; and yet Teachers, from carelessness, or from having their attention directed to some other part of the school, during the writing season, almost universally allow it.

"Teachers seldom prepare their pens previously to their being called for, and are thus employed in mending them while they should be directing the scholars who are writing. They do not always specify and describe the frequently occurring faults in such a manner as to assist the child in avoiding them, and in improving the next time where he has previously failed. The criticisms are too general, too indefinite to profit the pupil, and he continues after this useless instruction to write in the same careless way that he did before. Teachers likewise do not preserve the writing-books which have been filled, and thus they are not able to compare the one just finished with the others written a few months before. If they should do this, the pupil would often be convinced of that which the Teacher is unable to make him believe, videlicet: that he makes no improvement. Teachers frequently set such copies as are very improper for the particular attainments, or habits, of the pupil: not discriminating, or knowing, what is required."

If the method of teaching the alphabet and reading, which has been heretofore described, be adopted, the pupil will, from the very commencement of his going to school, have occasion to write. It is universally agreed that the child should early begin to write, and, therefore, he should be taught, as early as practicable, the written characters. This task is soon accomplished, where the slate and black-board are used, and where the method heretofore recommended is employed in teaching the alphabet. The use of the slate is strongly and almost unanimously recommended. Mr. Simpson observes, "Writing must be zealously practised according to the briefest and best system yet, and the pupil habituated gradually to write down words on his slate."

I know of no system so simple and so admirably adapted to our Common Schools as that which has been recently adopted in England, under the sanction of the Committee of the Privy Council on Education. It is founded on "Mulhauser's method of teaching Writing." To describe this method in detail would be irrelevant to my present purpose; but to give some account of it may be appropriate and useful. The following account is abridged from the Preface of the Manual, to which I have referred.

M. Mulhauser is a resident of Geneva, in Switzerland. In 1827, he was appointed to inspect the Writing Classes under the Superintendence of the Genevese Commission of Primary Schools. In the discharge of his duty, he observed that the Teachers of Writing were guided in their lessons by no rules, but those of their own discretion, or caprice; and that the children were required merely to aim at an exact imitation of the specimens, by an operation purely mechanical. At the end of the year he presented a Report to the Commission, and was, thereupon, directed to prepare an improved plan for instruction in the art of writing.

No ease of position.

Teachers careless.

Writing should be early taught—Slate should be used.

Mr. Simpson.

Mulhauser's method of teaching Writing—

Mulhaüser's method specified.

M. Mulhaüser had in view the process by which nature develops the intellect; at first the senses merely of the infant are active; they are employed in collecting facts; then the mind gradually puts forth its powers; it compares, combines, and, at length, analyzes the facts collected.

He, therefore, analyzes the complex forms of the letters, and reduces them to their simplest elementary parts; which he has decided to be no more than four!

The pupil is first taught these four elementary parts of letters in the natural order of their simplicity: after which he is taught to combine them into letters, and then the letters into words.

The child recognizes each separate simple form, as well as the name of it in the most difficult combinations; and, if he err, he is immediately able to correct his error. The method enables the child to determine with ease, the height, breadth, and inclination of every part of every letter. To give him this power by abstract rules would obviously be difficult; they would not easily be understood by the child, and would not be remembered without much effort; but, by this method, he is led by practical expedients to the result required; and then such rules, as are involved in the process, can be taught. They are easily remembered after having them thus preceded by the practical demonstrations. The style of writing is at once easy of execution and very legible. It results from the observance of a few simple rules; and its chief merits are,

- 1st. The exact and well defined nature of all its parts.
- 2ndly. The harmonious proportions existing between them.
- 3rdly. Its consequent beauty and legibility.
- 4thly. The absence of ornaments.

Simple forms are placed before the pupil, and he soon finds that any departure from them leads to inconvenience.

Tested in Geneva.  
Effects of its adoption in Switzerland.  
Lausanne.

Mulhaüser's method, though apparently satisfactory in theory, was not sanctioned by the Commission of Geneva, without submitting it to the test of practice; when it was unanimously adopted. The Commission, in their subsequent Reports, speaks strongly of the advantage which the Schools of the Canton had derived from the use of this method, and give some extraordinary examples of its success. It was soon introduced into the famous Normal School at Lausanne, and was from thence transplanted into all the Village Schools of the Canton de Vaud. Persons saw with surprise the rude children in those Village Schools learn to write in a few months. In the Infant School at Geneva, children five years old were found readily to comprehend and apply its principles, and one of the best known Inspectors, surprised at the ease with which they seemed to understand the system, studied it himself, for the purpose of applying it to the instruction of his own son.

How tested in France.

The Parisian Society of Elementary Education appointed Commissioners in 1834, to investigate and report on the method. Their report fully confirmed what had been said in its favour. Subsequently the French Minister of Public Instruction directed two Inspectors of the Academy to make themselves acquainted with the method of Mulhaüser, and report to him the result of their inquiries. Their report was so favourable that the Author was immediately invited to make a trial of his system in the great National Normal School at Versailles, as also in one of the Primary Schools connected with that establishment. After eleven days instruction, a public trial of its effects was made, in the presence of the Director and Professors. The children of the Primary School who could write tolerably well in the common way, were found fully to have comprehended the most difficult parts of the method.

One boy in particular, eight years old, excited some surprise by dictating to the class the elements of the difficult word *invariablement*, to be formed mentally, without the aid of slate, or paper, when the whole class pronounced the word simultaneously. The Director of the Normal School reported on the experiment as follows:

An experiment in the Normal School, Versailles.

"The Art of Writing presents two distinct parts: first, the theoretical part, which consists in a rational analysis of the forms of written characters: and, secondly, the practical which gives the means of acquiring with rapidity, the habit, of forming the characters readily. Generally, attention has been almost entirely confined to the second part, under the impression that it is useless to reason with children, and that they are to be treated as machines, whose office is to move and not to reflect. The Author of this new method is guided by an entirely different principle. Nothing is more simple, or easy to comprehend, than his analysis of

writing. The method generally adopted presents a useless multiplication of elementary characters. One method that has been introduced into several Schools, has seventeen such characters. The author reduces them to four, and from these four elements, which are learnt with the utmost ease, are produced all the letters of the Alphabet. The child, accustomed to draw the elements of the letters with an exactness required by the rule impressed on his memory, cannot write badly if he has paid attention to the instruction. The Teacher does not dictate a letter which can leave the pupil in doubt as to the precise thing that is required of him, but pronounces in succession each element of the letter, which the writer follows, without thinking of the letter itself. The enigmas both amuse the children, and accustom them to reflect. I am peculiarly pleased with this part of the system, which calls into action the intelligence of the pupil, by an allurements resembling that of a game.

"The sixty children whom I placed under the tuition of the Author, perfectly comprehended all his rules and precepts, in less than twelve hours. It is true, that they could previously write tolerably, but the intention of M. Mulhaiser, who could remain only a short time at the School, was not so much to prove the progress that could be made in a given period, as to enable us to understand and appreciate the method he employed. The Result.

"Finally, I have to report that the trial we have made has had the most successful result; and the method of M. Mulhaiser appears to me every way calculated to ensure and hasten the progress of children, while his discipline and arrangement of the classes show, in my opinion, a remarkable knowledge of the qualities and faults of infancy. Our Schools cannot but profit by the entire adoption of the principles recommended by so experienced and able a Teacher."

This method of teaching writing was then recommended by the Minister of Public Instruction in France; and, after very careful inquiry, it has now been sanctioned by the Education Committee of Her Majesty's Privy Council in England. Adopted in England.

It has been adopted in various Countries on the Continent; and the introduction of it into our Canadian Schools will, I am persuaded, be productive of the most beneficial results.

In the German Schools, drawing is taught simultaneously with writing; as is also the case in the Schools of the Christian Brothers, and other excellent Schools, in France. In all of these Schools the writing of the pupils was superior to any writing of pupils of similar ages that I had ever witnessed. Some specimens of writing from several of these Schools, I brought with me; and they have excited the admiration of every person, to whom they have been shown. I concur most fully in the following statements of the Secretary of the Board of Education at Boston; and the great importance of the subjects to which they refer, will be an ample apology for their introduction in this place: Advantage of teaching linear drawing Simultaneously with writing.

Horace Mann.

"Such excellent hand-writing as I saw in the Prussian Schools, I never saw before. I can hardly express myself too strongly on this point. In Great Britain, France, or our own Country, I have never seen any Schools worthy of being compared with theirs in this respect. I have before said that I found all children provided with a slate and pencil. They write, or print, letters, and begin with the elements of drawing, either immediately, or soon after they enter School. This furnishes the greater part of the explanation of their excellent hand-writing. A part of it, I think, should be referred to the peculiarity of the German Script, which seems to me to be easier than our own. But, after all due allowance is made for this advantage, a high degree of superiority over the Schools of other Countries remains to be accounted for. This superiority cannot be attributed in any degree to a better manner of holding the pen, for I never saw so great a portion of cases in any Schools where the pen was so awkwardly held. This excellence must be referred in a great degree to the universal practice of learning to draw, contemporaneously with learning to write. I believe a child will learn, both to draw and to write, sooner, and with more ease, than he will learn writing alone; and, for this reason, that the figures, or objects, contemplated, and copied in learning to draw, are larger, more marked, more distinctive one from another, and more sharply defined with projection, angle, or curve, than the letters copied in writing. In drawing, there is more variety, in writing more sameness. Now the objects contemplated in drawing, from their nature, attract attention more readily, impress the mind more deeply, and, of course, will be more accurately copied than those in writing. And when the eye has been trained to observe, to distinguish, and to imitate, in the first exercise, it applies its habits with great advantage to the second. His experience.

"Another reason, is that the child is taught to draw things with which he is familiar, which have some significance, and give him pleasing ideas. But a child who is made to fill page after page with rows of straight marks, that look so blank and cheerless, though done ever so well, has, and can have no pleasing associations with his work. The practice of beginning with making inexpressive marks, or with writing unintelligible words, bears some resemblance, in its lifelessness, to that of learning the Alphabet. Each exhales torpor and stupidity to deaden the vivacity of the worker

How to commence.

"Again, I have found it an almost universal opinion with Teachers of the art of writing, that children should commence with large hand rather than with fine. The reason for this, I suppose to be that where the letters themselves are larger, their differences, and peculiarities are proportionally large; hence they can be more easily discriminated, and discrimination must necessarily precede exact copying. So to speak, the child becomes acquainted with the physiognomy of the large letters more easily than with that of the small. Besides, the formation of the larger gives more freedom of motion to the hand. Now, in these respects, there is more difference between the objects used in drawing, and the letters of a large hand, than between the latter and a fine hand; and, therefore, the argument in favour of a large hand applies, with still more force, in favour of drawing.

"In the course of my tour, I passed from the Countries where almost every pupil in every School could draw with ease, and most of them with no inconsiderable degree of beauty and expression to those where less and less attention was paid to the subject; and, at last, to Schools where drawing was not practised at all; and, after many trials, I came to the conclusion that, with no other guide than a mere inspection of the copy-books of the pupils, I could tell whether drawing were taught in School or not; so uniformly superior was the hand-writing in those Schools where drawing was taught in connexion with it.—On seeing this, I was reminded of that saying of Pestalozzi,—somewhat too strong,—that 'without drawing there can be no writing.'

Drawing, its often beauty.

"But suppose it were otherwise, and that learning to draw retarded the acquisition of good penmanship, how richly would the learner be compensated for the sacrifice. Drawing, of itself, is an expressive and beautiful language.\* A few strokes of the pen and pencil will often represent to the eye what no amount of words, however well chosen, can communicate. For the master architect, for the engraver, the engineer, the pattern designer, the draughtsman, moulder, machine-builder, or head mechanic of any kind, all acknowledge that this art is essential and indispensable. But there is no department of business or condition of life, where the accomplishment would not be of utility. Every man should be able to plot a field, to sketch a road or river, to draw the outlines of a simple machine, a piece of household furniture or a farming utensil, and to delineate the internal arrangement or construction of a house."

Charles XII. Bacon.

4. The importance of Arithmetic to the common interests of life can scarcely be over-rated. As a means of mental discipline also, being the lowest and simplest branch of mathematics, Educators have attached the highest importance to the study of it. It was a saying of Charles XII. of Sweden, that he who was ignorant of the arithmetical art, was but half a man; and Lord Bacon has said "if a man's wit be wandering let him study mathematics."—Viewed either as an instrument of mental discipline, or of practical utility, Teachers of the greatest experience agree that it should be commenced early—as early as reading and writing.

Nay, it is held to be less difficult for a child to learn to count than to learn to read, while it contributes more than reading to strengthen and discipline the mind. But the manner in which it is too often taught, renders the study of it an insupportable task, and not unfrequently an object of bitter aversion, without imparting any useful knowledge.

J. O. Taylor on bad methods of teaching Arithmetic.

There are doubtless many exceptions; but the remarks of the Author of the *District School*, are scarcely less applicable to Canada than to the State of New York:

"From this science very little is obtained in our District Common Schools, which is of any practical use. There is much compulsive, uncertain, and laborious study of arithmetic; but it is often in vain, from the manner in which it is taught, since the scholar gets very little in return for his labour that is valuable, or practical. Those who have received nothing more than a Common School education,

\*It is the reverse of this which may be said of the personal "Cartoons" in the daily newspaper press.

obtain their practical knowledge of the science of numbers, not from their instructions, or study, in the School, but from their own invention and the rewards of experience. There is in the Country but a small part of arithmetic in use which came from the Schools; necessity has taught the people what they ought to have learned at School when young, and when they were wasting so much time and money to no purpose. The pupil learns nothing thoroughly; what he does not understand he feels little or no interest in; he sits with his slate before him most of the day, groping guessing, doing nothing. Perhaps scarcely any two pupils are studying the same rule, or using the same book, instead of being formed in as few classes as possible."

The Teacher has not time to hear each pupil separately, and to explain and illustrate to each the nature of the rule, or operation, even if he be competent and disposed to do so. The consequence is that many who have, as the phrase is, "gone through the Arithmetic," are unable to perform the simplest calculations in the transactions of business; or they do so with hesitation and uncertainty.

"In Teaching Arithmetic," observes the Secretary of the British and Foreign School Society, in his much valued work on the Principles of Teaching, "nothing must be considered as done, which is not thoroughly comprehended; a meaning and reason must be attached to every step of the process. Begin, therefore, first of all, by referring the pupil to sensible objects, and teach him to compute what he can see, before you perplex him with abstract conceptions. A mere infant may, in this way, be taught to add, subtract, multiply and divide, to a considerable extent. Apparatus for this purpose, of various kinds, is already in use; but what need have you of apparatus? Everything around you and about you may be made subservient to this end. It will not do, however, to stop here. The mind must before long be accustomed to abstractions, and, therefore, the sooner you can teach the child to convert this tangible arithmetic into abstractions the better."

The practise of the best Schools in other Countries suggests that children should first study Intellectual arithmetic. Its influence in awakening the curiosity of pupils, in exciting their mental energies, and training them to devise means for performing more intricate exercises on the slate, can scarcely be conceived by those who have not witnessed the results. In the Model Schools attached to the Dublin Normal School of the Irish National Board, I witnessed arithmetical operations performed by small boys and girls with the rapidity of thought, in addition, subtraction, multiplication and division, fractions, proportion, interest, discount, etcetera. I witnessed exercises equally surprising in Scotland, France and Germany. I will select two examples,—the one from Mr. Wood's account of the Edinburgh Sessional School; the other from Mr. Horace Mann's Report on Prussian Schools. Mr. Wood says:

"It was in arithmetic we first succeeded in kindling that ardour, which has since diffused itself through every other department of the Sessional School. Arithmetic, which had hitherto been one of their dulllest occupations, now became to the scholars a source of the highest interest and amusement. They, by degrees, obtained a rapidity of movement in this Art, which we should have previously accounted quite incredible, and along with that celerity a proportional accuracy in calculation. But this was not all. They obtained, at the same time, what in our opinion, is infinitely more valuable than any arithmetical attainment,—that general energy and activity of mind, which we find of so much service in the introduction of all our subsequent improvements, and which we doubt not has, in a great measure, formed the character of many of them for life." "Those who have not had an opportunity of witnessing the performance of our children in mental arithmetic, may form some estimate of it, when they are told, that, on more than one occasion, when three or four, of our best arithmeticians were employed to answer one question in every page of the '*Ready Reckoner*,' and selected from every variety of column in that page, (that is to say, the first question being 13 yards at a farthing, the second 54, at a half-penny, the third 95, at three-farthings, and so on to the last, being perhaps 10,000 at 19s. 6d.) the whole questions, being 147 in number, were answered *seriatim* within 20 minutes, including the time taken by ourselves in announcing the questions. Each boy was, of course, according to custom, allowed to take the method he found most easy for himself. We afterwards put the mental arithmetic in a more systematic train, commencing simultaneously with the State-arithmetic; which improvement has been found of the greatest advantage, and has clearly evinced that, though in the acquisition of this, as of everything else, there is a variety of aptitude in children, all may arrive at it to an extent which could not naturally be foreseen, and has been found highly beneficial."

Mr. Mann says,—referring to the Prussian Schools :

Horace Mann  
on Prussian  
Schools.

"I shall never forget the impression which the recitation of a higher class of girls produced upon my mind. It lasted an hour. Neither Teacher nor pupil had book, or slate. Questions and answers were extemporaneous. They consisted of problems in vulgar fractions, simple and compound ; in the rule of three, practice, interest, discount, etcetera. A few of the first were simple, but they soon increased in complication and difficulty, and in the amount of the sums managed, until I could hardly credit the report of my own senses—so difficult were the questions, and so prompt and accurate were the replies. A great many of the exercises consisted in reducing the coins of one State into those of another. In Germany, at that time, there were almost as many different currencies as there are States ; and the expression of the value of one coin, in other denominations, is a very common exercise.

Prussian and  
American  
methods com-  
pared.

"It strikes me that the main differences between their mode of teaching arithmetic and ours, consist in their beginning earlier, continuing the practice in the elements much longer, requiring a more thorough analysis of all questions, and in not separating the process, or rules, so much as we do from each other. The pupils proceed less by rule, more by an understanding of the subject. It often happens to our children, that, while engaged in one rule, they forget a preceding. Hence, many of our best Teachers have frequent reviews. But there, as I stated above, the youngest classes of children were taught addition, subtraction, multiplication, and division, promiscuously, in the same lessons. And so it was in the later stages. The mind was constantly carried along, and the practice enlarged in more than one direction. It is the difference which results from teaching in the one case from a book, and, in the other, from the head. In the latter case, the Teacher sees what each pupil most needs ; and, if he finds one halting, or failing in a particular class of questions, plies him with questions of that kind until his deficiencies are supplied.

"In Algebra, Trigonometry, Surveying, Geometry, etcetera, I invariably saw the Teacher standing before the black-board, drawing the diagrams, and explaining all the relations between their several parts, while the pupils, in their seats, having a pen and a small manuscript-book, copied the figures, and took down brief heads of the solution ; and, at the next recitation, they were required to go to the black-board, draw the figures, and solve the problems themselves. How different this mode of learning a lesson from that of holding the text-book in the left hand, while the forefinger of the right carefully follows the printed demonstration, under penalty, should the place be lost, of being obliged to recommence the solution."

Book-keeping.

I cannot omit observing in this place, that the great practical end of studying arithmetic in the Common Schools, is the knowledge of accounts, and that this end should be had in view not only in the mode of teaching, but in the application of it. The knowledge of accounts is scarcely less necessary for the mechanic, and the farmer, than for the tradesman, or merchant. Every person, male or female, should be taught to keep personal accounts, and an account of the expenses of a family ; the future farmer should be taught to keep accounts of a garden, particular field, or crop, as well as of his whole operations : the intended mechanic should be taught to keep an account of the expenses and income of his shop, or trade ; and the contemplated merchant, or trader, should be taught book-keeping by double entry. Personal accounts may be taught to a whole School on the black-board. This neglected branch of Common School instruction is of the greatest importance to an agricultural population, as it is, of course, essential to a commercial community.

De Fellen-  
berg.

On visiting the celebrated Agricultural School of the philanthropist De Fellenberg,—a few miles from Berne, in Switzerland,—I found that every pupil was required to keep an account of his work, receipts and expenses,—balancing and posting it at the end of each week,—the Superintendent keeping a similar account of the affairs of the whole establishment, the expenses of cultivation, and even the products of each field. A part of every Saturday was devoted to teaching book-keeping, and to an examination of all the accounts and the manner of keeping them. The head of that famous establishment expressed his conviction, that he considered the habit of keeping accounts, punctually, minutely, and correctly, to be the primary element of a farmer's prosperity,—conducive alike to economy and industry, prudence and correctness in his plans, labours and dealings. He assured me, that to no part of the instruction of his agricultural pupils did he attach more importance than to that of teaching them a thorough system of keeping farming

Farmers'  
accounts.  
Switzerland.

accounts ; and, he even stated, that he should hope for little success from everything else which he might teach if they should neglect to keep regular accounts. He could show from the books, not only what related to every inmate of the establishment, and its general transactions, but the expense and profit of every kind of grain grown and stock raised on the farm, and that in the minutest detail. I doubt not but such a system of book-keeping would be a source of profit, as well as of instruction and pleasure to every farmer who might adopt it. Among the School-books published by the Irish National Board, there is a convenient elementary treatise on Book-keeping, with a section specially devoted to farming accounts.

Such are the observations which I have thought proper to submit on the three cardinal subjects of Common School instruction,—Reading (including Spelling), Writing and Arithmetic.\*

Without entering into minute details, or attempting to lay down rules as to methods of teaching them, I have dwelt longer on these subjects, on account of their surpassing importance,—constituting as they do, in a great degree, the roots of the tree of knowledge and the primary elements of intellectual power,—involving so deeply the interests and character of every child in the land. The great object of our Common Schools is to teach the whole population how to read, to write and “to calculate,”—to make a good reader, writer and “calculator” of every boy and girl in Upper Canada ; and the other studies in the elementary Schools are important, as they may teach how to employ these arts upon proper principles, and in the most useful manner, Reading, Writing, and “calculation” are practical arts,—not so much knowledge, as skill, by which the practical resources of the mind, and the means of acquiring knowledge are indefinitely multiplied.—But the preceding observations,—brief and general as they necessarily are,—sufficiently show how much, even of general useful knowledge, may be imparted in the judicious and intelligent teaching of these three fundamental arts of social life. To teach these thoroughly is the chief object of the Common Schools, and should be the ambition and effort of every Teacher. Better to teach a few things well than to skim superficially over all the sciences. A popular writer quaintly remarks, that “teaching a pupil to read, before he enters upon the active business of life, is like giving a new settler an axe, as he goes to seek his new home in the forest. Teaching him a lesson in history is, on the other hand, only cutting down a tree, or two, for him. A knowledge of natural history is like a few bushels of grain gratuitously placed in his barn, but the art of “ready reckoning” is the plough, which will remain by him for years, and help to draw out from the soil an annual treasure.”

There are, however, other subjects required to be taught in the Common Schools, and only second in importance to the three above mentioned.

Among the most conspicuous of these are Grammar and Geography,—the one acquainting us with the language we speak, the other exhibiting to us the world we inhabit. In many of our Common Schools they are not taught, at all ; in others, very imperfectly ; in very few, well.

5. The practical Grammar of our language should be taught in every School, every day, and to every pupil, both by the example and the corrections of the Teacher. Language existed before Grammar. Language is not founded on rules of Grammar ; but the rules are founded on the usages of language. Many persons both speak and write correctly, who have never studied a Grammar, except that of living examples and of good authors. The rules of Grammar will never make correct speakers, or writers, without the practice of writing and speaking correctly. It is thus practically taught in all good Schools ; it is thus taught in all the elementary Schools of Germany. A recent Traveller says :

“The Prussian Teachers, by their constant habit of conversing with their pupils ; by requiring a complete answer to be given to every question ; by never allowing a mistake in termination, or in the collocation of words, or clauses, to pass

\* As early as 1809, that venerable pioneer in higher education in Upper Canada, the Reverend Doctor John Strachan, published “A Concise Introduction to Practical Arithmetic, for the use of Schools.” It extended to 214 pages and was “printed by Nahum Mower of Montreal, 1809.” In 1842, Messieurs G. and J. Gouinlock published in Hamilton, a “System of Practical Arithmetic” ; and, in 1844, they published a key to it. In 1866, Miss Hulda L. Whitcomb published at Montreal, a “French Canadian Arithmetic.” (Miss Whitcomb is referred to on page 276 of the Fifth Volume of this Documentary History.) Dr. J. H. Sangster’s National Arithmetics were published in 1860. They were, as stated in the Preface, based upon the Irish National “Arithmetic in Theory and Practice.”

Reasons why these subjects have been treated at so great length.

The 3 Rs.

To be taught thoroughly.

Grammar and Geography.

Grammar.

How taught practically in the Prussian Schools.



uncorrected, nor the sentence, as corrected, to pass unreported; by requiring the poetry of the reading lessons to be changed into oral, or written, prose, and the prose to be paraphrased, or expressed, in different words; and, by exacting a general account, or summary, of the reading lessons, are,—as we may almost literally say,—constantly teaching Grammar, or, as they more comprehensively call it—the German language. It is easy to see that composition is included under this head,—the writing of regular 'essays,' or 'themes,' being only a later exercise."

But Grammar is taught theoretically as well as practically in the Prussian Schools. Another late Traveller in Prussia thus describes the manner of teaching the different parts of Speech :

How taught theoretically.

"Grammar is taught directly and scientifically, yet, by no means, in a dry and technical manner. On the contrary, technical terms are carefully avoided, till the child has become familiar with the nature and use of the things designated by them, and he is able to use them as the names of ideas, which have a definite existence in his mind, and not as awful sounds, dimly shadowing forth some mysteries of science, into which he has no power to penetrate.

Process.

"The first object is to illustrate the different parts of speech, such as the Noun, the Verb, the Adjective, the Adverb; and, this is done, by engaging the pupil in conversation, and leading him to form sentences, in which the particular part of speech to be learned shall be the most important word, and directing his attention to the nature and use of the word, in the place where he uses it. For example, let us suppose the nature and use of the Adverb are to be taught. The Teacher writes upon the black-board the words 'here' 'there' 'near,' etcetera. He then says, 'Children, we are all together in this room, by which of the words on the black-board can you express this?'—Children. 'We are all here.' Teacher. 'Now look out of the window and see the Church; what can you say of the Church with the second word on the black-board?'—Children. 'The Church is there.'—Teacher. 'The distance between us and the Church is not great; how will you express this by a word on the black-board?'—Children. 'The Church is near.' The fact that these words express the same sort of relations is then explained, and, accordingly, that they belong to the same class, or are the same part of speech.

"The variations of these words are next explained. Teacher. 'Children, you say the Church is near, but there is a shop between us and the Church; what will you say of the shop?'—Children. 'The shop is nearer.' Teacher. 'But there is a fence between us and the shop. Now when you think of the distance between us, the shop, and the fence, what will you say of the fence?'—Children. 'The fence is nearest.' So of other Adverbs. 'The lark sings well. Compare the singing of the lark with that of the canary bird. Compare the singing of the nightingale with that of the canary bird.' After all the different sorts of Adverbs and their variations have, in this way, been illustrated, and the pupils understand that all words of this kind are called adverbs, the definition of the Adverb is given, as it stands in the Grammar, and the book is put into their hands to study the chapter on this topic. In this way the pupil understands what he is doing at every step of his progress, and his memory is never burthened with mere names, to which he can attach no definite meaning."\*

Different modes of teaching English Grammar, and their results.

The Grammar of no language is perhaps shorter, or more simple, than that of the English language. Scarcely any branch of knowledge is more easily acquired; yet none is rendered more tedious and difficult by the manner in which it is too generally taught. I have seen children nine years of age, after only a few months instruction, able, without hesitation, to analyze difficult sentences, and to correct those that were ungrammatical—giving the reason in every instance; and I have seen others approaching to manhood who had studied Grammar for years, and yet could not analyze a single sentence, or parse it correctly. In some cases I have seen persons who could fluently recite the definitions and rules in the words of the Grammar, but who were ignorant of the principles of the language. The difference, in these cases, was not in the capacity of the pupils, but in the manner of teaching. The one pursued the simple order of nature; the other adhered to the letter of the book. The one taught the nature of things, deducing the definitions and rules, as the result of the import and relations of the words employed; the other taught the definitions and rules, as the laws by which words are governed. The one taught the principles, and even subtleties, of the language through the medium of the

\* Professor Stowe's Report on Elementary Public Instruction, pages 44, 45.

understanding; the other burdened the memory, but never reached the understanding. In the one case the pupil was delighted and instructed at every step, as one of a new discovery; in the other case, the progress was one of accumulated weariness and disgust.

In no department of elementary instruction has a greater change for the better taken place in the best Schools in Great Britain and Ireland, than in the method of teaching English Grammar. It has become a rational and intellectual exercise; and experience has shewn that the acquisition,—at least in its fundamental principles and general rules,—is as easy and interesting as it is important and useful. Though serious complaint is still made in the principal School publications in the United States of the prevalence of the dry, *memoriter* and useless system of teaching Grammar, yet, there also, there are some pleasing indications of improvement. Few will question the correctness of the following remarks on this important subject;

“In Germany (says Mr. Horace Mann of Boston,) I heard very little of the ding-dong and recitative of gender, number and case, of government and agreement, which make up so great a portion of grammatical exercises in our Schools; and which the pupils are often required to repeat, until they really lose all sense of the original use of the terms they use. Of what service is it for children to reiterate and reassert fifty times in a single recitation, the gender and number of nouns, about which they never made a mistake even before a Grammar book was put into their hands? If the object of Grammar is to teach children to speak and write their native language with propriety, then they should be practised upon expressing their own ideas with elegance, distinctness and force. For this purpose, their common every day phraseology is to be attended to. As their speech becomes more copious, they should be led to recognize those slight shades of distinction which exist between words almost synonymous; to discriminate between the literal and the figurative, and to frame sentences, in which the main idea shall be brought out conspicuously and prominently, while all the subordinate ones, mere matters of circumstance or qualification, shall occupy humbler, or more retired, positions. Grammar should be taught in such a way as to lead out into rhetoric, and into logic, as it regards the sequence and coherency of the thoughts. If this is so, then no person is competent to teach Grammar, who is not familiar at least with the leading principles of rhetoric and logic.”

It is not, however, to be expected that Teachers of our elementary Schools will be philologists; or that they will have occasion, or opportunity, to enter into those subtleties in the science of language, which have perplexed philosophers themselves. Like most other sciences, the elements of Grammar and the practical uses of it, are easily comprehended; but the philosophy and refinements of it belong to the higher departments of learning, and to matured intellects.

But in respect to Common School Teachers, and to their teaching, I must observe, in the appropriate language of the *Fireside Friend*:

“In order to be a grammarian, it is not sufficient that you can parse sentences, in that kind of parrot-like manner, which is acquired by those who study without much thought; you must be able to perceive the meaning of an author, the connection between the words of a sentence, however distant, and to supply words, in elliptical cases. Some of the English poets are peculiar, for the great use of ellipses; some, especially, in the expression of sudden passion, leaving not one word merely, but several, to be supplied by the reader. While employed in this study, you are giving exercise to your intellectual powers, invigorating them for new labours, and, at the same time, are gaining knowledge; which will be called into use with every sentence you speak, or write. It is very important that those who are preparing themselves for Teachers, should obtain a thorough knowledge of English Grammar. In correcting inaccuracies, in spoken and written language, a Teacher should not only be able to point out defects, but the rules which are violated.”

I will conclude my remarks on this subject with Mr. Wood's account of the mode of teaching the elements of Grammar in the Edinburgh Sessional School:

“While we saw the importance of introducing a knowledge of Grammar to a certain extent into our School, we perceived, at the same time, the necessity of securing the attention of the pupils here, as in every other department of their education, far more to its principles, and their mode of application, than to tease them with any servile repetition of its rules. At first we conceived that it would

Improvement  
in the modes  
of teaching  
Grammar.

Germany.

Horace Mann.

Qualifications  
requisite for  
teaching  
Grammar.

*Fireside  
Friend.*

Mode of  
teaching  
Grammar  
in the  
Edinburgh  
Sessional  
School.

be sufficient for our purpose, to make them acquainted merely with some of its leading principles, and, that this might effectually be done by an inductive method, that is to say, by illustration from the passages which they happened to read. If this method should succeed, the Institution would be saved the expense of furnishing the pupils with Grammars; while they, on the other hand, would be relieved from the irksomeness of prescribed and dry tasks, and have full time left them at home for the gratification of that taste for useful reading, which had now manifested itself among them. It had the advantage, also, of being in accordance with all the rest of our system. The experiment accordingly was tried, and succeeded so far beyond our expectation, that we, in a very short time, made the children in this manner acquainted not only with the fundamental principles, (which was all we originally intended,) but with all the principles and even subtleties of the Grammar of our language; so that Teachers, by no means friendly to the rest of our system, have been heard most candidly to acknowledge, that, in acquaintance with Grammar, they have never seen our pupils surpassed by any children of their years.

"As soon as we had ascertained by experience the practicability of the method, we began to put it in a more systematic form. At first the Grammar, like most of our other improvements at their introduction, was confined exclusively to the highest class. Afterwards, the method was rendered more progressive, and extended by degrees so low as the eighth class. In the commencement, nothing more is done than explaining the nature of a Noun, and calling upon the pupil to pick out all the nouns, which occur in any passage he has been reading. He is next taught to distinguish their genders and numbers; but cases are reserved, till he has learnt the Verb and Preposition, and can thus be rendered acquainted with their object and use. If the technical names of singular and plural, etcetera, at first puzzle him, he is still made acquainted with the grammatical distinction, by varying the form of the question. Then, in place of asking the number of the word boys, we may ask why it is boys, and not boy; and, on being told that it is because there are more than one, we may then, till the word becomes familiar, tell him that this is called plural. As soon as he can distinguish nouns tolerably well, the pupil is next instructed in the nature of Articles, and called upon to illustrate what he has been taught, by its application to the passage before him. He is next in a similar manner taught, by means of examining the nature of Adjectives, their application and their modes of comparison. Then, in like manner, Pronouns, and afterwards Verbs; leading him gradually by examples to understand their differences in point of mood, time, number and person. Then Prepositions; after which the distinctions of cases in nouns are explained. Then Adverbs, with the distinction between them and Adjectives. Then Conjunctions, and lastly Interjections."\*

**Geography.**

6. "Geography," said the great Burke, "though an earthly subject, is a heavenly study." Yet, it is only within the last few years, that it has been introduced to any considerable extent into the elementary Schools, or been made other than a fruitless drudgery to the pupils. The face of nature has been concealed from them; and without even a map, they have been sent to the cheerless catalogue of hard names to learn the features of the globe. As if this were not enough, the order of nature has been inverted. Instead of proceeding from the easy to the difficult, from the known to the unknown; pupils have been, at the outset, introduced to the elements of Astronomy,—the Mathematics of Geography,—as a preliminary step to learning the place of their abode. Some of the Geographies which are still used in many Schools are constructed upon this principle. †

**Bad method of teaching it.**

\* In the early Thirties Mr. R. Stanton published at "York, Upper Canada," an "Abridgment of Murray's English Grammar." The date is not given. Mr. T. J. Robertson, Head Master of the Normal School, Toronto, published, in 1861, the "General Principles of Language; or the Philosophy of Grammar."

**"Teacher Taught."**

† Some American writers of elementary School Geographies have gone to the opposite extreme. The Author of the *Teacher Taught* says, "Most of the text books now used make this study too easy. It seems as if the authors of them did not intend to exercise any faculty of the child's mind, save the memory. The object of teaching the child is not merely to impart knowledge; education does not consist in distending and cramming the memory, but in developing every faculty, and especially, reason, whose 'comparing balance' is designed by the Creator to hold the most prominent place. Geographies have become scarcely anything else but a volume of questions, to be asked by the Teacher and answered by the scholar. When these can be answered fluently, the study of Geography is finished. In order to enable the scholar to skim over the earth's surface with

But in this, as well as the other departments of elementary instruction, nature has been allowed to suggest the methods of teaching and learning; and that which was before difficult for men, is now an amusement for children; and what was formerly the laborious study of years, is now the recreation of a few months. The earliest inhabitants of the world—and the earliest geographers—did not learn the physical history of the Globe by first investigating the laws of the universe,—then surveying the vast Continents and Oceans which cover the earth's surface,—finally the physical aspect of their own country. They advanced by a process directly the reverse. Their attention was directed first to the hills and valleys, mountains and plains, lakes and rivers, productions and climate of their native place and Country,—then to those of other lands, and to the phenomena on which the theory of the solar system is founded.

True method  
of teaching  
and learning  
Geography.

This natural and inductive method of studying Geography is now generally admitted to be the true one; it has obtained in all the best schools of Europe, and has been adopted in many schools in the United States.—though complaints are still made by their best School writers of the prevalence there of the old system, or trifling modifications of it. In all the Normal and Model Schools that I visited in Europe, the Map and the Globe are, in the first instance, the only Geography; the pupil commences his geographical tour from the very School-house in which he is learning,—makes a map of every Country and Ocean over which he travels, learns much of their natural and something of their civil history as he proceeds, and is made acquainted with the principles upon which their relative extent, distances, etcetera, may be determined, and their peculiar phenomena accounted for,—and is, at length, enabled to contemplate the laws of the Universe itself. He is thus, by a process of induction, led on without either burdening the memory, or fatiguing the attention, from the simplest objects of every day observation to the most interesting and instructive facts in the history of the physical, intellectual and moral world.

Example.

In illustration and confirmation of these remarks, I might not only quote many authorities, but detail examinations which I have had the pleasure of witnessing in several Countries of Europe. But, lest the most moderate description that I could give should be suspected of extravagance, I will avail myself again of the following statements by the Secretary of the Boston Board of Education:

How Geo-  
graphy is  
taught in the  
Prussian  
Schools.

"The practice seemed to be, (says Mr. Horace Mann,) of beginning with objects perfectly familiar to the child.—the School-house with the grounds around it, the home with its yards, or gardens, (which each child is taught to draw,) and the street leading from the one to the other.

"First of all, the children were initiated into the ideas of space, without which we can know no more of Geography than we can of History, without ideas of time. Mr. Carl Ritter, of Berlin, probably the greatest geographer now living, expressed a decided opinion to me, that this was the true mode of beginning.

Carl Ritter.

"Children, too, commence this study very early.—soon after entering School,—but no notions are given them which they are not perfectly able to comprehend, reproduce and express.

"I found Geography taught almost wholly from large maps suspended against the walls, and by delineations on the black-board. And here, the skill of pupils and Teachers in drawing did admirable service. The Teacher traced the outlines of a Country on the suspended map, or drew one upon the black-board, accompanying the exhibition with an oral lecture; and, at the next recitation, the pupils were expected to repeat what they had seen and heard. And, in regard to the natural divisions of the earth, or the political boundaries of countries, a pupil was

great rapidity without perplexing the Teacher, the initials to the answer to each question are given. If the plan of such a book is undeviatingly followed, the memory of the child is exercised, but reason, the noblest faculty of the soul, remains untouched."

What is thus taught and learned, is also soon forgotten. Within a few months after going through such a Text book in this manner, a pupil will know very little more about Geography than if he had never studied it. Travelling is doubtless the most thorough method of studying Geography, but as this cannot be adopted—at least to any great extent,—the next best method is that which most nearly resembles travelling,—namely, drawing maps of the countries studied,—distinguishing their natural and political divisions, marking the courses of their rivers, sketching their mountains, determining their chief Cities and Towns,—delineating with greater minuteness our own and other Countries with which we are most intimately connected, and which are of the greatest historical importance.

not considered as having given any proof that he had a correct image in his mind, until he could go to the black-board, and reproduce it from the ends of his fingers. I witnessed no lesson unaccompanied by these tests.

**Lesson in  
Geography.**

"I will describe, as exactly as I am able, a lesson, which I heard given to a class a little advanced beyond the elements,—remarking that though I heard many lessons given on the same plan, none of them were signalized by the rapidity and effect of the one I am to describe. The Teacher stood by the black-board, with the chalk in his hand. After casting his eye over the class to see that all were ready, he struck at the middle of the board. With a rapidity of hand which my eye could hardly follow, he made a series of those short divergent lines or shadings, employed by map engravers to represent a chain of mountains. He had scarcely turned an angle, or shot off a spur, when the scholars began to cry out, Carpathian Mountains, Hungary; Black Forest Mountains, Wurtemberg, Giants' Mountains, (Riesen Geberge), Silesia; Metallic Mountains, (Erz-Giberge), Pine Mountains, (Sichtel Giberge);—Central Mountains, (Mittel Giberge), Bohemia, etcetera. In less than half a minute, the ridge of that grand central elevation which separates the waters that flow North-West into the German Ocean, from those that flow North into the Baltic, and South-East into the Black Sea, was presented to view,—executed almost as beautifully as an engraving. A dozen crinkling strokes, made in the twinkling of an eye, represented the head waters of the great rivers which flow in different directions from that mountainous range; while the children, almost as eager and excited as though they had actually seen the torrents dashing down the mountain sides, cried out Danube, Elbe, Vistula, Oder, etcetera.

"The next moment I heard a succession of small strokes or taps, so rapid as to be almost indistinguishable and hardly had my eye time to discern a large number of dots made along the margins of rivers, when the shout of Lintz, Vienna, Prague, Dresden, Berlin, etcetera struck my ear. At this point in the exercise, the spot which had been occupied on the black-board was nearly a circle, of which the starting point, or place, where the Teacher first began, was the centre; but now a few additional strokes around the circumference of the incipient continent, extended the mountain ranges outwards towards the plains,—the children responding the names of the countries in which they respectively lay. With a few more strokes the rivers flowed onwards towards their several terminations, and by another succession of dots, new Cities sprang up along their banks.

"By this time the children had become as much excited as though they had been present at a world making. They rose in their seats, they flung out both hands, their eyes kindled, and their voices became almost vociferous as they cried out the names of the different places, which, under the magic of the Teacher's crayon, rose into view. Within ten minutes from the commencement of the lesson, there stood upon the black-board a beautiful map of Germany, with its mountains, principal Rivers and Cities, the coast of the German Ocean, of the Baltic and Black Seas; and all so accurately proportioned that I think slight errors only would have been found had it been subjected to the test of a scale of miles. A part of this time was taken up in correcting a few mistakes of the pupils; for the Teacher's mind seemed to be in his ear as well as in his hand, and, notwithstanding the astonishing celerity of his movements, he detected erroneous answers, and turned round to correct them.

"Compare the effect of such a lesson as this both to the amount of knowledge communicated, and the vividness and of course permanence of the ideas obtained, with a lesson where the scholars look out a few names of places on a lifeless Atlas, but never send their imaginations abroad over the earth; and where the Teacher sits listlessly down before them to interrogate them from a book, in which all the questions are printed at full length, to supersede on his part all necessity of knowledge.

**Results.**

**Prussia.**

"Thoroughly and beautifully as I saw some department of Geography taught in the Common Schools of Prussia, traced out into their connections with commerce, manufactures, and history, I found but few of this class of Schools, in which Universal Geography could with any propriety, be considered as a part of the course. The Geography of their own Country was minutely investigated. That of the western hemisphere was very little understood. But this should be said, that as far as they professed to teach, they taught thoroughly and well."\*

\* Sometime before 1846, Messieurs George and J. Gowinlock, of Toronto, published "A System of Geography, with Atlas." In 1855, Mr. Hew Ramsay of Montreal, published a "Geography of Canada" by T. A. Gibson. In 1857, the Editor of these Volumes of Documentary History published in Toronto "The Geography and History of British America, and of the Other Colonies of the Empire;" and, in 1861, he prepared for Mr. John Lovell of Montreal "Lovell's General Geography," and, afterwards, the "Easy Lessons in Geography."

There are several other subjects which come legitimately within the range of Common School Education.—which have as yet been introduced into very few if any of our Common Schools, but which, I conceive, ought to be taught in all the Model Schools, and to as great an extent as possible, in at least every Village Common School. Nor do I despair of seeing them occupying an important place in many of the country Schools.

7. The first of these is, **Linear Drawing**. What has been incidentally said on this subject, when speaking of writing and geography, shows its importance, and the facility with which it may be taught and learned. It is a delightful amusement for children; it contributes to good writing; it is essential to the proper study of Geography; it is an introduction to Geometry; it quickens the important faculty of observation; it teaches the eye to judge correctly of the dimensions of magnitude, and the mind to appreciate the beauty of form,—an element of cultivated taste; it gives skill to the hand, strengthens the memory, improves invention; enables one at once to understand all drawings of tools, utensils, furniture, machinery, plans, sections, views of buildings, and the power of representing them, as well as the ability to execute all the drawings of the Surveyor and Engineer. All this may be done by lines, or **Linear Drawing**.

Beyond this Common Schools cannot be expected in general to advance.

But from outlines of perspective, many pupils will doubtless be disposed and enabled to advance to lights and shades, and colours.\*

Mr. David Stow, in his account of the training system established in Glasgow Training Seminary, observes that "Linear Drawing and Sketching is done on slates and on paper, and may occupy half an hour twice or thrice a week, in an ordinary English School. Drawing simple lines, and outlines of the forms of objects, natural and artificial, especially of buildings and articles of furniture, exercises the eye, improves the taste, and gives correctness of observation, which may, in future life, greatly aid the mechanic in his particular trade or calling. Several boys have been apprenticed to calico-printers, in consequence of their sketching powers having been developed in the Model School of the Senior Department of this Institution."

The following important facts are stated by Professor Stowe, in his Report on Prussian Schools, to the State of Ohio Legislature, and will supersede the necessity of any further remarks from me on this subject:—

"The universal success and very beneficial results, with which the arts of drawing and designing, vocal and instrumental music, have been introduced into the Schools, was another fact peculiarly interesting to me. I asked all the Teachers with whom I conversed, whether they did not sometimes find children who were incapable of learning to draw, or sing. I have had but one reply; and that was, that they found the same diversity of natural talent in regard to those, as in regard to Reading, Writing, and the other branches of education; but they had never seen a child, who was capable of learning to read and write, who could not be taught to sing well, and draw neatly, and that, too, without taking any time which would at all interfere with, indeed which would not actually promote, his progress in other studies. The first exercises are in drawing lines, and the most simple mathematical figures, such as the square, the cube, the triangle, the parallelogram; generally from wooden models, placed at some little distance on the shelf before the class. From this, they proceed to architectural figures, such as doors, windows, columns, and facades. Then the figures of animals, such as a horse, a cow, an elephant,—first from other pictures, then from nature. A plant, a rose, or some flower is placed upon the shelf, and the class make a picture of it. From this they

\* Mr. Thomas Wyse, in his *Education Reform*, remarks that "at Fribourg, in Switzerland, the course of drawing forms three distinct series. The first is called the *Mathematico-Mechanical*. It consists of lessons of right lines, curves, planes; then copies of the cube, prism, cone, sphere, etcetera, finally of instruments of general use, machines, orders of Architecture. 2nd. The *Vegetable*.—It comprises the most simple and interesting plants, either indigenous or exotic, beginning with the parts most easy to copy, and gradually advancing to the more complicated. 3rd. The *Zoological*.—It presents the animals in a series analogous to the preceding. At the bottom of the scale is the caterpillar; at the head, man; these three are substantially combined; the caterpillar or butterfly with the flower; man with Architecture, etc.

"Accompanied with a text, they are material assistants in the study of Geography, Natural History, etcetera.

"They pursue these three courses both after models, or copies, and after nature."

proceed to landscape painting, historical paintings, and the higher branches of the art, according to their time and capacity. All learn enough of drawing to use it in the common business of life, such as plotting a field, laying out a canal, or drawing a plan of a building; and many attain to a high degree of excellence.\*

Music  
capacity for  
vocal music  
universal.  
Professor  
Stowe.

8. Music is another department of instruction which I think, ought to find a place in every Common School. My own inquiries in Europe have confirmed in my own mind, the correctness of the foregoing statement by Professor Stowe, that the ability to learn to sing is universal, and that teaching singing in the School facilitates, rather than impedes, the pupils in their other studies.

In answer to my enquiries, the same facts were stated to me by the Teachers of Normal and Model Schools in London, Dublin, Edinburgh and Glasgow; and in the greater part of the Elementary Schools throughout the United Kingdom, Vocal Music forms a part of the daily exercises.

David Stow.

Mr. David Stowe, referring to the Glasgow Training Seminary,—remarks, that,

“As the training, or natural, system has been applied to every branch of education taught in the Normal Seminary, it might be supposed that music would not be overlooked. We believe this Institution was the first to introduce singing, as a distinct branch of popular education, which is now becoming all but universal throughout the Country. Three great objects were in view :

Why taught  
in the Glas-  
gow Training  
Seminary.

1st. To train the child to worship God in the family.

2nd. In the public sanctuary; and

3rdly, by furnishing the young with interesting moral songs, to displace in their social amusements many of at least a questionable character.

These great objects have been fully attained by the children attending the the Model Schools. Without Vocal Music, the initiatory, or infant, department would be a failure; and both in it, and in the other departments, it proves a powerful instrument of moral culture. It is a fact that nearly every child learns to sing. No one, we believe, is entirely destitute of the natural power, and the frequent exercise of it, in the initiatory department,—the variety and the social and pleasurable feelings it engenders, certainly call up, in almost all, a taste for music. Music tends to refine and humanize the pupils, whether in the infant, or juvenile, department; and we are surprised that this powerful instrument for good, (as well as for evil), has been permitted so long to be unused in the Public Schools.”

Proceedings  
of the Privy  
Council Com-  
mittee of  
Education.

The Committee of the Privy Council on Education in London directed, several years ago, their serious attention to this subject; they became deeply impressed with its importance, as a branch of elementary education, and, at length, determined to introduce it into the Schools for the labouring classes. The want of a suitable method of instruction was felt as a serious impediment. Their Lordships state in their Minute of 1840, on this subject :

“As a preliminary to the preparation of such a method, their Lordships had directed their Secretary to collect or procure, from the various part of Europe, where music has been cultivated in the elementary schools, the books in most

Programme of  
the course of  
drawing  
taught in the  
Normal and  
Model Schools  
of the British  
and Foreign  
School  
Society.

\* It may be worth while to add the following programme of the course of Drawing taught in the *British and Foreign School Society's* Borough Road School, where great numbers of the children of the labouring classes are instructed.

“1st. Geometrical drawing with instruments, intended to teach the boys the construction of such problems as are most required among carpenters, masons and handi-crafts-men, in general.

“2nd. Lineal drawing, executed by hand alone. Here two objects are specially aimed at, (1) the training of the eye; and (2) the training of the hand. The first is accomplished by questions from the Monitor, as to the length of lines, the size of figures, and by requiring the boys to divide lines into halves, thirds and quarters. The second is of course secured by the practice of the boy in drawing any assigned copy. The Monitor is furnished with a pair of compasses and a graduated ruler, and corrects the attempts of the boys with perfect accuracy.

“3rd. Botanical, animal, map, and general drawing from copies and specimens.

“4th. Drawing from objects, with the illustration of the main principles of per-spective.

5th. Architectural and plan drawing, including the various parts of a common building, such as stair-cases, closets, etcetera, as well as the different styles and orders of architecture.

“No. 1 is practised with slate and pencil, and the others, in the first instance, on the black-board with chalk, and afterwards on paper with pencil and crayon. In connection with these, and especially with Nos. 2 and 4, mensuration, and some of the simpler elements of mathematics are taught, and when known submitted to a practical application.”

general use in Normal Schools, and in the Schools of the Communes, and of the Towns. The manuals of local music were accordingly collected in Switzerland, Holland, the German States, Prussia, Austria and France.

"These works were carefully examined, in order that their characteristic differences might be ascertained, as well as the general tendencies of the methods adopted in these Countries.

"The common characteristic of the works is, that they are generally formed in the synthetic order, and proceed from the simplest elements, with more, or less, skill, to those which are more difficult and complex. The synthetic method appeared to be developed with the greatest skill in the work published by M. Wilhem, under the sanction of the Minister of Public Instruction at Paris. Wilhelm.

"The accounts which their Lordships received of the success of this method at Paris, induced them to direct their Secretary to procure for them the assistance of Mr. Hullah, who was known to have given much attention to the subject, and to have been already engaged in making trials of the method. They were directed to proceed to Paris to examine in detail the expedients resorted to in the practical application of this method to elementary Schools, and also to communicate with the Minister of Public Instruction, and with M. Wilhem, previously to the preparation of this method for the use of elementary Schools in England. The method of M. Wilhem has been practised many years in Paris, and has been introduced into the Normal and Elementary Schools of France under the authority of the Minister of Public Instruction. Every lesson is adapted to the capacity of children, and is so arranged as to enable a Monitor of ordinary skill, with the aid of previous instruction, to conduct a class through the whole course. Hullah.  
Wilhem's System adopted in France.

"The Committee of Council on Education have charged Mr. Hullah with the duty of preparing for the use of Elementary Schools, and for publication, under the authority of their Lordships, a course of instruction in Vocal Music, founded upon, and embracing all, the practical points of the method of Wilhem. This method is at once simple and scientific,—it contains no new or startling theories; makes no attempt at the very questionable advantage of new musical characters; and rests its only claims to novelty upon a careful analysis of the theory and practice of vocal music, from which the arrangements of the lessons result, and which ascend from lessons of the simplest character, on matters adapted to the comprehension of a child, through a series of steps, until those subjects, which it might otherwise be difficult to understand, are introduced in a natural and logical order so as to appear as simple and easy as the earliest steps of the method. These are the characteristics of all the processes in Elementary Education which deserve the name of method. This is the characteristic, to which the method of Wilhem lays claim, as well as to a few very simple and ingenious mechanical contrivances. Anglicized and adopted in England.

"Methods are, however, of very little use, unless put into operation by skilful and zealous Teachers; and little progress can be made in the diffusion of a knowledge of music in Elementary Schools, until the Schoolmasters and Schoolmistresses themselves possess at least knowledge sufficient, not only to second the efforts of occasional instructors, where their assistance can be obtained, but also to supply the want of that assistance, wherever it is not accessible."

Such are the sentiments and proceedings of the Education Committee of Her Majesty's Privy Council on this subject.

The system of Wilhem, so tested and approved, is now used by common consent, in all the Normal and Elementary Schools throughout Great Britain and Ireland. Wilhem's system adopted.

The leading educationists in the United States, following in this as well as in other respects, the example of the most enlightened nations of Europe, in their patriotic endeavors to improve their systems of public education, have strongly advocated the introduction of vocal music as a branch of Common School instruction, and music is now regularly taught in a large proportion of their Schools in the New York and New England States. The Reverend Doctor Potter, of New York, in the Prize Essay, already quoted,—*School and Schoolmaster*,—observes, that, Opinions and Practice of American Education-ists, in regard to music as a branch of Common School Education.

"All men have been endowed with susceptibility to the influence of music. The child is no sooner born than the nurse begins to soothe it to repose by music. Through life, music is employed to animate the depressed, to inspire the timid with courage, to lend new wings to devotion, and to give utterance to joy and sorrow. The number of schools among us, in which music is made one of the



branches of elementary instruction, is already great, and is constantly increasing, and I have heard of no case in which, with proper training, every child has not been found capable of learning."

Vocal Music, as a branch of Common School Education, is thus alluded to in a late Report of the School Committee of the City of Boston :

Report of the  
Boston School  
Committee.

"If vocal music were generally adopted as a branch of instruction in the eighty thousand Common Schools in this Country, it might be reasonably expected that, in at least two generations, we should be changed into a musical people. The great point to be considered, in reference to the introduction of vocal music into popular elementary instruction, is, that thereby you set in motion a mighty power which silently, but surely, in the end, will humanize, refine and elevate a whole community. Music is one of the fine arts; it, therefore, deals with abstract beauty, and so lifts man to the source of all beauty,—from finite to infinite, and from the world of matter to the world of spirits, and to God. Whence came those traditions of revered antiquity—seditions quelled, cures wrought, fleets and armies governed by the voice of song,—whence that responding of rocks, woods and trees, to the harp of Orpheus,—whence a City's walls uprising beneath the wonder working touches of Apollo's Lyre? These, it is true, are fables; yet they shadow forth, beneath the veil of allegory, a profound truth. They beautifully proclaim the mysterious union between music, as an instrument of man's civilization, and the soul of man. Prophets, and wise men, large-minded lawgivers of olden time, understood and acted on this truth. The ancient oracles were uttered in song. The laws of the Twelve Tables were put to music, and got by heart at School. Minstrel and sage are, in some languages, convertible terms. Music is allied to the highest sentiments of man's moral nature: love of God, love of country, love of friends. Woe to the Nation in which these sentiments are allowed to go to decay! What tongue can tell the unutterable energies that reside in those three engines—Church Music,—National Airs,—and Fireside Melodies!"

Beneficial  
effects of  
teaching  
Vocal Music  
in Common  
Schools.

As to the beneficial results already realized from the introduction of Vocal Music into Common Schools, the most ample testimony might be adduced. Two, or three statements will suffice. Her Majesty's Privy Council Committee on Education, state:

In Germany.

"In this Country, of late years, the importance of teaching Vocal Music in Elementary Schools is generally acknowledged. The important and useful influence of vocal music on the manners and habits of individuals, and on the character of communities, few will be prepared to dispute. It is, however, satisfactory to know that the degrading habits of intoxication which at one time characterized the poorer classes of Germany, are most remarkably diminished, (as every traveller in Germany can testify.) since the art of singing has become almost as common in that Country as the power of speech,—a humanizing result, attributable to the excellent Elementary Schools of so many States in Germany."

In Switzer-  
land.

A recent American traveller in Switzerland, states the following interesting facts:—

The Elevating  
influence of  
Music.

"We have listened to the peasant children's songs, as they went out to their morning occupations, and saw their hearts enkindled to the highest tones of music and poetry, by the rising sun or the familiar objects of nature, each of which was made to echo some truth, or point to some duty, by an appropriate song. We have heard them sing the 'harvest hymn,' as they went forth, before daylight to gather the grain. We have seen them assemble in groups at night, chanting a hymn of praise for the glories of the heavens, or joining in some patriotic chorus, or some social melody, instead of the frivolous and corrupting conversation which so often renders such meetings the scene of evil. In addition to this, we visited communities where the youth had been trained from their childhood to exercise in vocal music, of such a character as to elevate, instead of debasing, the mind, and have found that it served, in the same manner, to cheer their social assemblies, in place of the noise of folly, or the poisoned cup of intoxication. We have seen the young men of such community assembled to the number of several hundreds, from a circuit of twenty miles; and, in place of spending a day of festivity in rioting and drunkenness, pass the whole time, with the exception of that employed in a frugal repast and social meeting, in concerts of social, moral and religious hymns, and to devote the proceeds of the exhibition to some object of benevolence.

Examples.

"We could not but look at the contrast presented, on similar occasions in our own country, with a blush of shame. We have visited a Village, whose whole

moral aspect was changed in a few years by the introduction of music of this character, even among adults, and where the aged were compelled to express their astonishment at seeing the young abandon their corrupting and riotous amusements, for this delightful and improving exercise."\*

(9.) *History* is another branch of knowledge which should be taught in every Common School. **The Teaching of History.**

History is in close alliance with Geography, and often forms a branch of it, under the head of Civil and Statistical Geography. An acquaintance with the surface of the Globe is the preface to the study of the human nature, manners and institutions which have figured upon it. The empire of Geography is place; that of History is time,—the one fixing the scene, the other delineating the events, which have marked the progress of mankind. He that knows History adds the experience of former ages to his own. He lives the life of the world. Especially, he learns the origin and character of his Country's laws and institutions, the sources of its prosperity, and, therefore, the means and duties required for the advancement of its interests. Lord Bacon has therefore well said: "Histories make men wise." But it is to be feared that the remark of M. J. O. Taylor, the Author of the *New York District School* is too applicable to Canada: "There is scarcely a primary School, where History is taught, and but few of the higher Schools make it an important study." The importance of it, however, is universally acknowledged; and it now forms a branch of instruction in the Elementary Schools of the most enlightened countries. **Its order and importance.** **J. O. Taylor.**

Comparatively little of History can be expected to be taught in a Common School. The principal object should be to show how it ought to be studied, and to excite a taste and interest for the study of it. Compendes, or Catechisms of History with printed questions, are not adapted for this purpose. They are little more than dry digests of general events, which do not interest the pupil, and which he cannot appreciate; and learning the answers to the questions is a mere work of memory, without any exercise of discrimination, judgment, taste, or language,—forgotten almost as soon as learned. The synthetic method of teaching is as applicable to History as to every other branch of elementary instruction. Individuals preceded nations. The picture of the former is more easily comprehended than that of the latter, and is better adapted to awaken the curiosity, and interest the feelings of the child. Biography should, therefore, form the principal topic of elementary History; and the great periods into which it is naturally and formally divided,—and which must be distinctly marked,—should be associated with the names of some distinguished individual, or individuals. The life of an individual often forms the leading feature of the age in which he lived, and will form the best nucleus around which to collect, in the youthful mind, the events of an age, or the history of a period. Both sacred and profane history abound in examples. **Remarks on teaching History.**

Though Text-books are used in connexion with the study of History, the best instructors teach it without them. Their examples illustrate the following remarks of an experienced Teacher:

"History is best taught without a Text-book, the Teacher himself making the whole preparation. The pupils should be furnished with maps, or a large map should be suspended before them, by the side of the black-board. If the pupils have no suitable maps, and that of the Teacher be on too small a scale for exhibition to a class, he should draw on the black-board a magnified outline of the seat of the event. **Suggestions on teaching History.**

"Care should be first taken to give an idea of the remoteness of the event to be described, by tracing a line on the black-board, to represent two, or more, years, and shewing how long it would be necessary to draw it, to represent the period which has elapsed since the event occurred.

"The date may be given on the black-board, and the place may be pointed out upon the map, or mentioned, and the pupil should be allowed to find it for himself. The Teacher may then read, or, what is better, narrate in familiar language, and in the manner of conversation, the event, or series of events, which he intends to make the subject of the lesson. If his pupils are beginners, he should not speak long before asking questions, as to what he has been telling. If these are made

\* In 1869, as approved by the Council of Public Instruction for Ontario, Mr. H. F. Sefton, Teacher of Vocal Music in the Normal and Model Schools of that Province, prepared a Text Book of Three-Part Songs, for the use of the Pupils of the Public Schools of Canada."

frequent, the pupil will be encouraged to give his attention to the end. The questions, Who? and Where? and What? should be asked. When the Teacher's narrative is finished, he should ask if some one will not undertake to tell the whole story in his own language. Those who have the best talent for narrative will be ready to do this, and, after some little practice, nearly the whole class. Or the Teacher may say, 'I wish you all to write upon your slate, or paper, and bring to me to-morrow, what you can remember of the story I have just told you.' Questions should be asked, as to the moral right, or wrong of the characters of the actors of the events.

"Let not the Teacher be discouraged at the slow progress he seems to make. In the usual mode of teaching History, two, or three, hours are often spent by the pupil out of School, and half an hour, or an hour, at the recitation in School, upon a single lesson of six, or eight, pages; and, after all, very little is learned except mere facts, and these, perhaps, distinct and barren; while, in this way, in half an hour, two or three pages at first, and afterwards five or six, or even ten, will be learned; and, at the same time, the attention will be improved, the moral taste elevated, the power of narration exercised, and the connexion between History, and Chronology and Geography will be shown."\*

Teaching  
Natural His-  
tory.

(10) *Natural History* is now as generally taught in European elementar Schools as Geography. Indeed, it is taught, to some extent, in connexion with Geography, as well as with Drawing. It imparts a knowledge of the Vegetable and Animal kingdoms, and, in many elementary Schools, forms a most entertaining and useful series of instructions, under the title of Object Lessons; in the teaching of which pictures of flowers, trees, birds, quadrupeds, fishes, reptiles, etcetera, are used. The objects of Natural History are classified, and are taught in a manner perfectly comprehensible by the youngest pupil. The child is then made acquainted with the elements of Botany, and Zoology,—studies as delightful as they are instructive to children and young people. To know the productions of the garden, the field and the forest,—to be made acquainted with the characteristics and habits of the different species of animals, creates and gratifies curiosity, improves the taste, and prepares the mind and heart to contemplate, admire and adore the wisdom and beneficence of the Creator.

Object Les-  
sons.

Biology and  
Zoology.

Physiology  
and Geology.

School  
Museum.

In many Schools that I have visited, this fascinating and useful study is extended—aided by illustrations,—to the leading principles and phenomena of Vegetable and Animal Physiology on the one hand, and of Mineralogy and Geology on the other. In some instances, I have seen tolerable collections of specimens, procured and presented by the pupils themselves, in different branches of Natural History, forming an interesting cabinet. Upper Canada is not barren in materials for such collections; and, in connection with each School, there might be not only a School Library, but a School Museum. The acquisition of such knowledge is of great practical utility, and the collecting of such specimens would often afford salutary and agreeable recreation. It is worthy of remark, that, in the Schools where the elements of Natural History are taught, one part of the exercise consists in sketchings, or outline drawings, of the objects studied.

Natural  
Philosophy.

Lord Bacon.

(11) The elements of *Natural Philosophy* have long formed a branch of instruction in the elementary Schools in Germany; and they are now being introduced into the Elementary Schools of England. It was remarked by Lord Bacon, "that there was more true philosophy in the workshops than in the Schools,"—the former being practical, and the latter speculative; but even the Elementary Schools are acquiring their true character of gymnasia of instruction and discipline for the arena of practical life. Man, from the beginning to the end of his earthly existence, has to do with the Laws of Nature, the investigation of which is the province of Natural Philosophy."

Chemistry.

It is, however, only the simpler and more common application of physical science to the purposes of every day life that can be expected to be taught in elementary Schools,—such as the principles of Mechanics, and the leading phenomena of Chemistry and Astronomy. The last mentioned is indeed included in the study of Geography, and has long had a place in the Common School.

Elements of  
Astronomy.

Descriptive Astronomy is as easily comprehended as descriptive Geography, and is not less interesting, while it more strongly impresses the imagination and expands the mind.

\* *The School Master*. By the Reverend George B. Emerson, (Boston, Massachusetts,) pages 481, 483.

The properties of bodies,—which are only ascertained by experiments,—are no more difficult of comprehension than are their colours. The words usually employed to express them are less common, and, therefore, more difficult; but chemical properties themselves, are the simples, of which every thing around us is composed. The exemplification of the more obvious of them to the youthful mind is like the discovery of new worlds, and the presentation of even a few of their infinitely varied combinations, exhibits phenomena still more wonderful. And when it is considered that, chemical processes are involved in the preparation of every meal, and the baking of every loaf of bread, and in every branch of manufactures, as well as in the changes of the world within, beneath and above us, some knowledge of them must be both interesting and highly important; and they should be understood by those with whose pursuits and employments in life they are inseparably connected. To no classes of the community is this knowledge of so much practical importance as the agriculturists, the manufacturers, and the mechanics. It should, therefore, be brought within their reach

Elementary Chemistry.

Domestic processes.

The same remarks apply with equal, and perhaps more obvious, force, to another branch of physical science—*Mechanics*,—including the laws of motion, the mechanical powers, and the mechanical properties of fluids. Nor is the science of vision, or optics, less interesting or simple in its laws and phenomena; and the instruments to which it has given birth, and the many purposes to which it is applied, are of the greatest practical utility.

Elementary Mechanics.

In a system of practical education, then, these departments of Natural Philosophy ought not to be overlooked. Their value, upon the three great branches of industry,—agriculture, commerce, and the mechanic arts, cannot be over-rated. They make known the sources of wealth, and the best means of attaining it; they point out surrounding dangers, and suggest the remedies against them. "The whole circle of the arts (to use the words of a practical Writer,) furnishes illustrations of these remarks. We might begin with the preventives against lightning, by which the shafts of heaven are averted from our dwellings; the safety lamp of Davy, which enables the miner to penetrate the bowels of the earth in safety, and bring up its treasures; the compass, the life-boat, and the light-house, that guide the toil-worn sailor in safety to the destined port; the steam-engine that propels the railway car across the land the steam-boat along the river, or the lake, or that bears the proud ship across the ocean; and descend to the various natural and artificial powers, to the moving of machinery through all the mechanic arts, down to the manufacture of a pin—one of the most beautiful of them all—and shew the economy and simplicity by which the greatest as well as the least results are attained, as the legitimate effort of the study of the Natural Sciences. In fine,—by the skilful application of natural powers to the mechanic arts, we are enabled to diffuse over the whole earth the productions of every part; to fill every corner of the habitable globe, with miracles of art and labour, in exchange for its peculiar productions.

Their use in the three great departments of human industry.

Practical applications of Science.

"To give the pole the produce of the sun;" to concentrate around us in our dwellings all that luxury or necessity can desire, in the apparel, the utensils, the commodities, which the skill of the present, or past, generations have wrought, or which any clime produces."

But apart from these directly practical objects, as a means of mental discipline and development, which is the foundation of success in life, this elementary study of nature is of great practical importance.

The study of them a means of mental development and discipline for practical life.

"The objects of nature, (says another Writer,) are preadapted to the development of the intellect, as the tempers, dispositions and manners of a family are to develop the moral powers. The objects of Natural History, the descriptions of beasts, birds, fishes, insects, trees, flowers, and unorganized substances, should form the subjects of the earliest intellectual lessons. A knowledge of these facts lays the foundation for the knowledge of principles, or sciences, which respectively grow out of them. We are physically connected with the earth, air, water, light. We are dependent for health and comfort upon a knowledge of their properties and uses, and many of the vastest structures of the intellect are reared upon these foundations. Lineally related to them is the whole family of the useful arts. These classes of subjects are not only best calculated to foster the early growth of the perceptive, inventive and reasoning powers, but the language appropriate to them excludes vagueness and ambiguity, and compels every mistake to betray itself.

"The constant habit of observing natural objects, begun in youth, will prepare the mind for observation on every other subject. The pupil will carry this habit with him into every department of knowledge, and in the common business of life.

Observing natural objects.

Life is so short, and so many objects press upon our attention, that any considerable progress cannot be made without this habit. They who have become distinguished in any department, have cultivated it in an eminent degree. They have derived their knowledge from every source. The most trivial occurrence has been carefully noted, and hence they have been constant learners. It is this habit which distinguishes the Philosopher and the Statesman from common minds. They gather their wonderful discriminations, not from books alone, but from close observations of the actual physical, mental and moral changes which are going on around them,—tracing the sources of human action and the operations of civil government. But the natural sciences are peculiarly suited to cherish this habit during the whole course of education; whilst the constant practise of contemplating metaphysical subjects often destroys that balance of the reflective faculties, which is a necessary pre-requisite to success in any department, and of which learned men are so often ignorant.\*

## Agriculture.

(12) *Agriculture*—the most important department of human industry—has not as yet been introduced in any form whatever as a branch of elementary Education in our Schools.†

The Legislature has given some pecuniary assistance, and Societies have been formed with a view to encourage experiments and promote improvements in Canadian Agriculture; but experiments, without a knowledge of principles, will be of little benefit; and improvements in the practice of Agriculture must be very limited until the science of it is studied.

There is reason to believe that the remarks of a Boston writer are too applicable to Canada: "How many farmers in Massachusetts know anything of the nature of their soils, so as to be able to apply the proper mode of tillage? Scarcely one, perhaps a few, but the great majority know absolutely nothing scientifically about the subject. Astounding as the fact is, they do not know the names and properties of a single ingredient of the soil from which they gain all their wealth. The title which Boyle has given to one of his Essays, applies with great force to this subject, 'Of man's great ignorance of the natural things.' This I regard as the most glaring defect in our system of popular instruction, and one which demands, from the magnitude of the interests involved, the immediate and earnest attention of all the friends of education."

## What should be taught.

The agricultural pupil should be made acquainted with the different kinds of soils, and their characteristic qualities; the modes of qualifying and improving each; different kinds of manure and other improving substances; the effects of different soils on different crops; rotation of crops, and the best methods of producing and securing them; agricultural implements and the machines which have been invented to save labour; different kinds of stock, the various modes of feeding them, with the economical advantages of each; the method of keeping full and accurate accounts, so that he may be able to ascertain precisely, not only his gross profits and losses, but the profit and loss in each detail of the system, and from each field of his farm. Of course, specimens, models, pictures, or drawings, should be used in teaching these Elements of Agriculture. Lavoisier, the celebrated Chemist, (says the *Bibliothèque du Chimiste*), is a remarkable example of the advantages which may be derived from the application of science to Agriculture, even without a minute knowledge of the art of farming. By following an enlightened system, he is said to have doubled in nine years the produce in grain of his lands, whilst he quintupled the number of his flock.‡

\**American Institute of Instruction*, 1841.

† As lately intimated by the Minister of Education for Ontario, Agriculture is to be made an obligatory Study in the Public Schools of the Province after September, 1899.

‡ Several Text Books on Agriculture have been prepared in the Province since this Report was printed. The first was an "Agricultural Reader" published early in 1846, by Mr. John Simpson, of Niagara. The next was by Doctor, (afterwards Sir) J. W. Dawson, Principal of McGill College, Montreal, and entitled "First Lessons in Scientific Agriculture for Schools and Private Instruction," published in 1864 by Mr. John Lovell, Montreal. The third was "First Lessons in Agriculture for Canadian Farmers and their Families," by the Reverend Egerton Benson, published in Toronto, in 1870. A Canadian edition of the *First Principles of Agriculture*, by Professor Henry Tanner (and Lawson,) was published in Halifax, Nova Scotia in 1870. A fifth Text-book on this subject was "The First Principles of Agriculture." By James Mills, M.A., and Thomas Shaw, 1890. The sixth book was "Agriculture," by Charles C. James, M.A., 1898. In the Irish National list of Schools is one named the "Agricultural Class Book."

(13) *Human Physiology* is a branch of Natural History, and, with the assistance of a few pictures, can be taught to children as easily as to their seniors. Some knowledge of the structure of a being so, 'fearfully and wonderfully made,' as man, is not only becoming in itself, but is now admitted to be an appropriate subject of elementary instruction, and of great practical use, as a preventive of injurious practices and exposures, and a means of health and comfort. The constitution of the mind, as well as the structure of the body, is also considered by many educationists as coming within the limits of elementary instruction. As the mind is the subject on which the Teacher operates, he ought undoubtedly to be acquainted with its powers and the means of developing them, as much as a mechanic should know, not only the tools he uses, but also the materials on which he employs them. In childhood, the child is disposed to look without on sensible objects, and is scarcely capable of looking within, and analyzing its own operations. Early, however, may the child be made acquainted with the different characters and destinations of the material and immaterial, parts of his nature—of the superior value of the one, in comparison of the other—of the extent of his intellectual powers, and his obligations to improve and rightly employ them. And a judicious and qualified Teacher will not find it difficult, ere long, to present to the pupil, in a simple and practical manner, a map of his mental and moral constitution, as well as of his physical structure—his faculties of perceiving, judging, reasoning and remembering,—some of the phenomena of their exercises, and the methods of their cultivation; the quality of moral actions, and the proper regulation of the desires and passions. The Archbishop of Dublin has written an admirable Elementary work on the "Art of Reasoning," which has been published by the Irish National Board, and is now used in the Irish Schools.

Human Physiology.

Mental Philosophy.

Dr. Whately's "Art of Reasoning."

(14) *Civil Government* is a branch of moral science. Every pupil should know something of the Government, and Institutions, and Laws, under which he lives, and with which his rights and interests are so closely connected. Provision should be made to teach in our Common Schools an outline of the principles and constitution of our Government; the nature of our institutions; the duties which they require: the manner of fulfilling them; some notions of our Civil, and especially Criminal, Code.

Civil Government.

(15) *Political Economy* is the science of national wealth, or "the means by which the industry of man may be rendered most productive of those necessities, comforts and enjoyments, which constitute wealth." It is, therefore, connected with the duties and wants of social life, and involves our relations to most of the objects of our desires and pursuits. Its elementary and fundamental principles,—like those of most other sciences,—are simple, and its generalizations extensive; though its depths and its details have exhausted the most profound intellects. To treat formally of production, exchange, distribution, and consumption, would exceed the province of the Common Schools and the capacity of their pupils. But the simple elements of what is comprehended under the terms, value, capital, division of labour, exchange, wages, rent, taxes, etcetera, may be taught, with ease and advantage, in every School. An excellent little book on the subject, entitled, "*Easy Lessons on Money Matters*," has been prepared by the Archbishop of Dublin, and is sanctioned by the Irish National Board.\*

Political Economy.

Dr. Whately's Lessons on Money Matters.

These are the topics which I think should be embraced in a system of Common School Instruction, and for the teaching of which provision should be made. The instruction should be universal,—accessible to every child in the land.

The Christian Religion should be the basis, and all pervading principle of it. It should include Reading, Writing, Drawing, Arithmetic, the English language, Music, Geography, Elements of General History, of Natural History, of Physiology, and Mental Philosophy, of Chemistry, Natural Philosophy, Agriculture, Civil Government, and Political Economy. The mother tongue alone is taught. Every topic is practical—connected with the objects, duties, relations and interests of common life. The object of education is to prepare men for their duties, and the preparation and disciplining of the mind for the performance of them. What the child needs in the world he should doubtless be taught in the School. On this subject we should judge, not by what has been, or is, but what ought to be, and what must be, if we are not to be distanced by other countries in the race of civilization.

Recapitulation and explanatory remarks.

\* In 1877, the Reverend Doctor Ryerson published his "Elements of Political Economy; or How Individuals and a Country Become Rich." It extended to 168 pages and embraced twenty-eight "Lessons," divided into four parts.

The 3 Rs,  
Geography  
and History.

On several of the foregoing topics I have dwelt at some length. I have done so in respect to Reading, Writing, Arithmetic, Geography and History, with a view of correcting erroneous and pernicious modes of teaching them; and in respect to Drawing and Music, in order to show the utility and importance of introducing them universally into the Common Schools as soon as possible. The prominence which has been given to the subject of Religion requires no further explanation.

The summary statement of the other subjects referred to, has appeared to me sufficient, without any argumentation, to evince their vast importance, and secure to them proper attention in a System of Public Instruction. It is not supposed that they will all be taught formally, and separately, in every, or in any, elementary School; but that the simple and essential elements of them should be taught substantially—being distinctly and practically understood by the Teacher. In the County Model Schools, these subjects may be expected to be taught more formally and extensively than in the Elementary Schools; while, in the higher Seminaries, they should, of course, receive a liberal development, in connexion with other departments of a liberal education.

Objection as  
to the compre-  
hensiveness of  
this course of  
instructi-  
answered.  
First.

The only objection which I can conceive may be made to the preceding view of a System of Common School Instruction is, that it is too extensive and, therefore, chimerical. To this objection I answer:

1st. All the subjects enumerated are connected with the pursuits and well-being of the community, and should, therefore, be made accessible to them in the Common Schools. If the higher classes are to be, and are, provided, by public endowments, with the means of a University Education; the common people,—“the bone and sinew” of the country the source of its wealth and strength—should be provided by the State, with the means of a Common School Education.

Second.

2ndly. The apparatus and machinery necessary to teach all the subjects mentioned, are surprisingly simple and inexpensive; and, by means of properly qualified Teachers, and judicious modes of teaching, every one of those subjects may be taught in little more time than is now wasted in imperfectly learning, in many instances, next to nothing at all.

Third.

3rdly. All the subjects above enumerated, have been, and are, taught in the Elementary Schools of other Countries—in the mountains and valleys of Switzerland—in the interior, and not fertile and wealthy countries of Germany—in many parts of France—and in many of the Schools of Great Britain and Ireland, and in a considerable number of Schools in the Eastern and Middle States of America.

What has been done, and is doing, in other Countries, in respect to Elementary Instruction may, and ought to, be done in Canada.† Intellect is not wanting, means are not wanting; the wants of the people at large are commensurate with the subjects enumerated; they ought to be supplied. They are nearly all anticipated in the series of School-books published under the direction of the National Board of Education in Ireland.

The same  
objection  
answered by  
an American  
writer.

† Professor Stowe—after describing the subjects taught in the Elementary Schools of Prussia, and recommending a similar course of instruction to the consideration of the Ohio State Legislature, thus answers the objection to its comprehensiveness:—“But perhaps some will be ready to say, the scheme is indeed an excellent one, provided only it were practicable; but the idea of introducing so extensive and complete a course of study into our Common Schools is entirely visionary, and can never be realized. I answer, it is no theory which I have been exhibiting, but a matter of fact, a copy of actual practice. The above system is no visionary scheme, emanating from the closet of a recluse, but a sketch of the course of instruction now actually pursued by thousands of Schoolmasters, in the best District Schools that have ever been organized. It can be done; for it has been done,—it is now done; and it ought to be done. If it can be done in Europe, I believe it can be done in the United States; if it can be done in Prussia, I know it can be done in Ohio. The people have but to say the word, and provide the means, and the thing is accomplished; for the word of the people here is even more powerful than the word of the King there; and the means of the people here are altogether more abundant, for such an object, than the means of the Sovereign there. Shall this object, then, so desirable in itself, so entirely practicable, so easily within our reach, fail of accomplishment? For the honour and welfare of our State, for the safety of our whole Nation, I trust it will not fail; but that we shall soon witness, in this commonwealth, the introduction of a System of Common School Instruction, fully adequate to all the wants of our population.”

I will, therefore, sum up, and conclude, this part of my Report in the appropriate and nervous language of the London *Westminster Review* :—

“The education required for the people is that which will give them the full command of every faculty, both of mind and of body ; which will call into play their powers of observation, and reflection ; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice and passion ; that which, in a moral sense, will give them objects of pursuits and habits of conduct favourable to their own happiness, and to that of the community, of which they will form a part ; which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality ; which, in the social relations of life, and as connected with objects of Legislation, will teach them the identity of the individual with the general interest ; that which, in the physical sciences,—especially those of Chemistry and Mechanics,—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen to give, or of a great Nation to receive ; and the time is near at hand when the attainment of an object, thus comprehensive in its character, and leading to results, the practical benefits of which it is impossible for even the imagination to exaggerate, will not be considered a Utopian scheme.”

Conclusion of the First Part of this Report.

## PART II.—MACHINERY OF THE SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR UPPER CANADA.

The Second Part of this Report deals exclusively with what the Reverend Doctor Ryerson proposed should form the Working Machinery of his projected “System of Public Elementary Instruction for Upper Canada.” Its outlines were thus sketched out by him, as follows :—

- 1 Gradation of a System of Schools,—with Illustrations.
2. Teachers and their Qualifications.
3. Text Books,—Evils of a great variety of such Books.
4. Control and Inspection of Schools.
5. Individual Efforts, and their Necessity in Upper Canada.

The Second Part of this Report is as follows :—

Having explained the nature of the Education which I think should be given in an efficient system of Common School Instruction, the extent to which it ought to be diffused in Upper Canada, and the principles upon which it should be founded ; I now proceed to consider the machinery necessary to establish and perpetuate such a system. This will be most conveniently presented under the several heads of Schools, Teachers, Text-books, Control and Inspection, and Individual efforts.

*1st. Schools :* Of these there should be a gradation ; and to supply them with proper Teachers, Normal School training is requisite.

As to the gradation of Schools, the outline is partially drawn in the Statutes, which provide for the establishment of Elementary, Model and Grammar Schools, and Colleges. A Normal School is required, as well as the adaptation of the Schools already established for specific and appropriate purposes.

To illustrate what I would respectfully submit on this point, I will briefly advert to the gradation of Schools existing in France and Prussia.

I shall not burden this Report with any account of them, but merely allude to them, so far as may be useful to my present purpose. In both of these great Countries, Public Instruction is substantially divided into three departments,—Primary, Secondary, and Superior.

*Primary Instruction* includes the Elementary and Normal Schools.

*Secondary Instruction* in Prussia includes the Real and Trade Schools, and the Gymnasiums ; in France it includes the Communal, and Royal Colleges, Industrial and Polytechnic Schools and Normal Seminaries, to prepare Teachers for the Colleges.

Machinery of a system of public Instruction.

1. Schools and Normal Training.

Gradation or System of Schools illustrated by reference to France and Prussia.

Primary Instruction Divided into three departments.

Classification.



- Superior Instruction* includes the Universities in Prussia, and the Academies in France, together with a Normal School for the training of Professors, and to which none but those who have taken a degree in Letters, or Science, are admitted.
- Division of labour.** The Courses of Instruction in each of these classes of Institutions is prescribed by law, as are also the qualifications for the admission to them of pupils, or students.—There is, therefore, a systematic and complete division of labour. Each School has its own province; there are no two classes of Schools supported by the Government teaching one and the same thing, or the same class of pupils. This is economy, both in regard to labour and pecuniary expenditure.
- What taught in the Primary Schools of France.** In France, Primary Schools are of two classes,—Primary-Elementary, and Primary-Superior. The former comprehends moral and religious instruction, Reading, Writing, elements of French—the mother tongue, Arithmetic, and the legal system of weights and measures. The latter comprehends, in addition to a continuation of the subjects taught in the former, the elements of Geometry and its common applications, particularly to Linear Drawing and land measurement, elements of the Physical Sciences and Natural History applicable to the uses of life, Singing, the elements of Geography and History, and especially of the Geography and History of France.
- In Prussia.** This two-fold division of primary instruction in Prussia is included under the heads of Primary, and Middle Burgher, Schools,—the term Burgher signifying a citizen who pays taxes. The same subjects are taught in the Primary Schools of Prussia which are taught in those of France, but more extensively and thoroughly.
- Cabinets and Apparatus.** In the Elementary Schools of both Countries small cabinets of mineralogy and natural history are common; and black-boards, maps, globes, models and engravings are universally used, though not in all cases, of course, to the same extent.
- Primary instruction more equal and thorough in Prussia than in France.** In Prussia, however, the system is so complete, practically as well as theoretically, and all the Teachers being trained up to the same standard and after the same methods, the country Village Primary Schools are little, if at all, inferior to those of the Cities. In France, the system is comparatively new, having received its principal development since 1830.
- Secondary or grammar School Instruction. Difference between the Continental and English Universities.** In the Secondary Department of Public Instruction in Prussia we have the Higher Burgher Schools, the Real and Trade Schools, and the Gymnasia. The Higher Burgher Schools teach the elements of the ancient and modern languages, mathematics, preparatory to the introduction of the pupils in the Gymnasia, where they are prepared for the University,—which is not merely literary, as in England and America, but professional,—where every student enters one of the Faculties and studies his profession.
- Who taught in the Secondary Schools.** In the higher Burgher Schools, the shop-keepers, etcetera, in large cities usually finish their education,—adding an acquaintance with French, sometimes English, and some knowledge of the mathematics, to that of the common branches of education. Here also pupils prepare for the Trade Schools. The higher Burgher Schools are, therefore, the connecting link between the Primary and Secondary Schools in Prussia. It will be seen also, that the Higher Burgher Schools include three classes of pupils—those who go from thence into the shop, counting house,—etcetera,—those who proceed to the Gymnasia with a view of entering the University,—and those who go from thence into the Real, or Trade, Schools, with the view of becoming architects, engineers, manufacturers, or of preparing themselves for the different branches of Commerce.
- Three classes of pupils.** *Real Schools* received their peculiar designation, from professing to teach realities instead of words—the practical sciences instead of dead languages. The Trade Schools are the highest class of Real Schools established in the principal Cities of Prussia, and analagous to the great Polytechnic Schools of Vienna and Paris, though on a less magnificent scale. The Industrial and Polytechnic Schools of France are the counterpart of the Real and Trade Schools of Prussia.
- Real and Trade Schools.** A detailed account of these invaluable Institutions, and their influence upon the social and public interests of society, as connected with all kinds of manufactures, buildings, roads, railways, and other internal improvements, would be extremely interesting, but does not fall within the prescribed limits of this Report.
- Industrial and Polytechnic Schools.** The introduction of Courses for Civil Engineers, into the University of Durham, and into the King's and University Colleges of the London University, and also into the Dublin University, is a commencement of the same description of Schools by Government in Great Britain and Ireland.
- Civil Engineering introduced into the English system of instruction.**

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To the Superior, or University, Institutions of Prussia and France, I need not further allude; I pass unnoticed various ecclesiastical, private, and partially public establishments, as well as Schools of the Fine Arts, Sciences, etcetera.

It is thus, that in those Countries an appropriate education for the commercial, manufacturing, and mechanical classes of the community is provided, as well as for the labouring and professional classes.

In many of the Schools, lessons and exercises are given in Agriculture; and this important branch of instruction is receiving increased attention, especially in France and England. The Agricultural Institute, and Model Farm, connected with the Dublin National Normal School, is an admirable Establishment; and, when I visited it, in November, 1845, the Master, (a scientific and practical farmer,) was preparing a book on the subject of agriculture for the use of Schools, to be published under the direction of the Irish National Board, as one of their excellent series of School Books.\*

Now, in the application of the foregoing remarks to this Province, in illustration of what I mean by the gradation of Schools, and the importance of it, I would observe that our Common Schools should answer to the Primary Schools of France and Prussia; that our District Model Schools should be made our country's Industrial, or Real, or Trade, Schools; that our District Grammar Schools should be made to occupy the position and fulfil the functions of the French Communal and Royal Colleges, and the Prussian Higher Burgher Schools and Gymnasia\*: a Provincial University, or Universities, completing the series. In the course of a few years, the population of the principal, if not all of the Districts, might each be sufficiently large to sustain and require three Model, or Real, Schools, instead of one; when another division of labour could be advantageously introduced—providing one School for the instruction of intended mechanics—a second for agricultural pupils—a third for those who might be preparing to become manufacturers and merchants.

Under this view the same principles and spirit would pervade the entire system, from the Primary Schools up to the University; the basis of education in the Elementary Schools would be the same for the whole community—at least so far as public, or Governmental, provisions and Regulations are concerned—not interfering with private Schools, or taking them into the account; but, as soon as the pupils would advance to the limits of the instruction provided for all, then those whose parents, or guardians, could no longer dispense with their services, would enter life with a sound elementary education; those whose parents might be able and disposed would proceed, some to the Real School, to prepare for the business of a farmer, an architect, an engineer, a manufacturer, or a mechanic, and others to the Grammar School, to prepare for the University, and one or other of the Professions.

In the carrying out and the completion of such a System, the courses of instruction in each class of Schools would be prescribed, as also the qualifications for admission into each of them, above the Primary Schools; each School would occupy its appropriate place, and each Teacher would have his appropriate work; and no one man in one, and the same, School, and on one, and the same, day would be found making the absurd and abortive attempts of teaching the a, b, c's, reading, spelling, writing, arithmetic, grammar, geography, (in all their gradations,) together with Latin, Greek, and mathematics.

I think it is true in the business of teaching, as well as in every other department of human industry, or calling, that, where there is a suitable division of labour, each labourer is more likely to become more thoroughly master of his work, and imbued with the spirit of it, than where his time and attention and energies are divided among a nameless variety of objects; and, as the example of England may be appealed to, in proof of the almost miracles which may be performed in regard both to the amount and qualities of manufactures, by a skilful division and application of labour, so may the examples of other Countries in Europe be adduced as illustrations of what may be achieved in regard to the cheapness, the thoroughness, the various and practical character, as well as the general diffusion of education, by a proper classification of Schools and Teachers,

Universities,  
&c., not  
noticed.

An appropriate Education thus provided for all classes. Agriculture taught.

Application of the foregoing remarks to a gradation or System of Schools in Upper Canada.

District Model Schools.

Connection and completeness of the System.

Division of Labour—its importance and advantage.

\* The Book referred to has since been published, and sanctioned, as one of the School Books of the Irish National Board.

\* The University Bills introduced into the Provincial Legislature, July, 1847, proposed to unite the District Grammar and Agricultural Schools under one management.

their appropriate training and selection by competition, together with an efficient system of inspection over every class of Schools, the latter being the chief instrument of the wonderful improvement and success in the Holland system of Public Instruction.

Time necessary for the complete development of such a System of Schools.

The full development of such a System of Schools, is not the work of a day ; but I hope the day is not distant when its essential features will be seen in our own System of Public Instruction, and when its unnumbered advantages will begin to be enjoyed by the Canadian people. The Schools, Upper Canada, with which this Report has immediately to do, being viewed as parts of a general system, I have considered this brief epitome and illustration of it necessary, in order to place in a proper light the mutual dependence and relations of all its parts in the gradation of Public Schools.

2. Teachers—must be trained.

M. Guizot on the qualifications of a good Schoolmaster and the importance of his proper Training.

*2nd. Teachers.* There cannot be good Schools without good Teachers ; nor can there be, as a general rule, good Teachers, any more than good Mechanics, or Lawyers, or Physicians, unless persons are trained for the profession. M. Guizot, the present, (1846,) Prime Minister of France, said, on introducing the Law of Primary Instruction to the French Chamber of Deputies in 1833 :

Permanence of his position.

“ All the provisions hitherto described would be of none effect, if we took no pains to procure for the public School, thus constituted, an able Master, and one worthy of the high vocation of instructing the people. It cannot be too often repeated, that it is the Master that makes the School. What a well-assorted union of qualities is required to constitute a good Master ! A good Master ought to be a man who knows much more than he is called upon to teach, so that he may teach with intelligence and with taste ; who is to live in an humble sphere, and yet have a noble and elevated spirit ; that he may preserve that dignity of mind and of deportment, without which he will never obtain the respect and confidence of families ; who should possess a rare mixture of gentleness and firmness ; for, inferior though he be, in station, to many individuals in the *Communes*, he ought to be the obsequious servant of none ; a man not ignorant of his rights, but thinking much more of his duties ; shewing to all a good example and serving to all as a counsellor ; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good ; and who has made up his mind to live and to die in the service of Primary Instruction, which, to him, is the service of God and his fellow creatures. To rear up Masters approaching to such a model is a difficult task, and yet we must succeed in it, or we have done nothing for elementary instruction. A bad Schoolmaster, like a bad Priest, is a scourge to a *Commune* ; and, though we are often obliged to be contented with indifferent ones, we must do our best to improve the average quality.”

Normal Schools in France.

The French Government has nobly carried out these benevolent and statesman-like suggestions, and France is rapidly approaching Prussia in the character and number of her Normal Schools, and in the completeness and efficiency of her whole system of Public Instruction

European and American opinions and examples.

It is now universally admitted that Seminaries for the training of Teachers are absolutely necessary to an efficient System of Public Instruction,—may, as an integral part, as the vital principle of it ; this sentiment is maintained by the periodical Publications in England, from the great Quarterlies to the Daily Papers, by Educational Writers and Societies, with one consent,—is forcibly and voluminously embodied in Reports of the Privy Council Committee on Education, and is efficiently acted upon by Her Majesty's Government in each of the three Kingdoms. The same sentiment is now generally admitted in the United States ; and several of these States have already established Normal Schools. The excellence of the German Schools is chiefly ascribed by German Educationists to their system of training Teachers. The science of School-teaching forms a part of their University course,—an essential part of the education of every Clergyman—as well as the work of more than eighty Normal Schools in Prussia alone.

M. Cousin on Prussian Normal Schools.

M. Cousin, in his Report on Public Instruction in Prussia, has given an interesting and elaborate account of the principal Normal Schools in that Country, justly observing, in accordance with his distinguished colleague, M. Guizot, that, “ the best plans of instruction cannot be executed except by the instrumentality of good Teachers ; and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared.”

Three years after visiting Prussia, M. Cousin made a tour in Holland with a view of investigating the Educational System of that country. The result of his further inquiries on this subject is contained in the following words: "I attach the greatest importance to Normal Primary Schools, and I consider that all future success in the education of the people depends upon them. In perfecting her, (Holland), system of Primary Schools, Normal Schools were introduced for the better training of Masters. All the School Inspectors, with whom I met in the course of my journey, assured me that they had brought about an entire change in the condition of the Schoolmaster, and that they had given the young Teachers a feeling of dignity in their profession, and had thereby introduced an improved tone and style of manners."\*

On Normal Schools in Holland.

I deem it superfluous to add any laboured arguments on the necessity of a Normal School in this Province. The Legislature has virtually recognized it in several enactments; and the importance of it is generally felt and acknowledged.

What I have stated in the former part of this Report, on the proper subjects and modes of teaching, is sufficient to evince the need and importance of the regular training of Teachers. Some of the advantages which I anticipate from the training of Teachers are the following:

Advantages arising from the regular training of Teachers.

1st. The elevation of School-teaching into a profession. Those who are educated for it in other countries regard it as their vocation,—become attached to it, as do men to other professions,—and pursue it during life. In no Country where Teachers have been regularly trained, has there been any complaint that they have shown an inclination to leave the profession of School-teaching for other employments. In all Countries, where School Teachers are regularly trained, the profession of teaching holds a high rank in public estimation, so that ignorant and worthless persons could no more find employment as Schoolmasters, than they could as Professors, or Physicians, or Lawyers. Thus the infant and youthful mind of a Country, by the law of public opinion itself, is rescued from the nameless evils arising from the ignorance and pernicious examples of incompetent and immoral Teachers.

Will elevate the profession.

Professional permanence.

Such characters, and men who have failed in other employments, will have no encouragement to look to School-teaching as a last resort, to "get a living somehow"—as the last means of wronging their fellow-men. The all-important and noble vocation of School-teaching will be honoured; and School Teachers will respect themselves, and be respected as other professional men.†

\* Doctor Bache, of Philadelphia, U. S., in his able *Report on Education in Europe*, makes the following impressive remarks:

Dr. Bache on the importance of Normal School Training.

"When education is to be rapidly advanced, Seminaries for Teachers offer the means of securing this result. An eminent Teacher is selected as Director of the Seminary; and by the aid of competent Assistants, and, while benefiting the community by the instruction given in the Schools attached to the Seminary, trains, yearly from thirty to forty youths in the enlightened practice of his methods; these, in their turn, become Teachers of Schools, which they are fit at once to conduct, without the failures and mistakes usual with novices; for, though beginners in name, they have acquired, in the course of the two or three years spent at the Seminary, an experience equivalent to many years of unguided efforts. This result has been fully realized in the success of the attempts to spread the methods of Pestalozzi and others through Prussia. The plan has been adopted, and is yielding its appropriate fruits in Holland, Switzerland, France and Saxony; while in Austria, where the method of preparing Teachers by their attendance on the Primary Schools is still adhered to, the Schools are stationary and behind those of Northern and Middle Germany.

"These Seminaries produce a strong *esprit de corps* among Teachers, which tends powerfully to interest them in their profession, to attach them to it, to elevate it in their eyes, and to stimulate them to improve constantly upon the attainments, with which they may have commenced its exercise. By their aid a standard of examination, in the theory and practice of instruction, is furnished, which may be fairly exacted of candidates who have chosen a different way to obtain access to the profession."

† The following admirable remarks on this subject are contained in the Circular Letter which M. Guizot addressed to the Primary Teachers of France, in transmitting to each of them a copy of the French School Law of 1833:

M. Guizot's excellent advice to Teachers.

"Do not undervalue the importance of your Mission. Although the career of a Primary Teacher is without *eclat*—although his cares are confined to, and his days spent in, the narrow circle of a country parish, his labours interest society at large, and his profession participates in the importance and dignity of a great public duty. It is not for the sake of a parish only, nor for the mere local interests, that the law wills that

Will promote  
the pecuniary  
interests of  
Teachers.

2nd. The pecuniary interests of Teachers will be greatly advanced. The value of systematic School-teaching, above that of the untaught and the accidental Teacher, will become apparent, and the demand for it will proportionately increase. It is true in School-teaching, as in every other means of knowledge, or in any article of merchandise, that it will command the price of its estimated value. Increase its value by rendering it more attractive and useful, and the offered remuneration for it will advance in a corresponding ratio. It is true that there is much popular ignorance and error existing on this subject, and many parents look more to the salary, than to the character and qualifications of the Schoolmaster. But these are exceptions, rather than the general rule—and the exceptions will diminish as intelligence advances. In a large proportion of neighborhoods there is a sufficient number of intelligent persons to secure a proper selection, who know that the labours of a good Teacher are twice the value of those of a poor one.

Demand for  
Normal train-  
ed Teachers.

Wherever Normal Schools have been established, it has been found thus far that the demand for regularly trained Teachers has exceeded the supply which the Normal Schools have been able to provide. It is so in the United States; it is so, up to the present time, in France; it is most pressingly and painfully so in England, Ireland and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that, such was the demand for the pupils of the Normal Schools as Teachers, that, in many instances, they found it impossible to retain them in the Normal School during the prescribed course—even when it was limited to a year. I doubt not but the demand in this Province for regularly trained Teachers would exceed the ability of any one Normal School to supply it.

As soon as examples of the advantages of trained Teachers can be given, I believe the ratio of demand will increase faster than that of supply, and that additional Normal Schools would soon be required in most of the most populous Districts. Teachers properly trained will receive a better remuneration, and will find more permanent places of residence, than they can now, for the most part, command.

Will cause a  
great saving  
of time to  
pupils, and  
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guardians.

3rd. There will be a great saving of time on the part of the pupils, and of expense on the part of the parent, or guardian. The testimony of experience and observation on this subject is, that a trained Teacher will, as a general rule, by the Superior organization and classification of his School, and by his better method and greater ability for teaching, impart at least twice as much instruction, in any given time, as an untrained one. Suppose now that the salary of the former should exceed that of the latter in the same proportion, there would still remain a clear saving of half the time of the pupil, with the additional advantage of good habits, and accurate views of what he had learned. Hence, in the same period, during which pupils usually attend Common Schools, they would acquire, at the lowest allowed estimate, twice the amount of knowledge, and that correctly and thoroughly, which they are now imperfectly taught.

The time thus saved, and the additional knowledge and improved modes of study and habits of explanation thus acquired, are indefinitely enhanced in value from their prospective advantages, irrespective of present benefits. The Honourable Samuel Young, Superintendent of Common Schools in the State of New York, brought this subject formally under the notice of the Legislature of that State, in his Reports of 1843 and 1844. In the latter he remarks:

“That a Teacher of proper capacity and acquirements, thoroughly educated in a Normal School, can communicate more learning to his pupils in six months, than is usually communicated under the old system of teaching in double that period, is fully believed. If it were affirmed that a mechanic who had been carefully instructed in the theoretical and practical departments of his trade, could do twice as

every native of France shall acquire the knowledge necessary to social and civilized life, without which human intelligence sinks into stupidity, and often into brutality. It is for the sake of the State also, and for the interests of the public at large. It is because liberty can never be certain and complete, unless among a people sufficiently enlightened to listen on every emergency to the voice of reason.

“Universal education is henceforth one of the guarantees of liberty, order, and social stability. As every principle in our Government is founded on justice and reason, to diffuse education among the people, to develop their understandings, and enlighten their minds, is to strengthen our Constitutional Monarchy and secure its stability. Be penetrated then, with the importance of your Mission; let its utility be ever present to your mind in the discharge of the difficult duties which it imposes upon you.”

much work, and do it twice as well, as one who should assume that, without previous discipline, he was possessed of the trade by instinct, the affirmation could hardly fail to be credited. And is it not equally apparent that the Educator, whose functions embrace, in an eminent degree, both art and science; who is required to study and to understand the different dispositions and propensities of the children committed to his care; to whose culture is confided the embryo blossoms of the mind; who is carefully to watch their daily growth, and to aid and accelerate their expansion, so that they may yield rich fruit in beauty and abundance; in short, who, in the incipient stage of its existence, is to attune the delicate and complicated chords of the human soul into the moral and intellectual harmonies of social life; it is not equally apparent that such a mission cannot be worthily performed without careful preparation."

The Legislature of the State of New York has granted the sum of Nine Thousand dollars, (\$9,000,) to establish a State Normal School at Albany, and Ten Thousand dollars (\$10,000,) per annum to support it,—judging according to the recommendation of the Superintendent, that a portion of the School Fund could not be so advantageously appropriated as for the establishment and support of such an Institution.\*

New York State Normal School.

The characteristics of School-teaching, as furnished by the examples of Teachers properly trained—of which several instances have been given in the former part of this Report—are sufficient to evince the vast superiority of such a class of Instructors, over those who pursue School-teaching without any previous preparation.

In the following summary and important statements on this subject, by the able Secretary of the Boston Board of Education, I fully concur with two slight exceptions. In one instance I did see a boy in tears, (in Berlin,) when removed to a lower class on account of negligence in his School preparations. I did see one or two old men sitting occasionally in School. With these exceptions, my own similar inquiries and experience, of nearly three months, in Southern and Western, as well as Northern and Middle Germany, and, I might add, a longer period of like investigations in Switzerland, Holland, Belgium, and France—enable me not only to subscribe to the statements of the Honourable Horace Mr. Mann, but would enable me, were it necessary, to illustrate them by various details of visits to individual Schools. Mr. Mann says:—

Examples of School teaching by trained Teachers in Germany and elsewhere.

\*To the objection, "We have had good Teachers without Normal Seminaries, and may have good Teachers still," Professor Stowe, of Ohio, from whose Report on Education in Germany several statements have been quoted, makes the following characteristic and graphic reply: "This is the old stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse's hoof, the objection was probably urged that horse-shoes were entirely unnecessary.—We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horse-shoes; and did they not have the best of horses, which could travel thousands of miles, and bear on their backs the conquerors of the world? So when chimneys and windows were first introduced, the same objection would still hold good.—We have had very comfortable houses without these expensive additions. Our fathers never had them, and why should we? And at this day if we were to attempt, in certain parts of the Scottish Highlands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. We have had very good men without pantaloons, and no doubt we shall continue to have them. In fact, we seldom know the inconveniences of an old thing until we have taken a new and a better one in its stead. It is scarcely a year since the New York and European Sailing Packets were supposed to be the *ne plus ultra* of a comfortable and speedy passage across the Atlantic; but now in comparison with the newly established Steam Packets, they are justly regarded as a slow, uncertain and tedious mode of conveyance. The human race is progressive, and it often happens that the greatest conveniences of one generation, are reckoned among the clumsiest waste lumber of the next. Compare the best printing press at which Dr. Franklin ever worked, with those splendid machines which now throw off their thousand sheets an hour; and who will put these down by repeating, that Dr. Franklin was a very good Printer, and made very good books, and became quite rich without them?"

Professor Stowe's unique answer to the common objection against the regular training of Teachers.

"I know that we have good Teachers already; and I honour the men who have made themselves good Teachers, with so little encouragement, and so little opportunity of study. But I also know that such teachers are very few, almost none, in comparison with the public wants; and that a supply never can be expected without the increased facilities which a good Teacher's Seminary would furnish."

Horace Mann. "On reviewing a period of six weeks, the greater part of which I spent in visiting Schools in the North and Middle of Prussia and Saxony, (except, of course, the time occupied in going from place to place,) entering the Schools to hear the first recitation in the morning, and remaining until the last was completed at night, I call to mind three things, about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt :

"1st. During all this time, I never saw a Teacher, hearing a lesson of any kind, (excepting a reading, or spelling, lesson) with a book in his hand.

"2nd. I never saw a Teacher sitting while hearing a recitation.

"3rd. Though I saw hundreds of Schools, and thousands—I think I may say, within bounds, tens of thousands of pupils,—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished, or from fear of being punished.

Teachers use  
no Books in  
Teaching.

"During the above period, I witnessed exercises in Geography, ancient and modern, in the German language,—from the explanation of the simplest words up to *belles lettres* disquisitions, with rules for speaking and writing ; in Arithmetic, Algebra, Geometry, Surveying and Trigonometry ; in Book-keeping, in Civil History, ancient and modern ; in Natural Philosophy ; in Botany and Zoology ; in Mineralogy, where there were hundreds of specimens ; in the endless variety of the exercises in thinking, knowledge of nature of the world, and of society ; in Bible history and Bible knowledge ; and, as I before said, in no one of these cases did I see a Teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded.

"I have said that I saw no Teacher sitting in his School. Aged, or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

Teacher's  
manner.

"These incitements and endearments of the Teacher, in his personal ubiquity, as it were, among all the pupils in the class, prevailed much more as the pupils were younger. Before the older classes, the Teacher's manner became calm and didactic. The habit of attention being once formed, nothing was left for subsequent years, or Teachers, but the easy task of maintaining it. Was there ever such a comment as this on the practice of having cheap Teachers, because the School is young, or incompetent ones, because it is backward !

Prussia,  
Saxony.  
Scotland.

"In Prussia and In Saxony as well as in Scotland, the power of commanding and retaining the attention of a class is held to be a *sine qua non* in a Teacher's qualifications. If he has not talent, skill, vivacity, or resources of anecdote, and wit sufficient to arouse and retain the attention of his pupils, during the accustomed period of recitation, he is deemed to have mistaken his calling, and receives a significant hint to change his vocation.

Nature of  
Discipline.

"The third circumstance I mentioned above was, the beautiful relation of harmony and affection which subsisted between Teacher and pupils. I cannot say, that the extraordinary circumstance I have mentioned was not the result of chance, or accident. Of the probability of that, others must judge. I can only say that, during all the time mentioned, I never saw a blow struck, I never heard a sharp rebuke given, I never saw a child in tears, nor arraigned at the Teacher's bar for any alleged misconduct. On the contrary, the relation seemed to be one of duty first, and then affection, on the part of the Teacher—of affection first, and then duty on the part of the scholar. The Teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish doatings, or indulgences, to which parental affection is prone. I heard no child ridiculed, sneered at, or scolded, for making a mistake. On the contrary, whenever a mistake was made, or where there was a want of promptness in giving a reply, the expression of the Teacher was that of grief and disappointment, as though there had been a failure, not merely to answer the question of a Master, but to comply with the expectations of a friend. No child was disconcerted, disabled, or bereft of his senses, through fear. Nay, generally at the end of the answers, the Teacher's practice is to encourage him, with the exclamation, "good," "right," "wholly right," etcetera, or to check him with his slowly and painfully articulated "no ;" and this is done with a tone of voice, that marks every degree of *plus* and *minus* in

Its good  
effect.

the scale of approbation and regret. When a difficult question has been put to a young child, which tasks all his energies, the Teacher approaches him with a mingled look of concern and encouragement; he stands before him, the light and shade of hope and fear alternately crossing his countenance; and, if the little wrestler with difficulty triumphs, the Teacher felicitates him upon his success; perhaps seizes, and shakes him by the hand, in token of congratulation; and, when the difficulty has been really formidable, and the effort triumphant, I have seen the Teacher catch up the child in his arms, and embrace him, as though he were not able to contain his joy. At another time I have seen a Teacher actually clap his hands with delight at a bright reply: and all this has been done, so naturally and so unaffectedly, as to excite no other feeling in the rest of the children than a desire, by the same means, to win the same caresses. What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give any thing, bear any thing, sacrifice any thing, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences like these!

"Still, in almost every German School into which I entered, I enquired whether corporeal punishment were allowed or used, and I was uniformly answered in the affirmative. But it was further said, that, though all Teachers had liberty to use it, yet cases of its occurrence were very rare, and these cases were confined almost wholly to young scholars. Until the Teacher had time to establish the relation of affection between himself and the new comer into his School, until he had time to create that attachment, which children always feel towards any one, who day after day, supplies them with novel and pleasing ideas, it was occasionally necessary to restrain and punish them. But, after a short time, a love of the Teacher, and a love of knowledge, became a substitute,—how admirable a one! for punishment. When I asked my common question of Doctor Vogel\* of Leipsic, he answered, 'that it was still used in the Schools of which he had the superintendence. But,' added he, 'thank God, it is used less and less, and when we Teachers become fully competent to our work, it will cease altogether.'

Corporeal punishment allowed.

Rarely inflicted.

"To the above I may add, that I found all the Teachers whom I visited, alive to the subject of improvement. They had libraries of the standard works on Education,—works, of which there are such great numbers in the German language. Every new book of any promise was eagerly sought after; and I uniformly found the educational periodicals of the day upon the tables of the Teachers.

"The extensive range and high grade of instruction, which so many of the German youth are enjoying, and these noble qualifications on the part of the instructors, are the natural and legitimate result of their Seminaries for Teachers. Without the latter, the former could never have been, any more than an effect without its cause."

3rd. *Text-Books.*—The variety of Text-books in the Schools, and the objectionable character of many of them, is a subject of serious and general complaints. All classification of the pupils is thereby prevented; the exertions of the best Teacher are in a great measure paralyzed; the time of the scholars is almost wasted; and improper sentiments are often inculcated. This is a subject of loud complaint in the neighboring States. In a late Report, it is mentioned, that the returns, although incomplete, shewed that no less than two hundred and four different kinds of School-books were used in the Schools of the State of Connecticut alone. The Reverend Doctor Potter, of New York, says:

3. Text-Books.

Evils of a great variety of School books, deprecated in the United States.

\* It may not be improper for me to add here, that to Doctor Vogel, mentioned by Mr. Mann, I am more deeply indebted than to any other individual in Germany. He is the author of improved School Maps, and several works on Education. He is the Superintendent of Schools in the City of Leipsic,—the book-shop of all Germany, the central mart of Europe, and the seat of the richest and most celebrated University in all Germany. The system of Schools under his superintendence is the most complete for a city of any that I have seen, and would furnish materials for an interesting volume. Not only did Doctor Vogel accompany me to the several classes of Schools under his care, and explain the peculiar features and modes of instruction adopted in each, and his improved School Maps, (a copy of which he kindly presented to me,) and Geography, but gave me letters of introduction to Directors of Schools and School authors in various parts of Northern and Western Germany and Switzerland; letters which I found in several instances exceedingly serviceable. What added to the value of Doctor Vogel's personal attentions was, that he is an excellent English scholar, and speaks English as fluently as he does his native tongue; and is perfectly familiar with both English and American Institutions.



**Selection of Text-Books.**

"No evil connected with the present condition of our Schools calls more loudly for immediate correction than this. It is a subject of earnest and continued complaint on the part of both Teachers and parents, and seems to prevail throughout the whole Country. It is a subject of hearty congratulation, that the people are beginning to awake to a proper sense of this evil, and that they are demanding a reform. On this account, as well as on several others, the present seems a most auspicious time, for devising some plan, which may prove reasonably permanent, and which will gradually displace the almost endless variety of School-books, by as much uniformity as can be expected in our Country.

**Practice in the State of New York.**

Any interference on the part of the Government in a subject of this kind was formerly thought to be incompatible with individual right and liberty; but experience has taught the fallacy of this, and many hundred theories, and efforts are now making to correct the evils which such speculations have produced.

The following extract from a County Report, published in the New York State Superintendent's Annual Report of 1844, will shew how the selection of School-books is now managed in the State of New York:

"The selection of books for the Common School Libraries, is not given to the Trustees of School Districts; but to the State Superintendent, and by the provisions of the Act of 1843, the County Superintendents have power to decide against books remaining in the Libraries, which are deemed improper. Although it is notorious, that the State Superintendent has often exercised this power, and, although, in the case of this County at least, it is one, the necessary exercise of which has never been shrunk from, I never yet heard the propriety of its being so vested, in a single instance, called in question. The good sense of our people has not failed to show them that to prevent frequent abuses, a supervisory jurisdiction of this kind must exist somewhere; and they have seemed content to leave it in the hands of a class of officers, chosen especially to administer the laws generally, in relation to our Common Schools. Trustees who purchase books for School Districts, are frequently men who, notwithstanding the good sense and public spirit which may belong to them as men, and as School Officers, possess no extended acquaintance with books; in, by far the greater portion of instances, as might be expected, the books which they purchase, have not been previously read by them.

"The Regents of the University of the State of New York, in appropriating funds for the purchase of Academic Libraries, require the Trustees of these Institutions to select the books from a catalogue, which is furnished by the Regents, or if others are desired, a list of them must first be submitted to, and approved of by the Regents. The function of these Officers is analagous to that of the State Superintendent, and no reason is perceived why the same right to control the purchase of books, should not be vested in one Head of the Department, that there is in the other. Substantially there is no wide disparity in the right now vested in each; but there is this distinguishing feature—one manifests its power before such purchase, the other subsequently. It is not difficult to decide that prevention is always better than cure."

**In France.**

In France, the Council of the University recommend books of merit for the use of Schools, and, on educational subjects generally, and often bestow handsome prizes, or honorary distinctions, upon the Authors of them.

**In Prussia.**

In Prussia the Text-books used in Schools, are recommended by the School Board in each Province, (of which there are ten in Prussia,) and sanctioned by the Minister of Public Instruction.

**In England.**

In England, the Privy Council Committee on Education are recommending a series of School-books for elementary Schools.

**In Ireland.**

In Ireland, the National Board of Education have published at very reduced prices, a series of School-books, which are not only used in their Schools, but in numerous Schools in England and Scotland, and in some of the British Colonies—books which have been prepared by experienced Teachers, and with the greatest care—which are imbued throughout with the purest principles, and embrace the whole range of topics which have been recommended in the former part of this Report, as proper subjects of Common School Instruction. They also contain a great variety of information which is as interesting and useful for the common reader, as it is appropriate for the Common School.

The responsible, and delicate and difficult task of selecting and recommending Text-books for Schools, can, I think, be more judiciously and satisfactorily performed by a Provincial Board, or Council of Education, than by any individual Superintendent. A mere recommendatory authority in such a body would, I am inclined to believe, be quite sufficient to secure the introduction and use of the proper Text-books in Schools.\*

A Board of Education for Upper Canada, recommended.

4th. *Control and Inspection.*—If "it is the Master which makes the School," it is the Government that makes the system. What the Master is to the one, the Government must be to the other—the director, the animating spirit of it.

4. Government control and Inspection of Schools—Its necessity and importance.

As proper rules, and a judicious course of instruction, prescribed for a School, would be of little use without a competent and diligent Master to execute the one, and impart the other; so the enactment of a Common School Law, however complete in its provisions, and the sanctioning of a course of instruction, however practical and comprehensive, will contribute little for the education of the people, without the parental, vigilant and energetic oversight of the Government. If it is the duty of the Government to legislate on the subject of Public Instruction, it must be its duty to see its laws executed. To pass a public law, and then abandon, or, what is equivalent, neglect the execution of it, is a solecism in Government. Yet this is the very absurdity which some Governments have long practised; and this is the primary cause why education has not advanced under such Governments. After having enacted a law, or laws, on the subject of Schools, they have left them, —as a cast off orphan,—to the neglect, or the care, as it might happen, of individuals, or neighborhoods or Towns,—among whom the law has remained a dead letter, or has lingered on a feeble existence, according as the principal persons in each locality might be disposed to act, or not act, in a matter so vitally important to the entire interests and highest prosperity of the Country.

If Government exists for the prosperity of the public family, then every thing relating to educational instruction demands its practical care, as well as its legislative interference. Yet not a few persons have spoken, and written, as if the Government had nothing to do in a Department of its creation, which, more than any other, involves the heart and strength and happiness of the people, not to say the existence of a free Constitution and system of laws, than merely to pass a Statute and make certain appropriations,—leaving the application, or misapplication, of public moneys, and every thing practical and essential in the administration of the law, to various localities, as so many isolated, or independent, Democracies.

Under such circumstances, there can be no System of Public Instruction; there may be one law, but the systems, or rather practices, may be as various as the smallest Municipal divisions. To be a State system of Public Instruction, there must be a State controul as well as a State law.

The conviction of the important truth and duty involved in these remarks, has led to one of the most important improvements which have, during the present century, taken place in the science of Government,—the appointment of Officers, as well as the enactment of Laws for the Education of the whole people. Hence there is not a State in Europe, from despotic Russia, down to the smallest Canton of republican Switzerland, which has not its Council, or Board, or Minister, or Superintendent, or Prefect of Public Instruction,—exercising an active and provident oversight, co-extensive with the provisions of the Law and the community concerned. The most advanced of the neighboring United States have found it necessary to adopt this as well as other, educational improvements of European civilization.† And it is now generally admitted, that the education of the people is more dependent upon the administration, than upon the provisions of the Laws relating to Public Instruction.

Examples in Europe and America.

In some of the New England States, as well as in several Countries in Europe, every Town, or parish, or municipality of a certain population, is compelled to provide a School; but such is not the case, nor perhaps is such a provision required,

\* The Superintendent of Schools for the State of New York, is invested with much larger powers than are possessed by the Superintendent of Schools for Upper Canada. (See an article on the subject written by Doctor Ryerson in the *Journals of Education for Upper Canada* of March, 1848, pages 65-71.)

† Since the printing of the first Edition of this Report, such a Provincial Board of Education has been created, by the Common School Act of 1856, and such a practice has been adopted by it.

in this Province. So far as I have been able to ascertain, from the examples of enlightened Governments, and so far as I can judge from the nature of the case, I think the oversight of the Government should be directed chiefly to the following objects :

Objects and  
Extent of  
Government  
oversight.  
2nd.

(1). To see that the Legislative grants are faithfully and judiciously expended according to the intentions of the Legislature ; that the conditions on which the appropriations have been made, are in all cases duly fulfilled.

(2). To see that the general principles of the Law, as well as the objects of its appropriations, are, in no instance contravened.

3rd.

(3). To prepare the Regulations which relate to the general character and management of the Schools, and the qualifications and character of the Teachers, —leaving the employment of them to the people, and a large discretion as to modes of teaching.

(4). To provide or recommend Books, from the Catalogue of which Trustees, or Committees, may be enabled to select suitable ones for the use of their Schools.

(5). To prepare and recommend suitable plans of School-houses, and their Furniture and Appendages, as one of the most important subsidiary means of securing good Schools,—a subject upon which it is intended by me, on a future occasion, to present a Special Report.

(6). To employ every constitutional means to excite a spirit of intellectual activity and inquiry, and to satisfy it, as far as possible, by aiding in the establishment and selection of School Libraries, and other means of diffusing useful knowledge.

(7). Finally, and especially, to see that an efficient System of Inspection is exercised over all of the Schools. This involves the examination and licensing of Teachers,—visiting the Schools,—discovering errors, and suggesting remedies, as to the organization, classification, and methods of teaching in the Schools,—giving counsel and instruction as to their management,—carefully examining the pupils,—animating Teachers, Trustees and parents, by conversations, addresses, etcetera, whenever practicable, imparting vigor, by every available means, to the whole School System. What the Government is to the System, and what the Teacher is to the School, the local Inspector, or Superintendent of Schools, should be within the limits of his District.\*

Importance  
of District  
Superin-  
tendents of  
Schools.

There is no class of officers in the whole machinery of elementary instruction on whom so much depends for its efficient and successful working, as upon the local Superintendents or Inspectors. The proper selection of this class of persons is a matter of the greatest importance ; they should make themselves theoretically and practically acquainted with every branch taught in the Schools, and the best modes of teaching, as well as with the whole subject of School Organization and Management. Where there is incompetency, or negligence, here, there is weakness in the very part, where strength is most required. I think this part of the System of Public Instruction is, as yet, by no means appreciated in this Province, in proportion to its importance.

English and  
Continental  
Examples.

The Laws, as well as the Normal and Elementary Schools of Germany and France, would be of comparatively little avail, were it not for their system of inspection over every School, and over every department of instruction ; nor would the Privy Council Committee on Education, in England, or the National Board of Education, in Ireland, succeed as they do, were it not for the corps of able and vigilant Inspectors, whom they employ to see carried into effect in every National School aided by public grants, the principles of the System, and the lessons given in the Normal Schools.

School In-  
spectors in  
Holland.

Holland is inferior to Prussia in its system of Normal Schools ; but it is probably superior to every other Country in the world, in its system of School Inspection.—With some of the Inspectors of Schools it was my good fortune to meet in Holland ; they accompanied me to various Schools under their charge ; their entrance into the Schools was welcomed by the glowing countenances of both Teachers and pupils, who seemed to regard and receive them as friends, from whom they expected both instruction and encouragement ; nor were their expectations disappointed, so far as I had an opportunity of judging ; the examinations and

\* Since the first edition of this Report was printed, the Common School Law of 1846, has been passed, substantially embracing the various provisions above suggested. Other School laws, with the same object have passed, especially the comprehensive one of 1850.

remarks in each instance shewed the Inspector to be intimately acquainted with every department of the instruction given, and imparted animation and delight to the whole School. The importance attached to this class of Officers, may be inferred from the remark of the venerable Vanden Ende, (late Chief Commissioner of Primary Instruction, in Holland, and to a great extent the founder of the System, to M. Cousin, in 1836, "Be careful in the choice of your Inspectors; they are the men who ought to be sought for with a lantern in the hand."

In the commencement of a System of Public Instruction, the office of Local Superintendents, or Inspectors, of Schools, is, if possible, more important than after such system has been brought into full operation; and little hope of success can be entertained in this Province, wherever Local Superintendents prove lax, or careless, in their examinations into the qualifications and character of Candidates for teaching \*—their visitations of Schools—their attention to School Books and defective modes of teaching—their exertions to carry every part of the law into effect, and to excite increased interest in the public mind, in behalf of the education of the young.

Vast importance of a proper selection of District Superintendents in Upper Canada.

This last is the more important, as no Constitutional Government can establish, and render effective, a system of Public Instruction without the co-operation of the people themselves. There must be this co-operation, not only in the enactment of Laws, but in the application of them to every individual School. The establishment and maintenance of a School System is not like the digging of a Canal, or the building of a Railroad, where the work may be performed by strangers and foreigners. The subjects of popular education are the younger, and the immediate and necessary agents of it are the elder, inhabitants of the Country; and, if the latter are indifferent and unfaithful to their duty the former will grow up in ignorance, notwithstanding the provisions of the best laws, and the best exertions of the Government. One of the first steps then in a public work of this kind,—a work which involves the interest of every family, and the future destinies of the Country—is to excite parents and guardians to a sense of their moral and social obligations, not only in respect to the establishment of Schools, but also as to the character and efficiency of those Schools, and the due education of their children for the present and the future—for themselves, and their Country.

Co-operation of the people necessary.

These remarks suggest a collateral subject to which I desire to draw attention, —not with a view of recommending its adoption, but in order to impress upon all concerned the principle which it involves. I allude to the compulsory attendance of children at School, as required by the laws of Prussia and several other States of Europe. The prevalent impression is, that such a law is arbitrary—despotic—inconsistent with the rights of parents and the liberties of the subject. But what is the principle on which this law is founded? The principle is this, that every child in the land has a right to such an education as will fit him to be an honest and useful member of community,—that if the parent or guardian cannot provide him with such an education, the State is bound to do so,—and if the parent will not do so, the State will protect the child against such a parent's cupidity and inhumanity, and the State will protect the community at large against any parent, (if the term can be applied to such a character,) sending forth into it, an uneducated savage, an idle vagabond, or an unprincipled thief.†

Basis of the Prussian System in regard to the compulsory attendance of children at School, explained.

The parent, or guardian, is not isolated from all around him,—without social relations, or obligations. He owes duties to his child,—he owes duties to society. In neglecting to educate, he wrongs his child—dooms him to ignorance, if not to vice,—to a condition little above that which is occupied by horses and oxen;—he also wrongs society, by robbing it of an intelligent and useful member, and by inflicting upon it an ignorant, or vicious, barbarian.

Obligatory Duty of Parent.

To commit this two-fold wrong is a crime of the blackest character, whether cognizable by human laws or not; to protect childhood and manhood and society from such wrongs, is the object of the Prussian School Law, which requires the

The Prussian School Law.

\* "The most imperfect arrangements for providing Teachers is that which requires an examination into merely the knowledge of the Candidate in the branches to be taught. This is specially imperfect in the case of elementary instruction, where the knowledge required is small in amount, and where the art of teaching finds its most difficult exercise. The erroneous notion, that an individual can teach whatever he knows, is now generally abandoned; and in these countries which still adhere to the old method, of depending solely upon examinations for securing competent Teachers, examination is made, not only of the acquirements of the Candidate, but of his ability to give instruction."—Bache's Report on Education in Europe, page 323. † See page 215 of this Volume.

attendance of every child from the age of six to fourteen years, at some School—public, or private, as the parent may prefer; and, if the parent is not able to pay for the education of his child, the State provides for it. The law, therefore, protects the weak and the defenceless, against the strong and the selfish; it is founded on the purest morality and the noblest patriotism; and although I do not advocate the incorporation of it into a Statute in this country, I believe it to be the duty of every parent to act in accordance with this spirit. With what a noble race would Canada be peopled forty years hence, [1886] if every child, from this time henceforth, should receive eight years instruction in the practical arts and duties of life on Christian principles!

The same system is established in Democratic Switzerland.

But it is an error to suppose that the Prussian School Law on this subject is an appendage of despotism.—It exists in the democratic Cantons of Republican Switzerland, in a more elevated degree than it does in Prussia. A. G. Escher, Esqr., manufacturer at Zurich, whose testimony has been quoted in a former part of this Report, (page 144), gives the following evidence on this point, before the Privy Council Committee on Education in England. In answer to the question, "In the Free Cantons of Switzerland, is the education national and compulsory?" Mr. Escher says: "In the Protestant Cantons it is entirely so. No child can be employed in any manufactory until he has passed through the Primary Schools; and he is further under the obligation of attending the Secondary Schools until his sixteenth, or seventeenth year. And under all circumstances, and for every employment, it is obligatory on parents to send their children to the Public Schools until they are absolved from the obligation, by an examination as to the efficiency or sufficiency, of their education." In these Cantons the opinion of the people is, in the largest sense, the law of the land, yet so enlightened, and so strong, is that opinion, that it enacts laws, enforced by the severest penalties, securing to every child such an education as is suitable to his intended employment in life.

Also in the Free States of Germany.

The same elevated public opinion exists and operates in the free States of Germany, as well as in despotic Prussia. On this point, I will quote the testimony of an intelligent American—late President of the Senate of the State of Massachusetts and at present Secretary of the Board of Education at Boston—a man who has done much to advance the interests of education in his native State, and to whom I have had frequent occasion to refer. Mr. Mann says:—

Horace Mann. Germany.

"A very erroneous idea prevails with us, that this enforcement of school attendance is the prerogative of despotism alone. I believe it is generally supposed here, that such compulsion is not merely incompatible with, but impossible in, a free and elective government. This is a great error. With the exception of Austria, (including Bohemia,) and Prussia, almost all the other States of Germany have now constitutional Governments. Many of them have an Upper and Lower House of Assembly, like our Senate, and House of Representatives. Whoever will attend the Parliament of Saxony, for instance, will witness as great freedom of debate as in any Country in the world; and no law can be passed but by a majority of the Representatives, chosen by the people themselves. In the first School I visited, in Saxony, a lesson was given 'On Government', in which all the great privileges secured to the Saxon people, by their Constitution, were enumerated; and both Teacher and pupils contrasted their present free condition with that of some other Countries, as well as with that of their own ancestors, in a spirit of congratulation and triumph. The elective franchise in this, and in several of the other States of Germany, is more generally enjoyed,—that is, the restrictions upon it are less than in some of the States of our own Union. And yet in Saxony, years after the existence of this Constitution, and when no law could be passed without the assent of the people's Representatives, in Parliament assembled, a general code of School laws was enacted, rigorously enforcing, by fines and penalties, the attendance of children at School."

Saxony.

Individual Efforts—their necessity—in Canada

5th. *Individual Efforts.*—There is so much, in the very nature of education, that is voluntary, both in its pursuit by an individual, and in its advancement as a system, that, without efforts beyond those which should, or could, be enjoyed by Statutes, its interests can be advanced to but a very limited extent in any community. It is an error to suppose that the high state of education in Germany is entirely owing to the provisions of the school laws and the exertions of the Civil Authorities. The spontaneous efforts of individuals and associations have not, to say the least, been less efficient agents in this great work, than the interference of the State; and these private efforts have, on several occasions, been the originators of the most important laws and measures of Government. It is to these efforts that Germany owes its unrivalled series of School and educational Books—the existence

extent and fruits of them in Germany.

and wide circulation of upwards of thirty periodical School publications—and the stated conferences of School Inspectors and Teachers in all the German States. The intercourse of Teachers and Educators, in all parts of Germany, is constant and intimate—to an extent that can be scarcely conceived by a stranger. Thus, the improvements and views of each become the property of all—the educational instructors of the people constitute an extensive and most influential fraternity, and the whole public mind is elevated and animated to a standard of sentiment and practice conformable to a high state of national civilization.

Corresponding efforts in this Province are indispensable to the realization of any patriotic hopes as to our System of Public Instruction. The efficiency of some of the provisions of the School Law is wholly depending upon voluntary efforts. This is the case especially in respect to Visitors of Schools, whose labours are authorized, without any provision for pecuniary remuneration. I here assume that all Clergymen and Justices of the Peace will be authorized to act as Visitors of Schools,\* but pecuniary remuneration in this case would be impracticable and absurd; pecuniary, or other, penalties for neglect of duty, equally so. In most instances the authority to act in this capacity would, it may, I think, be reasonably presumed, be regarded as a useful and appropriate legal privilege, rather than as an unwelcome burden. It gives a legal sanction to what might be insisted upon as a moral and patriotic duty; but the efficiency with which it is performed must depend upon individual fitness and generous co-operation. Such a co-operation—universal and hearty—would be productive of innumerable benefits to the rising youth of the land and the interests of education generally. Popular education on sound principles is the handmaid of religion and the best safeguard of public order; the recognized Teachers of the one, and the authorized guardians of the other, are the natural assistants in a work involving the best interests of both. Of course the Government would not permit, nor public opinion tolerate,—nor can I imagine any individual taste so perverted as to attempt it,—that the Common School should be made the occasion, or place, of sectarian proselytism; but I can hardly conceive of a more powerful auxiliary to the cause of elementary Education than the frequent visits to the Schools of the various Clergy and Magistrates of the land, and the corresponding exercise of their influence in other respects in favour of public instruction. Such visits would prompt and encourage the Teachers—would gratify and animate the pupils—would tend to impress and excite additional interest among parents—would afford the opportunity of making useful observations and suggestions—would give birth to useful lessons and exertions from the pulpit and bench—would be an additional guarantee that the Schools of the Country should be in harmony with its common religious spirit—would doubtless suggest and be promotive of many valuable hints and exertions in a work common to every form of religion, and every variety of interest.

Another important agency in the advancement of elementary Education—the existence as well as usefulness of which depends upon voluntary exertions,—are the Meetings, or Conferences, of Teachers and other local administrators of the School Law—especially School Superintendents and Visitors. Such Conferences are held in France, by a special order of the Royal Council, which points out the members, the subjects, the modes of proceeding, as well as the objects of them. They have already been productive of the happiest results in that country, although the regular establishment of them did not take place until February 10th, 1837. In Germany, they constitute a prominent feature and means of both educational development and improvement. The first scholars and educators in Germany attend them; any thing new in the history of Education is warranted,—discoveries, or improvements, or suggestions, as to methods of teaching are stated and discussed; addresses by persons previously appointed are delivered; and all matters relating to the instruction and education of the people are proposed and considered. Some of the finest educational discourses which have ever been published, were first delivered at these Conferences. Such Conferences are now common in the States of Massachusetts and New-York, and are attended with the happiest effects. In Prussia, as well as in France, the Government attaches the greatest importance to these Conferences, and sedulously encourages them; and the holding of such meetings in the several Districts of this Province under proper regulations, would, I am confident, contribute largely to the improvement of Teachers, and to excite in the public mind an increased interest in the education of the young. To Teachers, such associations

Necessity of them in this Province.

School Visitors.

May be exceedingly useful.

School Conventions, or Meetings.

Great benefits of them in Europe.

Recommendation in this Province.

\*The Clergy and Magistrates, together with District Councillors, are now Common School Visitors, under the School Law of 1846.

would be invaluable, and, through them, to the public at large. On this point the following remarks of the *Prize Essay* of the *London Central Education Society*, are worthy of grave consideration—especially in a Country, where the Teachers have not received a Normal School training. Mr. Lalor says:

Mr. Lalor.

“The principle of association is peculiarly applicable to the science of Education. Conferences of Teachers might be easily prevented from degenerating into Debating Clubs, or Convivial Meetings. Induced to come together at proper intervals, and under judicious arrangements, the association would furnish the strongest incentives to the zeal and industry of Teachers. The sympathies of a common pursuit, the interchange of ideas, the communication of new discoveries, could not fail to make the meeting delightful. At present, practical knowledge of the most important kinds, acquired by long lives spent in teaching, goes out of the world with its possessors; there being no easy mode of communicating it to others; or, (what is, perhaps, more important,) no means of giving it that degree of development which would show its value. Conferences of Teachers would suffer no man's experience to be lost. Every hint would be taken up and followed out by investigation. The resources of each would be drawn out; and men would learn the command of their powers, and the manner of keeping their position in society. The most accomplished minds would give a tone to the others; roughness and peculiarities of manners would be rubbed off, and each would feel that he was not solitary and unconnected, but a member of an important body. His self respect would thus be increased, and with it the estimation of others for him. When men of common interest meet together, the topics which concern them most nearly must engage a share of their attention. If there be any grievance it will assume a distinct shape by discussion, and be put in the way of redress; if any improvement of condition be practicable, their joint consideration will be most likely to effect it. All this, tending to make them feel their own rights and strength, must also ensure greater consideration from society. The sagacity of the Prussian Government, so strikingly displayed in its organization of public education, makes the utmost use of this principle of association. The Conferences of Schoolmasters, without coercive interference, . . . are promoted and encouraged by every means in its power.”

Personal effect on Teachers.

Circulating Libraries—must be chiefly established by means of voluntary efforts.

Their great importance and utility.

Their influence for good.

To detail the individual efforts which tend to accomplish the objects of public instruction, in connexion with measures expressly required by law, would be foreign to the objects which I have in view, and would exceed my prescribed limits. There is, however, one more of so general and vitally important a character, that I cannot omit mentioning it. I mean the establishment of *Circulating Libraries* in the various Districts, and as far as possible in the School Sections. To the attainment of this object, local and voluntary co-operation is indispensable. Government may perhaps contribute; it may assist by suggesting regulations, and recommending lists of books from which suitable selections can be made; but the rest remains for individual and local efforts to accomplish.\* And the advantages of the School can be but very partially enjoyed, unless they are continued and extended by means of Books. As the School is the pupil's first teacher, so Books are his second; in the former he acquires the elements of knowledge, in the latter he acquires knowledge itself; in the former he converses with the School-master,—in the latter he holds intercourse with the greatest and wisest men of all ages, and countries and professions, on all subjects, and in every variety of style. The School creates the taste and the want, which books alone can satisfy. In conversing with the wise, the learned, and the good, the mind cannot be unhappy, nor will it become vitiated; its views will be expanded; its standard of manners and men and things will be elevated; its feelings will be refined; its exertions will be prompted; its practical knowledge will be matured, and its intellectual wealth and power will be indefinitely multiplied. But in any community, few persons can be expected to possess the means necessary to procure anything like a great variety of Books; in a new and rural community, perhaps none. One Library for the whole of such community is the best substitute. Each one thus acquires the fruits of the united contributions of all; and the Teacher and the poor man with his family participate in the common advantage.

\* In 1850, the Legislature of Upper Canada granted the sum of Twelve thousand dollars for the purpose of providing School Libraries in the Province; and, in 1855, it granted the further sum of Fourteen thousand dollars a year for a like purpose. In the same year the Legislature granted an annual sum of Ten thousand dollars, for the purpose of supplying the Schools with Maps and Apparatus. One hundred per cent. was also allowed on local remittances from Schools; and Books, Maps and Apparatus, to the value of the sums, thus augmented, were sent from the Educational Depository to the School Trustees concerned.

## MAY IT PLEASE YOUR EXCELLENCY,

I have thus endeavoured to accomplish the first part of the task assigned me by Lord Metcalfe, Your Excellency's distinguished Predecessor, in respect to an efficient System of Elementary Education for Upper Canada, by attempting to delineate its leading features in the principal subjects which it embraces, and most material parts of the machinery it requires. I am deeply sensible of the defectiveness of this primary attempt on a subject so varied and complex. Several important topics and many details I have left unnoticed, either because they are not adapted to this Province, or because they can be introduced and discussed to greater advantage in an ordinary Annual Report; and most of the topics which I have introduced have been merely explained, without being professedly discussed. My object has been to describe the outlines—leaving the filling up to time and future occasions. The completion of the structure of which I have endeavoured to lay the foundation and furnish the plan, must be the work of years—perhaps of an age. It is, however, a ground of encouragement and confidence, that we are not left to rude conjectures, or untried theories, in this work. For the prosecution of every part of it, even to the Child's First Book, the most trifling article of furniture, the minutest detail of School order and School teaching, we have the brightest light of learning and experience; and we cannot fail of the completest success, if every Legislator, and Ruler, and Ecclesiastic, and Inspector, and Trustee, and Parent in the land, will cultivate the spirit and imitate the example of the Prussian School Counsellor Dinter, who commenced forty years prodigious labours, self-denials, and charities, with the engagement: "I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide him the best education, as a man and a Christian, which it was possible for me to provide." All which is respectfully submitted, to Your Excellency by

Conclusion.

We have valuable guides. Counsellor. Dinter's Promise.

COBOURG, March 26th, 1846.

EGERTON RYERSON.

## HORACE MANN'S SEVENTH REPORT ON SCHOOLS IN EUROPE, 1844.

In the preceding Report by Doctor Ryerson, on a "System of Public Elementary Instruction for Upper Canada," he has verified and confirmed his statements and observations, in regard to Schools in Europe, by frequent reference to, and quotations from, the "Seventh Annual Report (of 1844) on Education in Europe" by the Honourable Horace Mann, Secretary of the Massachusetts State Board of Education.

In order to give some general idea of this notable Report, I have carefully gone over it, and also the elaborate criticism on it by thirty-one Members of the "Association of Masters of the Boston Public Schools," also published in 1844.

The chief objection of these Masters to Mr. Mann's Report on European Schools is that, in his comparison of the Boston, and other American, Schools with the European Schools, he is often unduly influenced, as they maintain, in his estimate of the difference between them, in modes of teaching and discipline.

The natural reply to such objections, on the part of the Boston Teachers, would be, that Mr. Mann was, at all events, theoretically familiar\* with most of the American Schools, and that, with such knowledge of them as he possessed, he saw for himself all kinds of European Schools, before instituting any comparison between the two kinds of Schools. As to Mr. Mann's qualification for his educa-

\* I use this expression, for the Boston Masters urge, that "It is not known that Mr. Mann had ever given much attention to the Common School Systems, or that he had been in any way active, in the great cause of Common Schools, before his appointment as Secretary of the State Board of Education in 1837." They also urge that "he knows comparatively nothing" of the Boston Schools.



tional mission to Europe, and the reasons which induced him to undertake it, they may be gathered from the following statement in the preliminary part of his "Seventh Report":—

"I have visited Schools in most of the Free States of the Union; have made myself acquainted with the different Laws relative to Public Instruction, which have been enacted by the different Legislatures of our Country; have attended great number of Educational Meetings, and, as far as possible, have read whatever has been written, whether at home, or abroad, by persons qualified to instruct mankind on this momentous subject, still, I have been oppressed with a painful consciousness of my inability to expound the merits of this great theme, in all their magnitude and variety, and have turned my eyes, again and again, to some new quarter of the horizon, in the hope that they would be greeted by a brighter beam of light.

"Under these circumstances, it was natural that the celebrity of institutions in foreign Countries should attract my attention; and that I should feel an intense desire of knowing whether, in any respect, those institutions were superior to our own; and, if anything were found in them worthy of adoption, of trans erring it for our improvement. Accordingly" . . . having obtained permission from the State Board of Education . . . "on the first of May, (1844), I embarked for Europe."

"In my travels, I visited England, Ireland and Scotland, thence . . . to Hamburg . . . Magdeburgh, Berlin, Potsdam, Halle and Weissenfels, (Prussia), Leipsic and Dresden . . . (Saxony); thence to Erfurt, Weimer, Eisenach . . . Frankfort on the Maine, thence to the Grand Duchies of Nassau, Hesse, Darmstadt and Baden . . . the Rhenish Provinces . . . to Holland, Belgium and France."

"In the course of this tour, I have seen many things to deplore, and many things to admire. I have visited Countries, where there is no National System of Education at all, and Countries where the minutest details of the Schools are regulated by law. I have seen Schools in which each word and process, in many lessons, was almost overloaded with explanations and commentary; and many Schools, in which four, or five, hundred children were obliged to commit to memory, in the Latin Language, the entire Book of Psalms, and other parts of the Bible,—neither Teachers, nor children understanding a word of the language!

"I have seen Countries, in whose Schools all forms of corporal punishment were used, without stint, or measure; and I have visited one Nation, [Holland,] in whose excellent and well ordered Schools, scarcely a blow had been struck for more than a quarter of a century.

"On reflection, it seems to me that it would be most strange if, from all this variety of System, and of no System,—of sound instruction, and of babbling, of the dicipline of violence, and of moral means, many beneficial hints, for our warning, or our imitation, could not be derived; and, as the subject comes clearly within the purview of my duty, to collect and diffuse information respecting Schools,\* I venture to submit to the Board the results of my observations."

#### GENERAL OBSERVATIONS OF MR. MANN ON SCHOOLS IN EUROPE.

I select a few of the salient points in these "observations," not referred to by Doctor Ryerson in his elaborate Report. Speaking of Prussia,—some features of whose School System, as commended by Doctor Ryerson, (see page 157) was strongly assailed.

in Upper Canada, when his Report was published, Mr. Mann says:—

"Among the Nations of Europe, Prussia has long enjoyed the most distinguished reputation for the excellency of its Schools. In Reviews, in Speeches, in Tracts, and, even in graver, works, devoted to the cause of Education, its Schools have been exhibited as models for the imitation of the rest of Christendom. . . .

"I saw as fair a proportion of the Prussian and Saxon Schools, as one could see of the Schools in Massachusetts, who should visit Boston, Newburyport, Lexington, New Bedford, Worcester, Northampton and Springfield. . . .

"Actual observation alone can give anything approaching to the true idea. I do not exaggerate, when I say, that the most active and lively Schools I have seen in the United States must be regarded almost as dormitories, if compared with the fervid life of the Scotch Schools. . . .

\* This was practically the object of Doctor Ryerson's Educational Mission to Europe in 1844.

It is certainly within bounds to say, that there were six times as many questions put and answers given, in the same space of time, as I ever heard put and given in any School in our own Country.

"Nor is this all. The Teacher does not stand immovably fixed to one spot . . . nor are the bodies of the pupils mere blocks, resting motionless in their seats, or lolling from side to side, as though life were deserting them. . . ."

"While attending to the recitation of one pupil, a Teacher's mind would constantly be called off to attend to the studies and conduct of others. For this, very few Teachers amongst us, have the requisite capacity; and hence, the idleness and the disorder that reign in so many of our Schools,—except in cases where the debasing motive was fear". . . .

It was but natural and right that, with so keen and experienced an Educationist, who had but lately,—just the year before,—gone over the same field, Doctor Ryerson should "compare notes with Mr. Mann," and fortify his opinions and conclusions by quoting, as he has largely done, in the preceding Report, those of the Honourable Horace Mann, (in his "Seventh Report", which he had sent to the Chief Superintendent), on the Schools of England and of the Continent of Europe. Mr. Mann's Report, it should be remarked, was reprinted in England at the time, and deservedly attained the rank of an Educational authority.

Dr. Ryerson acknowledged the courtesy of Mr. Mann in the following Letter, dated the 23rd of December, 1846:—

I have to acknowledge the receipt of a valuable School Report,—your "Seventh,"—which you were so good as to send to me, and for which I must cordially thank you.

I take the liberty to enclose to you, herewith, my own "Report on a System of Public Elementary Instruction for Upper Canada," and several other papers, relating to the Common Schools of Upper Canada.

You will perceive, from my Report how largely I have availed myself of your observations on European Schools, and how fully I concur with you in opinion, as to the merits of the Government authorized methods of teaching.

I shall have pleasure in transmitting to you further Reports and Documents on Common Schools in Upper Canada. I shall, at the same time, feel extremely obliged to you for any Reports, or other Papers on Education, in your State, which may be at your disposal.

EGERTON RYERSON.

TORONTO, 23rd of December, 1846.

THE HONOURABLE HORACE MANN, OF MASSACHUSETTS,  
1796-1859.

Those who have visited the State House in Boston will have noticed on the eminence rising up from the Street, a fine bronze Statue, which the Legislature of Massachusetts has erected to the memory of Horace Mann, and to commemorate the great services which he had rendered to his native State, in the matter of Education.

Horace Mann was born in Massachusetts, in May, 1796, and died at Yellow Springs, Ohio, in September, 1859, aged 63 years. He was educated at Brown University, and was afterwards called to the Bar, and practiced in Massachusetts, until, in 1837, when he was appointed Secretary to the Board of Education of that State. He was Senator in Congress for Massachusetts, from 1836,—when

he succeeded John Quincy Adams,—until 1848. In 1849, he retired from the post of Secretary of the State Board, and devoted his time largely to public lecturing on various topics.

In 1853, he became President of the Antioch College, Ohio. The Reports which he published, as Secretary to the State Board of Education, were twelve in all,—1837-1849. These Reports were regarded as most valuable contributions to the Educational literature of the United States.

“PRUSSIAN DESPOTISM,” AND THE SCHOOL SYSTEM OF UPPER CANADA.

Towards the close of the year 1846, and the beginning of 1847, when a revised and popular edition was published of the “Report on a System of Public Elementary Instruction for Upper Canada,” by the Chief Superintendent of Education, an agitation was commenced in the Province against what was declared to be the “Prussian Despotism” features of the proposed School System of Upper Canada. It was based upon the commendation which Doctor Ryerson, in common with the Honourable Horace Mann, had given to the comprehensive, and somewhat elaborate, System of Education then in operation in the Kingdom of Prussia.

There were indications, in discussions, to which this agitation gave rise, that, although this was the first well developed and persistent movement in opposition to the projected scheme of Popular Education for Upper Canada, it would, (as events proved) by no means be the last. This Doctor Ryerson, as an experienced controversialist at once perceived. He, therefore, prepared a reply to the double attack, on the “Prussian Despotism” which appeared in the *British Colonist* and *The Banner* newspapers.

It is not necessary to go into detail, but I shall give, in order, the substance of the two replies which the Chief Superintendent prepared on the subject. The first reply was addressed to the Editor of the *British Colonist*. The chief points of which were as follows:—

1. REPLY TO THE EDITOR OF THE BRITISH COLONIST NEWSPAPER, TORONTO.

In the *British Colonist* of this day, (19th January, 1847,) I observe in your Editorial on “Prussian Schools,” several kind defensive references to myself; . . . but one part of your statement conveying rather an erroneous impression, I beg permission to explain the circumstances to which it refers.

Your remarks convey the impression that the late lamented Governor-General, Lord Metcalfe, officially deputed me to visit Germany and other Countries of Europe, for the purpose of Educational inquiry and observation. . . .

I did not visit Europe in any official capacity. I obtained leave of absence for a year, and, afterwards, an extension of it for three months longer,—upon the condition and assurance that I would provide for the discharge of my duties during my absence, and make my tour without any charge, or expense, upon the Public Funds, and present the results of my observation in a Report, on my return to Canada.

With respect to that Report, permit me to remark that it does not profess to be an “historical” one. I have alluded to foreign authorities and systems, in illustration of my views and recommendations in regard to Upper Canada,—Intending, should leisure permit, and occa-

sion suggest, to give an historical view of the Educational systems of such countries as Holland, France, and Belgium, which are extremely interesting, but very little known, especially that of France.

I have understood that some provincial Editors and others have been pleased to confer upon me the authorship the series of profound articles which have appeared in the *Colonist* on "the German Theory of Education." . . . I have not noticed these references in regard to myself; . . . but I may here state, as you have already instanced, that I am not the Author, in any shape, or form, of one sentence of the erudite articles referred to on "the German Theory of Education." . . . There is, however, one point on which I desire to offer a remark, I think there is no connection, whatever, between "the German Theory of Education," and the Rationalism of German Neologists. There is only one theory of German Education, but there are two theories of German Theology, . . . —both theories represented in Works of unsurpassed learning and critical acumen . . . the pure bright light of spiritual christianity, the latter subversive of the whole fabric of Redemption, and destructive of the Christian Revelation itself. The better the system of Education, in connexion with such a system of Theology, as that of the German Neologists, the greater the evil to any people; but the German system of Education in connexion with such a theology as is exhibited in the Works of John, Hengsturburg Tholuck and Neander, is a source of unspeakable blessedness to Germany. See pages 156, 157 of this Volume.

But, my own opinions and intentions, in regard to a System of Public Instruction for Upper Canada, are fully expressed in my Report on that subject, in my Circulars to District Councils and Superintendents, and in the recently printed Forms and Regulations for the better organization and Government of Common Schools in Upper Canada. In the 6th Section of the 6th Chapter of these Forms and Regulations; and, in the 31st Section of the Common School Act of 1846, the religious instruction of youth, in Schools, is placed under the absolute sovereignty of their Parents and Guardians.\* These facts are my reply to those who declaim about introducing any peculiar system of German Theology or Prussian Despotism into the Schools of Upper Canada.

## 2. REPLY TO THE EDITOR OF THE BANNER NEWSPAPER, TORONTO.

. . . In your report of a Lecture, which I delivered on the 7th of December, 1847, you represent me as ascribing to the Prussian System of Schools what I expressly and distinctly, in my Lecture, ascribed to the System of Schools in democratic Switzerland, and which does not exist in Prussia at all. You also have represented me, as desiring to introduce into this Province, (although it could not be introduced here,) what I stated in the most distinct terms I did not advocate the introduction of into Upper Canada. What I said on this subject . . . and almost the very words, which I employed, may be found in my printed Report on a System of Public Instruction for Upper Canada, in a paragraph on the "basis of the Prussian System, in regard to the compulsory attendance of Children at School, explained." . . . †

### CHARACTER OF DOCTOR RYERSON'S REPORT AS VIEWED BY A PRACTICAL LOCAL SUPERINTENDENT OF SCHOOLS.

This Report on a "System of Public Elementary Instruction for Upper Canada" was distributed to public men and others in the Province. On its receipt by Mr. (now His Honour Judge,) William Elliot, then the Local Superintendent of Schools in the Town of London, Mr. Elliot wrote the following Letter to Doctor Ryerson, expressing his opinion of the Report and giving the result of his own experience as to what was the prevalent state of educational feeling in the Western District. What Mr. Elliot says was a correct index of the popular views on Education in other parts of the Province.

\* These Documents will be found on pages 67, 139—211 of this Volume; also *post*.

† This part of Doctor Ryerson's Report, (to which he refers,) will be found on pages 207, 8 of this Volume.

The principle of Compulsory attendance of children at School was not embodied in the School legislation of Upper Canada, (Ontario,) until 1871. The provisions of the School Law on that Subject were amended and further extended in 1885. The limit of this compulsion, in regard to children, does not go beyond the age of thirteen years, and begins at the age of seven years.

I have to thank you for a copy of your Report to His Excellency the Governor General on a System of Popular Education.—I have perused that Report with much interest and pleasure.

It does not seem difficult to conceive a state of society where such a system as you advise might be brought into successful operation without much trouble—since the advantages held out are so obvious.—But against prejudice and ignorance, such as we shall have to encounter, there will be much struggling and uphill work ; and, as you very properly observe, an age may pass away before all the advantages now in prospective are realized. But the end is worth the struggle.

There certainly seems greater facility for the accomplishment of the desirable object in a country like Prussia, than we can hope for here ;—for there, uniformity of system and regularity of attendance, on the part of the children, can be compelled, in consonance with the political institutions of the country ;—but, in Canada, the mass of the population are far from being alive to the advantages of educating the children, and the slightest attempt on the part of the Legislature to introduce compulsion is regarded as an infringement upon individual right and liberty, which is not to be endured.\* Even the 30th Section of the new School Act, prohibiting the use of foreign School Books, without the express permission of the Upper Canada Board of Education is deemed arbitrary by many ; and, I have reason to believe that sentiments to that effect will be expressed by a few Members of the London District Council at their next sitting. However, I believe they are but few in number.

I have some time ago expressed my opinion upon the subject. I would only observe that there are some foreign Books in use among the Schools in this (London) District, which seem to have been introduced because British, or Provincial, Works of the same kind were not to be had at anything like the same price, as for instance Olney's and Mitchell's American Atlases ; and, perhaps it would be better not to preclude the use of these books abruptly. Kirkham's English Grammar is also extensively used in this District.

I have taken a good deal of pains to have the Reading Books published by the Irish Board of Education introduced ; and I have the satisfaction of seeing them fast superseding the *English Readers*, which was universally in use, and which was extremely ill adapted for interrogation in nine schools out of ten in this District.

LONDON, C. W., 18th of July, 1846.

W. ELLIOT.

## CHAPTER VIII.

### REPORT ON THE STATE OF COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1844-45.

During the absence of the Reverend Doctor Ryerson in Europe, during 1844-45, the Reverend Doctor Alexander Macnab, Acting Assistant Superintendent of Education, submitted the following Report to the Governor General.

TO HIS EXCELLENCY THE RIGHT HONOURABLE CHARLES THEOPHILUS, BARON METCALFE, GOVERNOR-GENERAL OF BRITISH NORTH AMERICA :

MAY IT PLEASE YOUR EXCELLENCY,

In accordance with the requirement of the 67th section of the Act, 7th Victoria, Chapter xxix, it becomes my duty, on the first day of the present month, to furnish Your Excellency with a Report on the actual state and condition of the (Normal, Model,) and Common Schools in Upper Canada, shewing the amount of money expended on such Schools, and from what sources it has been derived,—accompanied with such other statements and suggestions, in relation to Education generally, as I may deem necessary, in order that the same may be laid before the next Meeting of the Legislature of the Province.

#### GENERAL AND EXPLANATORY REMARKS.

The Report I have now the honour to submit will have reference to Common Schools only, as no Normal or Model School has, as yet, been established in Canada West ; and is, I beg to apprise Your Excellency, the first Report which has been presented under the existing law,—that of 1843.

\* See Note on " Compulsory Education " on the preceding page, (215).

The School Act of 1841, having been repealed, the enactments of the present Statute of 1843 took effect and became the law of the land on the first day of January, 1844.

Under the new Act, provision was made for the appointment of certain Officers unknown in the old Act called School Trustees and Town, Township, and County Superintendents,—all of whom are required to make out Annual Reports of School matters within their respective jurisdiction.

The date of the Returns of Trustees, according to 48th Section of the Act, must be the first day of January of the year in which they are transmitted to the Local Superintendents, whose returns must be prepared and transmitted to the County Superintendents, according to Section 15th, between the first day of January and the first day of March in each and every year.

The Book of Forms, Regulations and Instructions, issued by authority, directs that the County Superintendent's Report, embodying the facts contained in the returns of these subordinate officers shall be forwarded to the Education Office on, or before, the tenth day of April, in each year, and dated on the first day of January of that year.

THE YEAR 1844 WAS THE FIRST ONE, IN WHICH A GENERAL REPORT WAS POSSIBLE.

As 1844 was the first year of the operation of the present Act, the Reports of Trustees would not be due until the close of that year, nor those of the Town, Township and County Superintendents before the beginning of the next. The very earliest date, therefore, at which the first Annual Report from this office, under the new system, could possibly be furnished to the Government was the first day of August in the year 1845.

In preparing an official Return of School matters for 1844, some embarrassment has been experienced, in consequence of the shortness of the period during which the undersigned has been connected with the Education Office. The experience of a few months only is altogether insufficient to enable me to discharge a duty of this kind, in the manner its vast importance demands. It was not until the month of October last that Your Excellency was pleased to honour me with the appointment, for a limited period, to the situation of Assistant Superintendent of Education for Canada West.

To speak fully and with certainty, in relation to all the operations of the past year, therefore, will not be practicable, inasmuch as the duties of the Department for nine months of that period were performed by the Reverend Robert Murray, M.A. As it is, however, a sufficiency of information has been elicited, and is embodied herein, to meet the requirements of the Law in every respect; and as will satisfy, I trust, the reasonable expectations of all who may feel interested in the cause of Elementary Education in this country.

DETAIL OF PROCEEDINGS OF THE ASSISTANT SUPERINTENDENT OF EDUCATION.

1. The first thing that appears to have occupied the attention of the late Assistant Superintendent of Education at the commencement of the year was the circulation of the new School Act, four thousand copies of which were forwarded to the address of the Clerks of the several Municipal Councils in Canada West. A copy was ordered to be given to each of the Officers appointed to execute the provisions of the Act, and the residue was left in the hands of the County Superintendent of Schools, for distribution among the inhabitants generally.

2. In the month of March an apportionment was made of the £50,000 granted by the Legislature in support of Common Schools in Canada. The primary division of the grant between the two sections of the Province being settled arbitrarily, as it had been in previous years, on account of the want of proper data from Canada East, £20,000, the portion assigned to Canada West, was subdivided by the Reverend Robert Murray, upon the basis of the calculations made by that officer, (under the old Act of 1841), for the year 1843.

The data thus adopted in the apportionment of the money throughout Upper Canada could not be considered to be in accordance with the strict letter of the law, which provides that,

“The apportionment of any sum of money appropriated by the Legislature for Common Schools in Upper Canada shall be made according to the ratio of the population in each County, Township, Town or City, as compared with the population of Upper Canada, according to the census of population which shall last have been taken and returned at the time of such apportionment.

This, probably, approximated as nearly thereto as could be expected, or as was possible, under the circumstances of the case.

It has been impracticable for several years past, owing to the defectiveness of the census of 1841 and 1842, to acquire the exact ratio of division specified in existing statutes, and this, I am sorry to say, is still the case, which is a cause of much inconvenience at the Education Office.

In equity, no fault could be found with the principle, or plan, of division involved in the disbursement of the public money for the year 1844. Indeed, one rule of apportionment is as good as another, provided it is found, in its application, to operate so as to equalize the benefits of the public bounty; while, of course, every scheme of distribution, that fails to accomplish this object, falls short of the evident intention of the School Act, and must, in itself, be considered defective and unsound.

#### THE OFFICIAL SCHOOL FORMS AND REGULATIONS.

3. The next special duty that engaged the attention of the Assistant Superintendent was the preparation of suitable Forms and Regulations for making all Reports, and conducting all necessary proceedings under the present Act, and the transmission of the same to the various authorities throughout this section of the Province, accompanied with such instructions for the better Organization and Government of Common Schools as that functionary deemed were necessary and proper.

Five thousand copies of these "Forms, Regulations and Instructions" were distributed during the year, and another edition has since been required and published.

The getting up of so many forms, which the Act rendered necessary, required the exercise of much thought and care, and must have occasioned a vast deal of extra labour. Time, however, has shewn that these articles are susceptible, in some few respects, of considerable improvement.

#### THE INCREASED CORRESPONDENCE OF THE EDUCATION DEPARTMENT.

The circulation of so much information as is afforded through the medium of the Act, and the book of Forms, Regulations and Instructions would have had the effect, one would suppose, to render letter writing almost unnecessary, except in some extreme cases of difficulty; but the contrary is the fact. The correspondence of the Department during the year has been very extensive, and at times exceedingly oppressive.

This has risen, in general, from a desire prevalent among all to move cautiously in commencing to work the new School System, but it is occasioned in many instances by a total misconception of some of the provisions of the Statute, and, in others, no doubt, by prejudice against the Act altogether.

And this extensive communication with all classes of the population still continues, though it may rationally be expected, as intelligence in School matters spreads in the Country, that the burden of this portion of office duties will be greatly diminished.

#### THE LOCAL SCHOOL STATISTICAL REPORTS.

From the various Municipal Districts in Upper Canada, twenty in number, the Annual Reports have been received, embodying important statistical information in relation to the public Schools, the particulars of which I will now proceed, with as much brevity as possible, to lay before Your Excellency.

The number of School Districts in Canada West, as appears from the Returns, is two thousand nine hundred and forty-five, (2,945) in which are found resident, between the ages of five and sixteen years, one hundred and eighty four thousand and sixty-two children (184,062).

Two thousand six hundred and ten (2,610) Schools have been in operation during portions of the year 1844, and the number of Pupils reported as having attended is ninety-six thousand seven hundred and fifty-six (96,756,)—only five per cent. above one-half of the aggregate number of resident children.

The average length of time during which the Schools have been taught is about eight months.

The requirement of the law, in reference to the visitation of the Schools has been fulfilled by the County and Township Local Superintendents, respectively, who report rather favorably, upon the whole, with respect to the manner in which the Schools are conducted. Nothing is said, however, as to the course and extent of study pursued in the Schools, an important omission, which, by all means, ought to be supplied in the Reports of another year. In relation to a matter of so much consequence as this, the fullest information should be furnished to the Department.

#### QUALIFICATION AND KIND OF SCHOOL TEACHERS EMPLOYED.

In order to test the acquirements of Teachers, as well as to comply with the provisions of the Act, numerous examinations have taken place, and, as the result, two thousand three hundred and forty-nine (2,349) Certificates of Qualification have been granted. Nearly all who are

engaged in School teaching in Canada West have received authority to do so from, either County, or other School, Superintendents. Still, however, no doubt exists but that a large portion of these Teachers are altogether unfit to discharge efficiently the duties of their important office. But can it be otherwise, while this class of persons continues to receive less encouragement than almost any other in the community? What sort of qualifications can be expected to be found in an individual, who can afford to render a year's service for the paltry sum of fifty pounds,—the average allowance of School Teachers in Canada West.

#### DETAILED FINANCIAL CONDITION OF THE SCHOOLS.

The financial part of the Annual Reports, I regret to say, is not as satisfactory as could be desired. The last was a peculiar year in reference to the receipts and expenditure of School monies. A large amount belonging to 1842 and 1843, for important reasons, was not available to the public during those years, in consequence of which, the Act 7th Victoria, Chapter ix, was passed, authorizing Your Excellency-in-Council to apportion and distribute the same in 1844. During that year, or rather between the 1st of February, 1844, and 31st of January, 1845, the sum of £41,695.2.0 was paid to the different County Superintendents of Common Schools; £1,695.2.0 of which was the balance unpaid for the year 1842; £20,000 the grant for 1843; and the remaining £20,000 the ordinary grant of 1844. Nearly the whole of this unusually large amount came into the hands of the Township, Town and City Superintendents, some few of whom, in addition, received balances from the District Treasurer, and the late School Commissioners.

The disbursements of 1844, in some cases, have reference to other years, as well as the receipts, and include sums for the maintenance of Schools which had been in operation during portions of 1842 and 1843. But many of the Local Superintendents, in accounting for monies received and expended for educational purposes, have confined themselves altogether to the appropriate debits and credits of the current year, while others of them have pursued a different course, without, at the same time, distinguishing in any way the ordinary funds from those belonging to other years.

These circumstances have created confusion in the Returns, and effectually prevented the possibility of ascertaining, at this office, the exact date of the accounts for the year.

The first set of Financial columns, in the appended Tables, shew the apportionment of the Legislative grant for 1841, the division of the money, (for 1842 and 1843), having already appeared in the last Annual Report by Mr. Murray from the Department.\*

The second exhibits the amount of a assessment levied upon the inhabitants by the Councils of the several Towns, Cities and Districts, which is required by law to be, at least, equal to, and not to exceed, double the apportionment of public money to the Schools.

#### THE LOCAL SCHOOL RATES AS AN EQUIVALENT TO THE APPORTIONMENT.

The provision of the Act of 1843 relative to the imposition of taxes in support of Common Schools is of vast importance, as upon the due execution of it depends, in a great measure, the successful working of the present System. It was of considerable moment, therefore, to ascertain whether this requirement of the Statute had been carried into effect, in the operation of the last year, and no distinct evidence being furnished of the fact in the annexed Reports, from the circumstances already stated, circulars were addressed from this Office to all the County Superintendents, instituting minute enquiry into the matter. From the replies of those Officers, it was found that, while the proper assessment had, in every case, with one exception, been made, the amount so levied had not, in general been collected and paid into the hands of the local Superintendents at the time of making up the Annual Returns, owing in many instances to the culpable neglect of the Township collectors.

The evils that arise from delay in the collection and payment of the local School tax are serious, and ought, by all means, to be provided against in any amended School Bill that may be proposed to the Legislature.

It should also be specifically enacted, that in the event of a failure in any Town, or City, Township, or District, to raise the School tax required by Law, such locality shall be deprived of all participation in the legislative school grant for the ensuing year, unless reasons for said failure can be assigned, which will be entirely satisfactory to the Chief Superintendent.

In the accompanying Tables the amount paid to School Teachers, from the "School Fund," is represented to be £30,268. 3s. 7½d.; raised for the same purpose by Rate Bill £22,334. 19s. 7½d.; total paid Teachers during the year, £51,714. 12s. 2½d., leaving balance it is said, in the hands of Township, Town, and City Superintendents of £6,476. 9s. 10½d.

\* This Report is printed on pages 262-269 of the Fourth Volume of this Documentary History.



From the foregoing statistics it will be observed how impossible it is to arrive at a perfectly satisfactory conclusion respecting the exact state of the finances for the year 1844 as reported in the last Annual Returns.

On this point, as it is a matter of great importance, it is to be hoped that a statement has been laid before the several Municipal Councils by the Local Superintendents much more intelligible than that furnished to this Office through the medium of the Reports.

But, though this may have been done, it was, nevertheless, obligatory upon such Officers to report to their respective County Superintendents the whole amount of monies received during the year, ending at the date of their Report, and, since the date of the preceding last Report; distinguishing the amount received from the County Superintendent, on account of the public money apportioned, the amount from the Township rate, and the amounts from any other, and what sources, also stating the manner in which such monies have been expended, and whether any, and what, part remains unexpended and from what cause."

#### DEFECTIVE NATURE OF THE LOCAL SCHOOL REPORTS.

Thus, indeed, have many of the Townships, Town and City Superintendents reported, and in a manner too reflecting great credit upon themselves; but this cannot be said of the generality of their Superintendents, who have occasioned the County Superintendents much inconvenience and perplexity, in preparing for this Department their Reports, which, after all, are not as regular and complete as they should have been.

Much allowance, however, it must be conceded, should be made for the inexperience of parties called upon to execute the provisions of a new and complex system of Common Schools. Another year will, doubtless, effect a vast deal, not only in waking up additional interest on the subject of education among the inhabitants generally, but also in prompting the School authorities to the efficient discharge of official duty. Much, in this way, has already been accomplished by the efforts of the County Superintendents, who deserve the gratitude of the Country for the very handsome manner in which, generally, they have performed the arduous and responsible duties of their important office.

#### GENERAL REMARKS ON THE STATE OF EDUCATION DURING THE YEAR.

In looking over the operations of the past year, though there are many things of which to complain, yet there is much to encourage a united, vigorous and persevering effort to diffuse the unspeakable blessings of Education throughout the length and breadth of the land.

A higher grade of qualifications for Teachers is required. A larger amount of money, than in any former year, has been raised for their support; new and improved modes of teaching, of school government, and of discipline, have succeeded in many of the Districts, to those which have hitherto prevailed; instruction of a better quality, and to a greater extent than ever before is communicated to the young, so that now, a majority of the Common Schools in Upper Canada are manifestly in the condition of improvement, and bid fair, in the course of a few years, to occupy that respectable position in the Country, which their designation so justly entitle them to claim.

#### THE COMMON SCHOOL, AND ITS POWER FOR GOOD.

The Common School, without any kind of question, is the most interesting institution within the entire range of civilization, and one upon which, it must be admitted by all are suspended incalculably momentous issues to the future well-being of individuals, and of the community in general. Education, as the means of improving the moral and intellectual faculties of man, and thus fitting him for those high destinies, which his Creator has prepared for him, is, under all circumstances, a subject of the most important consideration. Viewed as connected, either with the cause of religion and morality, or with the prosperity and permanency of political institutions, it cannot fail to excite the deepest interest in the mind of the Legislator and Philanthropist.

In the dissemination of knowledge, Academies and Colleges occupy a highly important place, but without designing any invidious distinction, it may be asserted that they cannot be considered as operating indiscriminately and impartially with respect to the inhabitants of a country in general.

The advantages of the first, to a great extent are confined to the particular localities in which they are established; and those of the second, for reasons evident to all, are enjoyed almost exclusively by those who are in somewhat opulent circumstances. The best expedient, therefore, yet devised to furnish the mass of the people with the benefit of learning, is the establishment of Common Schools, which being spread throughout the country, bring improvement within reach, and, as it were, to the very door of the humblest individual. The branches

taught therein are those which are indispensably necessary to every person in his intercourse with the world, and to the performance of his duty, as a useful member of civil society, and should ever be required to include in addition, those principles of morality and Religion, which are the foundation of everything in man truly great and good. Formation of character is the highest object to be obtained by Education, and this can be secured in such away as to make it a blessing to its possessor, and a benefit to the community, only by a thorough training.

The advantages resulting from the proper instruction of all classes in the elementary branches of education seem now to be pretty generally admitted. A difference of opinion, however, has existed among the most zealous friends of popular public instruction, as to the best mode in which they should be provided for and afforded.

While many have advocated the policy of establishing and carrying out a universal system of education, by the authority and aid of government, others have objected to any interference whatever from that quarter in the matter, contending that the public should be left to supply themselves with the means and facilities of instruction, as they are left to provide themselves with the necessaries and conveniences of life. Numerous and various arguments have been adduced on both sides of the controversy, but, though the question cannot be said to be entirely free from difficulty, it is, in our judgment, idle to suppose that so great a desideratum as the sound instruction of all residents in every locality throughout the country, and especially those who are in circumstances of indigence, can, or will, be provided for, and supplied by the efforts and benevolence of private individuals. The cause of popular education is one, for which all cannot be done that is required, without a hearty co-operation on the part of the executive and the Legislature, as well as among the inhabitants of the Country at large. The conjoint and energetic efforts of every department of the State are indispensable to success in a work of such immense magnitude and unspeakable difficulty.

#### THE PAST AND PRESENT PROGRESS OF EDUCATION IN UPPER CANADA.

It is now about thirty years since Common Schools were established by Law in Upper Canada. The first Act of the Legislature was passed in 1816, under the reign of His late most Gracious Majesty George the Third of blessed memory\*. This Act continued in operation, with some amendments, up to the period of 1841, but being considered defective, a new Act was passed in that year which was also found, on trial, to be imperfect †, and in the autumn of 1843 the provisions of the present Statute were enacted, in which, it must be admitted, great improvement in our system of Common Schools has been effected ‡.

There is yet, however, occasion for the further benevolent and enlightened action of the Legislature.

In the enactments of the different laws for the establishment and operation of Common Schools in Upper Canada, the authorities of our Country have shewn themselves fully alive to the importance of maturing a system, such as would, if possible, be in consonance with the views, and adapted to promote the interests, present and prospective, of all classes of the community, and, to a good extent, their exertions in this philanthropic work have been successful. Canada, young as she is, may be said to be already equal to any other Country, either in the old or new world, and if almost greatly in advance, in relation to her educational advantages and prospects. But liberally endowed, as are all the Common Schools of the Province, it is most desirable, without encouraging too much legislation, on the subject, that the existing system should be immediately remedied of its evils, by being made more simple, and yet comprehensive, and thus placed in every respect, upon such a basis as will command the influence of a sound and enlightened public sentiment, emanating from, and pervading, the entire mass of society. Towards the attainment of this result, the expectations of the friends of education generally are now most anxiously directed, and from such a consummation much good is confidently anticipated.

#### SUGGESTION IN REGARD TO THE AMENDMENT OF THE SCHOOL ACT OF 1843.

It was, therefore, with satisfaction and interest that I received officially information of the fact, "that the Common School Act for Upper Canada was engaging the attention of Your Excellency with a view to considering what amendments might render its working more satisfactory and beneficial."

In accordance with the request of Your Excellency, as contained in the Communication alluded to, I have the honour of offering herewith "such suggestions as I consider would embrace the improvements which might be advantageously made in the present system." And, as this appears to be a part of my duty, as pointed out in the 67th section of the Act of

\* The Act of 1816 is inserted on Pages 102-104 of the First Volume of this History.

† The Act of 1841 is printed on Pages 48-55 of the Fourth Volume of this History.

‡ See pages 251-262 of the same, Fourth, Volume.

1843, when addressing Your Excellency in the Annual Report, on School matters generally, I am the more inclined to consent to engage in the undertaking, which, however, I do with great diffidence,

In addressing myself to the task, I beg to promise, that I have no fine-spun theories to offer, but merely such practical improvements, as a little observation and experience, have combined to suggest, and which extended correspondence with the Officers and inhabitants of the several Districts, and the Annual Reports, have shown to be indispensably necessary.

Accompanying this Report is a Draught of a Bill,\* embodying all the changes that, in my opinion it would be advisable, under present circumstances, for the Legislature to make in the existing law of 1843. In preparing it, I having omitted those clauses and provisions in the present Statute, (designed to harmonize with the new Municipal Bill, which was in contemplation, but which never became a Law). I have provided, as it will be seen, for the annihilation of the Office of Assistant Superintendent, and also that of Township Superintendent, and for the appointment of County Superintendents, as originally intended by the originators of the present Act.

Dividing the School Fund into two portions, it is made payable half yearly—the first being the Legislative grant to be distributed equally among all the School Districts within each Township, Town and City; and the second made up of the Local Tax to be distributed according to the number of children resident in the several localities between the ages of five and sixteen years; both payments made by the County Superintendents, upon their receiving well authenticated half-yearly Reports from School Trustees.

Provision is also made for an assessment upon all ratable property situated in each School district, and for the collection of the same to assist in the purchase of School House sites and the erection and repairs of School Houses throughout Upper Canada. The appointment and duties of Trustees are altered, and the establishment and maintenance of, at least, one Normal School in this section of the Province is strongly recommended.

Without particularizing, in this place, other alterations, or enlarging upon all those already mentioned, I beg at once to urge upon the attention of the Legislature the importance of doing away the office of Township Superintendent.

My views on the subject cannot be more forcibly expressed than in the language of a Superintendent of one of the most important and intelligent Districts in Upper Canada, who some months after the date of his Report, writes as follows:—

“I am of opinion (after considerable reflection, that the Township, Town and City Superintendents could be profitably dispensed with. As a general principle, the fewer in number, and the more efficient public officers are, so much the better. The expense is less, and the work is better done. The Township, Town and City Superintendents are chiefly useful in being near at hand to pay the Teachers; if a proper means were devised of doing this, without too much inconvenience to the District Superintendent, considering his other duties. All the other duties could be discharged without them, and, in most cases, much better than with them. Only six, out of the twenty-four in this District, are at all qualified to fill a literary situation. The saving in this District, by this arrangement, would be between two and three hundred pounds. The Township Superintendents are not popular. Living among the people, and not possessing, in most cases, any literary, or other, superiority their influence is not much. They are also liable, from the nature of their office, to come into painful contact with the people, and the Teachers, about School Districts and the payment of the money. Indeed, every Superintendent seems to adopt his own interpretation of the Act with reference to the payment of the School Fund, and there is a want of uniformity among them in this. It is sometimes difficult to get the money out of their hands, and as you observe by the Report, large balances remain. The Council of this District is of opinion that there is no use for this class of officers.”

Similar to the foregoing are the views of the School Superintendent of Victoria District, as will be seen by a reference to his Report subjoined.† The Council of that District, it is said, is

\* No copy of this “Draught of a Bill” was appended the Report, as printed in Appendix P to the Journals of the House of Assembly for the Session of 1846; nor has the Department of State, at Ottawa, been able to furnish me with a copy of it, as Mr. Pope, Under Secretary, informed me.

† The remarks of the various County Superintendents of Schools appended to Doctor Macnab's Report are not reproduced here, as they will be found in Appendix P. to the Journal of the House of Assembly for the Session of 1846. What Mr. William Hutton the School Superintendent of the Victoria District said, and to which reference is made is as follows:— . . . . Having carefully considered the working of the School Act of 1843, I am of opinion that it is more complicated, cumbersome and expensive in its machinery than there is any necessity for. It appears to me that if one individual, thoroughly capable and responsible were employed to superintend the Schools in each County, or District, instead of a number of Township Superintendents, the necessary business would be more cheaply and efficiently performed. In this small District alone, a saving could be effected of at least forty pounds per annum, and a uniformly good system of education could more easily be established. . . .”

of the same opinion. The distribution of the money received from the Government in aid of Common Schools, on some such principle as I have recommended, is highly necessary, and would, it is believed, meet with the approbation of the public. It is now apportioned to the School districts by the local Superintendents in proportion to the number of children residing in each district, between the ages of five and sixteen years. Upon a superficial examination, this mode appears equitable, but, when the subsequent operations of the system are taken into consideration, we shall find that it is unequal and unjust.

Municipal Districts, being generally organized on the basis of territory, two of them, of the same size, may be very differently circumstanced, as to inhabitants; the population of one may be double that of the other; and yet, the expense of supporting a good School, it is well known, will be nearly the same in both. A Teacher will make but little difference, as to salary, whether a school be large, or small, and the cost of board, fuel, and school repairs is about the same in every district. But the ratio of individual expense decreases as the number to share it increases. An individual's tax for tuition and other expenses in the most populous Districts is, perhaps, as a general thing, not more than a fourth of what it is in those the least populous. This is a fact substantiated by observation and experience. Now, the great object contemplated by the establishment of the School Fund is to place within the reach of every parent, however obscure his station, or humble his circumstances, the means of educating his children, or at least, of giving them as good an education as can be obtained in our Common Schools. Instead of accomplishing this object, the present system makes the large districts stronger and the small ones weaker; the rich richer, and the poor poorer. The effect of the plan I propose will be to equalize, so far as the Government Bounty is concerned, the ability of the several districts, respectively, to support a good School; and this is just what is required in a new Country like Upper Canada.

Below will be found a Table giving the division of the Township of Hamilton, in this District, into sixteen School districts, ranging from 19 to 106 children in each, and shewing the manner in which the Government money and the local tax were distributed 1844, and also what would be the effect upon the School Fund of the Township in relation to the same localities, provided the principle I have recommended, in the apportionment of it should be adopted.

Other portions of Canada West are similarly circumstanced, and would be equally benefitted by the change.

The Present System.					Proposed New System.		
Number of School Division.	Number of Children.	Government Grant.	Local Taxes.	Total.	Government Grant.	Local Taxes.	Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	106	8. 14. 7 $\frac{1}{2}$	9. 7. 4 $\frac{1}{2}$	18. 1. 11 $\frac{1}{2}$	5. 1. 11	9. 7. 4 $\frac{1}{2}$	14. 9. 3 $\frac{3}{4}$
2.	106	8. 14. 7 $\frac{1}{2}$	9. 7. 4 $\frac{1}{2}$	18. 1. 11 $\frac{1}{2}$	5. 1. 11	9. 7. 4 $\frac{1}{2}$	14. 9. 3 $\frac{3}{4}$
3.	42	3. 9. 2	3. 14. 2	7. 3. 4	5. 1. 11	3. 14. 2	8. 16. 1
4.	85	7. 0. 0	7. 10. 3	14. 10. 3	5. 1. 11	7. 10. 3	12. 12. 1
5.	67	5. 10. 4 $\frac{1}{2}$	5. 18. 5	11. 8. 9 $\frac{1}{2}$	5. 1. 11	5. 18. 5	11. 0. 4
9.	90	7. 8. 3	7. 19. 1	15. 7. 4	5. 1. 11	7. 19. 1	13. 1. 0
7.	116	9. 11. 0 $\frac{3}{4}$	10. 5. 0 $\frac{1}{2}$	19. 16. 1 $\frac{1}{2}$	5. 1. 11	10. 5. 0 $\frac{3}{4}$	15. 6. 11 $\frac{1}{2}$
8.	65	5. 7. 0 $\frac{3}{4}$	5. 14. 10 $\frac{3}{4}$	11. 1. 11 $\frac{1}{2}$	5. 1. 11	5. 14. 10 $\frac{3}{4}$	10. 16. 9 $\frac{3}{4}$
9.	31	2. 11. 0 $\frac{1}{2}$	2. 14. 8 $\frac{1}{2}$	5. 5. 10 $\frac{1}{2}$	5. 1. 11	2. 14. 9 $\frac{1}{2}$	7. 16. 8 $\frac{1}{2}$
10.	85	7. 0. 0	7. 10. 3	14. 10. 3	5. 1. 11	7. 10. 3	12. 12. 2
11.	20	1. 12. 11 $\frac{1}{2}$	1. 15. 4	3. 8. 3 $\frac{1}{2}$	5. 1. 11	1. 15. 4	6. 17. 3
12.	47	3. 17. 5	4. 3. 0 $\frac{3}{4}$	8. 0. 6	5. 1. 11	4. 3. 0 $\frac{3}{4}$	9. 4. 11 $\frac{1}{2}$
13.	31	2. 11. 0 $\frac{1}{2}$	2. 14. 9 $\frac{1}{2}$	5. 15. 10 $\frac{1}{2}$	5. 1. 11	2. 14. 9 $\frac{1}{2}$	7. 16. 8 $\frac{1}{2}$
14.	31	2. 11. 0 $\frac{1}{2}$	2. 14. 9 $\frac{1}{2}$	5. 15. 10 $\frac{1}{2}$	5. 1. 11	2. 14. 9 $\frac{1}{2}$	7. 16. 8 $\frac{1}{2}$
15.	49	4. 0. 8 $\frac{1}{2}$	4. 6. 7 $\frac{1}{4}$	8. 7. 3 $\frac{1}{4}$	5. 1. 11	4. 6. 7 $\frac{1}{4}$	9. 8. 6 $\frac{1}{4}$
16.	19	1. 11. 3 $\frac{1}{2}$	1. 13. 7	3. 14. 10 $\frac{1}{2}$	5. 1. 11	1. 13. 7	6. 15. 6

Another evil, and one to which I have not before alluded in the course of this Report, requiring a remedy, is the almost endless variety of Text Books in use in a large portion of the Common Schools, and the entire want of adaptation of many of them to the capacity of pupils, and especially to the circumstances of the Canadian youth.\*

This diversity of text-books renders classification in the schools impossible, fritters away the time and paralyzes the energies of Teachers, represses the ambition and retards the progress of scholars, and deprives the districts in no small degree, of the advantage which should be received from the money paid for instruction. Nor will the grievance be likely to be redressed until the power of regulating the course of study, and the books to be used, is taken from the School Trustees, and placed in the hands of those who are competent to discharge so important a duty.

To promote uniformity, it strikes me that the Chief Superintendent should be invested with authority to decide upon the Text Books to be used in the Schools; not, however, in the case of any Municipal District, the Council of which might refuse to concur, in relation to a portion, or all, of the books so appointed. It will not now be difficult to make a suitable and popular selection, as Canada has been favoured with the republication of the educational Works of the Irish National Board of Education,—a series, in regard to the pre-eminence of which, there cannot be a difference of opinion, and one which all, who have the welfare of the Province at heart would be glad, I am sure, to see introduced into every School throughout the land.

But, in order to carry out fully the benevolent intentions of the Legislature, in their endeavors to promote the Educational interests of the Country, the establishment and endowment of a Provincial Normal School ought to be regarded as indispensable, and should be carried immediately into effect.

Attaching the greatest importance to these Institutions, I consider that much of our future success in the Education of the people is to be accomplished through their instrumentality. They alone will elevate the standard of Common School instruction, and render the present system popular and useful. In such Schools, special attention is given to first principles, and to the elementary branches, also to the best modes of teaching, and managing, and governing, Common Schools; and, in all these respects, our Teachers must be improved before their efforts will tell to any great extent upon the educational interests of the rising generation. Of what benefit are educational privileges, so long as Teachers are employed who are not only deficient in a knowledge of most of the essential branches, but totally ignorant of the art of teaching? In this condition, it must be admitted, a large majority of the Teachers of Common Schools are found in Upper Canada, which can only be effectually improved by some such agency as I have ventured to prescribe and recommend.

Normal Schools have been tried in Europe, and, from the testimony of those who have had charge of them, and others, it appears that they have been instruments of immense good to all, upon whom their influence has been brought to bear. Similar results will attend their operation in Canada.

The manner in which an Institution of this kind among us should be governed, and the extent of its endowment out of the School Fund of the Province, are matters the discussion of which I must reserve for another place.

ALEXANDER MACNAB.

COBOURG, 1st of August, 1845.

#### SUMMARY OF THE SCHOOL STATISTICS OF UPPER CANADA, 1844, b.

With the exception of the following condensed financial Statistics of the Common Schools in Upper Canada, for the year 1844, I have omitted the more elaborate ones appended to Doctor Macnab's Report. They will be found in Appendix P. to the Journals of the House of Assembly for the Session of 1846.

I have in like manner omitted the voluminous "Remarks" of the various District Superintendents of the Schools, as they will also be found in Appendix P.

\*The names of Text Books used in the Common Schools in the early days are frequently given in these Volumes. A fairly full list of them will be found on page 275 of the Fifth Volume of this History.

GENERAL FINANCIAL SUMMARY OF THE COMMON SCHOOLS IN UPPER CANADA, 1844.

Names of Municipal Districts.	Number of Schools.	Average Time	Number of Children in Attendance.	No. of Children resident in District from 5 to 16.	Amount Apportioned to Districts from Legislative Grant.		Amount paid Teachers from School Fund.		Amount raised by Rate Bills.		Total Amount paid Teachers.		Amount in the hands of Township Superintendents.		Number of times Schools visited by Township Superintendents.	General Condition of the Schools.
					£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.		
Eastern.....	169	.....	5,873	12,023	1,287	4. 11	1,583. 19. 3	1,487	3. 91	3,071	3. 01	380. 17. 5	442	Good		
Ottawa.....	40	.....	1,567	2,956	326	6. 84	533. 1. 84	242	1. 11	775	8. 8	60. 16. 8	82	Middling.		
Dalhousie.....	71	.....	3,434	4,951	628. 11. 74	.....	2,493. 1. 74	See Ass'ment	.....	2,493. 1. 74	.....	None rep'd.	269	No opinion given.		
Bathurst.....	112	.....	3,728	7,750	907	8. 11	1,472. 4. 3	1,096. 11. 1	1,096. 11. 1	2,568. 15. 4	2,568. 15. 4	275. 17. 64	410	do		
Johnstown.....	215	.....	7,471	12,386	1,302. 15. 10	.....	2,283. 8. 4	1,226. 17. 4	1,226. 17. 4	3,510. 5. 8	3,510. 5. 8	234. 18. 9	472	do		
Midland.....	167	.....	5,481	12,087	1,373. 18. 6	.....	1,336. 10. 6	888. 11. 1	888. 11. 1	1,336. 10. 6	1,336. 10. 6	91. 15. 10	.....	Schools during past year much impr'd.		
Prince Edward.	107	.....	3,657	5,341	601. 10. 4	.....	694. 7. 11	832. 14. 74	832. 14. 74	1,527. 2. 7	1,527. 2. 7	356. 9. 64	262	Middling.		
Victoria.....	83	.....	3,013	6,121	587. 4. 14	.....	209. 4. 84	None rep'd.	None rep'd.	209. 4. 84	209. 4. 84	135. 7. 8	161	No opinion given.		
Newcastle.....	156	.....	5,727	12,483	1,217. 6. 11	.....	1,795. 11. 61	2,191. 9. 14	2,191. 9. 14	3,987. 0. 74	3,987. 0. 74	228. 15. 11	428	Good.		
Colborne.....	65	.....	2,409	5,027	564. 10. 8	.....	415. 15. 9	179. 2. 9	179. 2. 9	594. 18. 6	594. 18. 6	335. 3. 54	232	Good.		
Home.....	318	.....	13,500	27,554	2,952. 9. 4	.....	4,806. 18. 84	3,760. 3. 91	3,760. 3. 91	8,367. 2. 6	8,367. 2. 6	828. 15. 24	1,031	Middling.		
Simcoe.....	85	.....	2,340	4,885	561. 11. 2	.....	585. 3. 31	467. 11. 01	467. 11. 01	1,052. 14. 34	1,052. 14. 34	94. 10. 54	217	Good.		
Gore.....	209	.....	9,350	17,426	1,811. 5. 74	.....	2,688. 10. 1	3,490. 5. 44	3,490. 5. 44	6,178. 15. 54	6,178. 15. 54	729. 0. 10	531	Tolerable.		
Niagara.....	235	.....	8,907	13,776	1,459. 1. 9	.....	1,125. 5. 74	1,871. 15. 44	1,871. 15. 44	4,388. 10. 10	4,388. 10. 10	1,094. 12. 11	452	Good.		
Talbot.....	78	.....	2,825	4,245	455. 14. 11	.....	1,003. 0. 54	727. 10. 24	727. 10. 24	1,730. 10. 8	1,730. 10. 8	145. 13. 1	151	No opinion given.		
Wellington.....	77	.....	3,472	6,268	612. 19. 11	.....	1,125. 5. 13	618. 16. 74	618. 16. 74	1,744. 1. 94	1,744. 1. 94	367. 2. 11	186	Good.		
Brook.....	121	.....	3,729	6,751	706. 1. 10	.....	1,099. 6. 24	749. 18. 94	749. 18. 94	1,849. 4. 11	1,849. 4. 11	543. 4. 8	202	Fair.		
London.....	165	.....	6,182	11,896	1,325. 6. 54	.....	2,018. 17. 34	1,389. 3. 91	1,389. 3. 91	3,408. 1. 1	3,408. 1. 1	390. 19. 2	213	No opinion given.		
Western.....	107	.....	3,103	7,966	1,030. 17. 34	.....	1,370. 5. 64	921. 11. 11	921. 11. 11	2,391. 17. 6	2,391. 17. 6	30. 5. 24	176	No definite opinion given.		
Huron.....	30	.....	978	2,149	257. 3. 84	.....	226. 15. 94	193. 6. 04	193. 6. 04	430. 1. 10	430. 1. 10	30. 5. 24	114	Tolerable.		
	263	.....	96,756	184,062	20,000. 0. 0	.....	30,268. 3. 74	22,334. 19. 74	22,334. 19. 74	51,714. 12. 24	51,714. 12. 24	6,470. 9. 10	6,031			

## CHAPTER IX.

## PRELIMINARY ARRANGEMENTS IN REGARD TO THE EDUCATION OFFICE AND NORMAL SCHOOL FOR UPPER CANADA, 1845-1846.

Although the following Correspondence, and other matters mentioned in it, are partly private and partly official, yet they all refer to the tentative measures taken, in 1845 and 1846, to organize the Education Department for Upper Canada, and to establish the Provincial Normal School. The following brief narrative is necessary, therefore in order to show what were the early steps taken to accomplish these two objects—after the Reverend Doctor Ryerson had been appointed to his new Office in September, 1844.

After my appointment by the Government in that September, as temporary Clerk in the Education Office, (then at Cobourg,) the Reverend Doctor Ryerson left for the United States and Europe with a view to examine and study the different Systems of Education in these Countries, so as to enable him to prepare a scheme of Popular Education, adapted to the wants of Upper Canada.

On the 31st of March, 1845, he wrote a Letter from Paris to the Reverend Alexander Macnab, Acting Superintendent of Education, at Cobourg, in his absence, in which he said :—

“Should you be of opinion that Mr. J. G. Hodgins will fulfil my expectations and efficiently perform the duties required of him ; and should he feel satisfied to engage permanently in the situation, which he now fills, then I desire him to go to Ireland, and attend for six months, at least, the teachings and instruction in the whole course required at the Central Normal and Model Schools of the Royal Commissioners of National Education in Dublin. I spoke to one of Her Majesty’s High Commissioners of the Irish National Board of Education about him, in London, some months since. He told me that Mr. Hodgins would be admitted to the Dublin Department of Education and receive the whole course of instruction in that Establishment, without any charge.

I said to the Commissioner that I wanted a person in the Education Department of Upper Canada, who thoroughly understood, and could explain and illustrate the best National System of training School Masters, and establishing Schools, which the British Government had yet established, upon the principles taught and illustrated in the great Establishment in Dublin, (and one or two in London,) to prepare plans of School Buildings of all sizes and shapes, and of Grounds, etcetera. . . . \*

I see clearly that no System of Public Instruction can be carried into operation in Upper Canada, and become general, in the esteem, feelings and exertions of the people, without its being explained and spread out before them in each District of the Province, and, in many cases, again and again. That task must be performed by myself, and will necessarily occupy no inconsiderable time during the next two, or three, years. I must, therefore, have a person in the office who will be able to conduct the ordinary duties of it.

The result of this Correspondence was, that I left Cobourg for Dublin in May 1845, and sailed from Boston for Liverpool in the Cunard steamer “Hibernia,” on the 16th of that Month. I had, as a fellow passenger, Mr. (afterwards the Honourable) Thomas D’Arcy McGee, a “Young Irishman,” returning from the United States to take a position on the Dublin “*Nation*,” then edited by Mr. (afterwards Sir) Thomas Gavan Duffy.

\* Since this Letter was written, I have prepared three publications on School Architecture ; (in 1858,—1886,) besides the numerous illustrations of School Architecture, which, as Editor, I inserte d in the earlier numbers of the *Journal of Education for Upper Canada*, (which was begun in 1848.)

Soon after my arrival in Dublin, I wrote, on the 3rd of June, to apprise the Reverend Doctor Ryerson of my arrival, and received from him the following Letter, dated Florence, 18th of July, 1845:—

I did not receive yours of the 3rd of June until yesterday. When I wrote to Canada I expected to be in Dublin before this. Now, I do not intend to return to England from the Continent before November, or be in Dublin before December.

As I have not been in Ireland, to deliver my own Letters of introduction, I am unable to introduce you. But I dare say your friends in Dublin can, (if they have not done so already,) introduce you to certain Members of the Irish National Education Board of Commissioners.

You know from my Letter to Mr. Macnab, of the 31st of March, the acquirements which I desire; and, from his Letter, in reply, I feel strong hopes that you will fulfil my expectations. The Education Office in Upper Canada will have to do principally with the qualifications and duties of School Teachers, and the best methods of instruction,—including the erection of School Buildings, the Plans and Drawings of School Houses, and the whole Apparatus of School Teaching. To have a person in the Office who can do all this is, therefore, absolutely necessary. Much of the requisite knowledge and skill you possess already, and from the printed course of the National Board you can learn what Lectures and instruction of the Normal School it is necessary for you to attend.

I suppose that most of those who are taught under the National System in Ireland are Roman Catholics; but that does not affect us in Upper Canada; nor does it deteriorate from the excellence of the System, and the great ability of some of the Dublin Professors,—especially of Professor Sullivan, whose admirable elementary School Books I have examined with great satisfaction.

I had intended to write to Archbishop Whately about you; but I think that you will find no difficulty in obtaining admission, and every possible assistance for the special object which you have in view,—as it cannot fail to interest any of the public men, to whom you may be introduced. . . . Do not allow any secondary considerations to divert you from the great and essential objects of attainment. . . . The Education Office will not be continued in Cobourg after next Spring.

PARIS, 18th of July, 1845.

EGERTON RYERSON.

Upon the receipt of this Letter, I called at the National Board of Education Office, and afterwards, as suggested, addressed the following Letter to the Secretaries of that Board in Dublin:—

In accordance with your suggestion, I have the honour to lay before the Board of Commissioners of the Irish National Schools a few particulars, relative to the cause and object of my present visit to Dublin.

Under the present Canadian School Act there are three Superintendents of Education—one Chief and two Assistants,—one for each Province of Upper and Lower Canada. The Secretary of the Province being *ex-officio*, Chief Superintendent, exercises a nominal control over the Educational interests of the united Province, while the real, practical duty of superintendence, is performed by the Assistants. Each of these Assistants has an Office for Correspondence, established in the Section of the Province, over which they exercise a special Superintendence.

The Reverend Egerton Ryerson, D.D., Assistant Superintendent of Education for Upper Canada—having been appointed to that Office by His Excellency Lord Metcalfe, determined, before engaging personally in performing the duties assigned to him, to visit the several Countries of Europe—where he now is—for the purpose of examining the different Systems of Popular Education pursued therein,—in order that he might be the better enabled to establish a System of Education in Upper Canada, suited to the wants and wishes of the people.

Doctor Ryerson wishes me to attend the whole course of Lectures prescribed by the National Board of Education in Ireland. For a statement of the qualifications which he desires me to obtain, I would refer you to the copy of a Letter which he has lately written to me from Florence, and which I enclose herewith . . .

I have no doubt but, as intimated to me, the Board will afford me every facility to accomplish the object for which I make the present application for permission to attend the Lectures as a spectator and listener at the Normal and Model Schools under the direction of the Board; and afterwards, with your permission, acquire a knowledge of the details of the Education Office itself.

DUBLIN, 4th of August, 1845.

J. GEORGE HODGINS.



The permission here asked for was promptly given, and, after several months' attendance at the Normal and Model Schools, I was given every facility for mastering the details of the Office of Education itself. I then received the very satisfactory Certificates which are given, *in extenso*, on page 119 of the Fifth Volume of this Documentary History. I subsequently, with Doctor Ryerson, visited two, or three, Normal Schools in London, one in Glasgow, one in Edinburgh, and, afterwards, one in Albany, New York,—taking notes, in each case, of whatever was striking, or interesting, in management and other details.

#### SCHEME FOR THE ESTABLISHMENT OF A PROVINCIAL NORMAL SCHOOL.

During my attendance at the Normal School and Education Department, in Dublin, I received the following Letter from Doctor Ryerson, dated the 23rd of January, 1846. In that Letter he outlined the plan which he had in view, for the establishment of a Normal School for Upper Canada, at Toronto; and he expressed a hope that I might become its first Head Master. He said:—

I write you principally to repeat and suggest, most strongly, that you make yourself master of teaching and managing every department of the Normal School in Dublin. I think it would be very desirable for you to practice teaching.

We must establish a Provincial Normal School next summer; and I shall have to look to you to take a conspicuous post in it, at least at the commencement of it. It is probable I shall have to take the general oversight of the Institution. But I should rejoice if you could advance, so as to become the Head Master of it—at least for a time. It will, doubtless, be established at Toronto, where it is, at length, decided to remove the Education Office. I find the Correspondence of the Education Office little in comparison of what I am able to do. Should you be able and disposed to teach altogether, it will be doubtless be attended with an increase of salary. But, in this, I shall have regard to your own feelings. But, at the commencement, we will both have to do something in the Normal School. Our greatest difficulty in establishing a Normal School will be to procure properly qualified Teachers. Would not the Scotchman, (Mr. John Rintoul,) who assists Professor Sullivan be competent for Head Master? If so, would he come to Canada? And, if so, would Professor Sullivan consent to part with him? The Head Master ought to understand Music, and have a happy faculty of communicating his ideas, and commanding attention and of governing, in addition to an intimate knowledge of all the subjects taught in the School. Perhaps Professor Sullivan, if he cannot, at present, recommend any one as a future Head Master, may be able to recommend some one as a good Teacher. I wish you would talk with him on the subject. I send you a copy of the "*British Colonist*," in which I have made mention of the Normal Schools in Dublin, and in Scotland. I also send a copy to Professor Sullivan. I think it very desirable for you to get from Professor Sullivan a Certificate of your attainments and qualifications, on leaving Dublin. It may be useful in different ways.

I shall not press you to come out before June, if you wish to remain until then. I purpose to remove to Toronto about the 1st of July. Until then, you can do as you please about returning to Canada.

COBOURG, 23rd of January, 1846.

E. RYERSON.

To this Letter, I replied as follows, on the 3rd of March, 1846:—

The contents of your Letter of the 23rd of January, were particularly gratifying to me. I now see what will have to be done, and what will be required of me, in order to render myself useful to you in the establishment of a Normal School at Toronto. I am glad that Toronto is the place about to be selected. It will be more in the centre of the theatre of operations, and, therefore, more accessible at different periods of the year.

I will attend most punctually to your directions, and endeavor to understand, as thoroughly as possible, the General System under which the Irish National Board carry on their operations. I am very much gratified to find that you approve so highly of that most admirable System. It will give me the greater confidence in the prosecution of the design, for which I came to Dublin.

Your Letter on the Normal and Model Schools in Dublin, published in the *British Colonist*, of Toronto,—a copy of which you kindly sent me,—has been useful to me, and has gained for me such attention and kindness from the Gentlemen connected with the Normal and Model Schools, as I would, in vain, have sought for otherwise. The Members of the National Board, and the Professors—particularly Professor Sullivan,—were highly delighted with your Letter. They personally beg to offer you their most grateful acknowledgements for your kind and spirited notice of their Establishment. Professor Sullivan told me—(and he wished it to be considered private),—that Archbishop Whately was so pleased with your Letter, that, on the receipt and perusal of it, he rode over from the Palace, and congratulated the Professors, and they him, in return on the publication by a Person whom they regard so highly, for so flattering a Letter. The Archbishop also showed it to the Lord Lieutenant, who was graciously pleased to express his high admiration of its contents. He, or the Archbishop, suggested to the Board the propriety of publishing that, and your preceding Letter,—which I will furnish them,—in the "*Dublin Evening Mail*,"—a leading paper in Dublin,—with notes, etcetera.

The knowledge of these facts has been a source of the highest satisfaction and pleasure to me, as, I have no doubt, they will be to you.

I have also, as you directed me, spoken to Professor Sullivan and to Mr. Rintoul, (the Scotchman,) on the subject of the acceptance, by the latter, of the Head Mastership of the proposed Normal School at Toronto. If the salary is sufficient to induce him to go, I have not the slightest doubt but that he would accept. Professor Sullivan told me as much as that, and though he would regret Rintoul's loss very much,—as he regards him as his right hand man.—Still, neither he, nor the Board of Education, would object to Mr Rintoul's going to Canada. His salary at present is from Two to Two Hundred and Ten Pounds (£210) Sterling per year. Professor Sullivan and MacGauley have each Three Hundred Pounds (£300) and apartments. Mr. Rintoul has nothing but his salary. Professor MacGauley is striving to obtain a Professorship in one of the Queen's Colleges, as they are called; but Professor Sullivan is endeavouring to dissuade him from that step. The salary is the same, but with the addition of fees, etcetera. Professor (now Sir Robert) Kane, the Author of the "*Industrial Resources of Ireland*," a Roman Catholic, is President of the Galway Queen's College.

DUBLIN, 3rd of March, 1846.

J. GEORGE HODGINS.

Having had further conversation with Professor Sullivan and Mr. Rintoul in regard to the Head Mastership of the Provincial Normal School, I wrote again on the subject to Doctor Ryerson on the 3rd of April, 1846, as follows:—

Ever since I wrote to you the result of the conversation which I had with Professor Sullivan and Mr. Rintoul, the latter has seemed a little anxious to know whether, or not, you will require his services in the Provincial Normal School of Upper Canada.

He appears very much inclined to go, and is constantly asking me about the Country. The amount of the salary and the permanence of the situation will, of course, decide him.

He has been twelve years connected with the Dublin Normal School, and should he be obliged, by ill health, or otherwise, to retire, he would have a pension of fifty guineas a year for life.

He stands very high in the estimation of Mr. Resident Commissioner Macdonell—a relative of the noted Bishop Macdonnell of Kingston,—though a Protestant himself—as is Dr. Sullivan.

I have been practicing teaching:—as you directed, and am engaged in everything that I think will be of service to us hereafter. I am also learning the Hullah System of singing in a private class, I have also gained admission into the Royal Dublin Society's Architectural School, and have been out several times at the Glasnevin Model Farm, where I have met with the greatest kindness from Mr. Skilling, its Head. I have also taken occasion to visit as many different sorts of Schools, as I could, in, or near, Dublin. In fact, I have been endeavouring to see and learn as much as I possibly can. I have bought a set of prints, such as are hung up in the Model Schools in Dublin, and have been picking up all those things relating to Schools, which I think will be of great use to us in Canada.

Dr. Sullivan has advised me to get two French Educational Periodicals—one called the "*Revue de L'instruction Publique*" and the other "*Manuel General de L'instruction Primaire*"; this last is a "*Journal Officiel*". They can be obtained, he says, through Messieurs Armour and Ramsay of Montreal.

Your Letter on the Schools in Dublin is now in the hands of the Government Printer; but owing to the press of Parliamentary and Indian news its publication has been delayed. The "*Dublin Evening Post*" is the medium selected, and not the "*Mail*," as heretofore contemplated.

Mr. Maurice Cross the principal Secretary to the Board, desires to be particularly remembered to you, so does also Dr. Robert Sullivan.

DUBLIN, 3rd of April, 1846.

J. GEORGE HODGINS.

On the 9th of May, 1846, Doctor Ryerson sent me the following Reply to the foregoing Letter :—

I have to acknowledge the receipt of your Letter of the 3rd of April, for which I sincerely thank you.

I am glad to hear of your attention to teaching Schools, etcetera, and of your application to the Hullah System of Singing.

I have prepared a Report, (of nearly four hundred pages,) on a "System of Public Elementary Education for Upper Canada," which has been laid by the Government before the House of Assembly, and ordered to be printed.\*

I have also prepared a new School Bill, to work out, in as simple and efficient a way as possible, the objects explained in my Report. The Bill has been approved by the Government and has passed both Houses of the Legislature and will, (as Mr. Attorney General Draper has informed me) receive the Royal assent in the course of a few days.†

There is to be a Board of Education, similar to that in Dublin, having the selection of School Books and the control of the Normal School, of which I, have the oversight. I am *ex-officio* Member of the Board, I am not however, in any way under its control, but can ask its advice on such matters as I please. The Board selects the Teachers and Officers, etcetera, for the Normal School. The Attorney General has written to me, requesting me to name such Gentlemen as Members of the Board, with whom I can work harmoniously, that they may be recommended to the Governor-General, to be appointed without delay. I am authorized to call the first Meeting of the Board. I hope to be able to do so by the first of June, when as you will be required in the office, I intend to submit the name of Mr. Rintoul for the Head Mastership of the Normal School. . . ‡

I think I shall be able to get the old Government House, its Appendages and Grounds at Toronto for Buildings and Premises for a Normal School. The Head Master should be on the spot and assist by his advice in fitting them up for Normal and Model Schools. The Normal School should, if possible, be opened before the close of navigation, or by the beginning of the year. I intend to recommend to the Board to offer to Mr. Rintoul the same number of pounds in Currency that Professor Sullivan receives in Sterling, with apartments.

I have taken a House in Toronto, and intend to remove there on the 20th or 25th of June, when I hope you will be here.

COBOURG, 9th of May, 1846.

E. RYERSON.

I returned to Canada in June, 1846, and recommenced my duties in the Education Office. On the 3rd of August, 1846, wrote a Letter to the Provincial Secretary recommending that I be permanently appointed as Clerk in the Education Office. That Letter with accompanying Testimonials and the reply to it will be found on pages 118, 119 of the Fifth Volume of this Documentary History.

\* See pages 138-211 of this Volume.

† *Ibid*, pages 57-70.

‡ This change of plan, from being connected with the Normal School proper, and attached wholly to the Education Department, was thus referred to by Doctor Ryerson, in his Letter to the Provincial Secretary, dated the 22nd of July, 1837. He said :—

"Mr. J. George Hodgins, on my recommendation relinquished his salary for a year,—1845, 46—went home to Dublin at his own expense, and devoted that year to a careful study of the whole mode of conducting the System of Education in Ireland, in all the details of each of the seven branches of the great Education Office in Dublin, and returned to his duty in the Education Office of Upper Canada with the highest testimonials of the National Board of Education."

## CHAPTER X.

APPOINTMENT AND PROCEEDINGS OF THE BOARD OF  
EDUCATION FOR UPPER CANADA, 1846.

The Third Section of the "Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," passed in 1846, gave authority to the Governor-General in Council "to appoint not more than seven persons," including Chief Superintendent of Schools, to be a Board of Education for Upper Canada.

The duties of the Board was to establish a Provincial Normal School; to prescribe "Text Books, Plans, Forms and Regulations," and "to aid the Superintendent with their counsel and advice."

With a view to suggest the early appointment of the proposed Board of Education, by His Excellency the Governor-General-in-Council, the Chief Superintendent of Education addressed the following Letter to the Honourable Dominick Daly, Secretary of the Province:—

I desire to call His Excellency's early attention to that provision in the New Common School Act (of 1846), for Upper Canada, which relates to the appointment of a Board of Education for Upper Canada. No step whatever can be taken towards the establishment of a Provincial Normal School, until after the appointment of that Board, which alone is authorized to adopt the measures necessary to establish such a School, and to examine and recommend the Text Books intended to be used in the Common Schools generally.

In the selection of persons to constitute the Board, it will be for His Excellency to determine whether it shall be chiefly composed of Laymen, or chiefly of Clergymen, or altogether of Clergymen.

Considered in respect to qualifications alone, and time to attend to the duties of the Board, Clergymen may be regarded as having the advantage over Laymen. Popular feeling, and probably public policy, may preponderate in favour of a lay, or mixed, Board. I believe the Board,—supposed to act upon common ground, in respect both to religion and politics,—is intended, as far as possible, to represent the religious and political sentiments of the Country at large, in common with suitable qualifications for the duties prescribed by law. The Church of England, as well as the Roman Catholic and Methodist Churches have usually been represented by their Clergy in Educational Matters. It is, for the most part, otherwise with other Religious Denominations.

Should His Excellency think a Clerical Board preferable, I know of no persons more competent, and whose names it would be more proper to submit to the Governor than the following, videlicet:—

The Right Reverend Bishop Power, (Roman Catholic Church); Reverend Henry J. Grasett, (Church of England); the Reverend John Barclay,\* (Church of Scotland); the Reverend Henry Esson, (Free Church of Scotland); the Reverend Adam Lillie,\* (Congregational Church); Reverend R. A. Fyfe, (Baptist Church).

But should a Board composed chiefly of Laymen be thought most desirable, I would respectfully submit the following names, viz.:—The Right Reverend Bishop Power, the Reverend Henry J. Grasett; the Honourable Mr. Justice Archibald McLean, Messieurs Robert Baldwin, Joseph C. Morrison and James S. Howard.

Perhaps, however, the Board would be more efficient should the Reverend Henry Esson and the Reverend Adam Lillie be substituted for Messieurs J. C. Morrison and J. S. Howard.

In all cases, the Chief Superintendent of Schools is required, by law, to be a Member of the Board.

\* These gentlemen were subsequently appointed. The names of those appointed at this time will be found on page 232 herewith.

I have no predilections as to the persons who may constitute the Board of Education. I only desire such a Board as may be most satisfactory, and most useful, to the Country, and I have no objections to act with any other persons than those above mentioned, should His Excellency think them better qualified. But, in calling His Excellency's attention to this important provision of the new School Law, I have thought it my duty to bring under the notice of His Excellency and his Advisers the names of some Gentlemen as worthy of consideration in constituting a Board of Education. It would be anticipating the duties of the Board for me to make any recommendations as to premises suitable for the contemplated Normal School.

Cobourg, 23rd of June, 1846.

EGERTON RYERSON.

As the result of the foregoing Letter, the Board of Education was appointed by the Governor-General on the first day of July, 1846; and, on the 21st of that month, it held its first Meeting, in Toronto. The following is a copy of the proceedings of that Meeting, as extracted from the Minutes of the Board:—

Pursuant to the following Circular, addressed by the Chief Superintendent of Schools to each Member of the newly appointed Board of Education for Upper Canada, the Board met on the 21st of July, 1846:—

I have received from the Government a Commission appointing you a Member of the Board of Education for Upper Canada, under the new School Act of 1846, 9th Victoria, Chapter 20.

As authorized and required by the fourth Section of the same Act, I beg to intimate that the first Meeting of the Board will be held at the Education Office, (Bay Street, one door south of Wellington Street,) on Tuesday next, the 21st instant, at 10 o'clock a.m. Your attendance is respectfully requested.

Toronto, 18th of July, 1846.

EGERTON RYERSON.

In response to this Circular, the Members of the new Board of Education met on the 21st of July, 1846. Present: the Chief Superintendent of Schools, the Right Reverend Michael Power, the Reverend Henry J. Grasett; Joseph Curran Morrison, Hugh Scobie and James Scott Howard, Esquires.

The following Proceedings then took place:—

On motion of the Chief Superintendent of Schools, seconded by James Scott Howard, Esquire, the Right Reverend Bishop Power was chosen Chairman of the Board.

The Commission appointing the Board of Education for Upper Canada having been read by Mr. J. George Hodgins, the Recording Clerk, it was:—

Ordered, That the Commission be inserted in the Minutes as follows:—

“PROVINCE OF CANADA.”

SEAL.

“By His Excellency Lieutenant General the Right Honourable Charles Murray, Earl Cathcart of Cathcart, in the County of Renfrew, K.C.B.  
 “Governor-General of British North America and Captain General and  
 “Governor-in-Chief in and over the Provinces of Canada, Nova Scotia, New  
 “Brunswick and the Island of Prince Edward and Vice Admiral of the same and  
 “Commander of Her Majesty's Forces in British North America, etcetera.

“To the Reverend Egerton Ryerson, Chief Superintendent of Schools in Upper  
 “Canada—the Right Reverend Michael, Roman Catholic Bishop of Toronto;—the  
 “Reverend Henry James Grasett, Clerk—the Honourable Samuel Bealey Harrison,  
 “Joseph Curran Morrison, Hugh Scobie, and James Scott Howard, Esquires.

“KNOW YE, that having confidence in your loyalty, ability and discretion, I the said Charles Murray, Earl Cathcart, Governor-General, as aforesaid, have nominated and appointed, and by these Presents do nominate and appoint you, the said Egerton Ryerson, Michael, Roman Catholic Bishop of Toronto, Henry James Grasett, Samuel Bealey Harrison, Joseph Curran Morrison, Hugh Scobie and James Scott Howard, and each of you to be Members of the Board of Education for that part of this Province formerly Upper Canada.

"And I do hereby authorize and empower you, or any three of you, to do and perform all, and every, the duties and functions assigned, and pointed out, in a certain Act of the Parliament of this Province, passed in the Ninth year of Her Majesty's Reign, intituled: "An Act for the better Establishment and Maintenance of Common Schools in Upper Canada"; and all such other duties and functions, as lawfully shall, or may, be assigned to, or devolve upon, you in that behalf. To have and to hold the said Office unto you, the said Egerton Ryerson, Michael, Roman Catholic Bishop of Toronto, Henry James Grasett, Samuel Bealey Harrison, Joseph Curran Morrison, Hugh Scobie and James Scott Howard, and each of you during pleasure."

"Given under my hand and seal at Arms, at Montreal, this first day of July, in the year of Our Lord, one thousand eight hundred and forty six, and in the Tenth year of Her Majesty's Reign."

"By Command

"D. DALY, *Secretary.*"

"CATHCART.

The Chief Superintendent of Schools read a Letter from the Honourable Dominick Daly, Provincial Secretary, and also the Report of a Select Committee of the Toronto City Corporation, respecting the appropriation of the old Government House, Stables and Grounds to the purposes of a Normal School, with Model Schools attached. The Report enclosed by the Provincial Secretary was as follows:—

The Select Committee to whom was referred the Communications from the Provincial Secretary and Commissioner of Crown Lands, on the subject of giving up the Government House Grounds and Buildings, report:

That they consider that it is advisable that the Government House Grounds and Buildings should be immediately placed at the disposal of the Government, with the exception of the Stables (which have been leased to Mr. Mirfield, on a lease for seven years,) and with the request that the Grounds may still be open to the public, although the Buildings shall be used for a Normal School, as the Committee conceive that the inhabitants should not be prevented from the continued enjoyment of the Grounds, unless the public use of them should be found to interfere with the purposes for which the Government require the Buildings. All which is respectfully submitted:

J. HILLYARD CAMERON.	} Committee of the City Council.
GEORGE GURNETT,	
JOSHUA G. BEARD.	

TORONTO, June 22nd, 1846.

After reading this Report it was:—

*Ordered*, that the Chief Superintendent of Schools write to the Government, requesting:—

*Firstly*,—That the Old Government House, Stables and Grounds be placed at the disposal of the Board for the purposes of the proposed Normal and Model Schools, and

*Secondly*,—That the sum of One Thousand Five Hundred Pounds (£1,500), granted to the Board, in terms of the Fifth Section of the Common School Act of 1846, be also placed at the immediate disposal of the Board. It was also—

*Ordered*, that the Messieurs James S. Howard and Hugh Scobie be a Committee to examine and Report upon the present state of the Old Government Buildings and premises.

*Ordered*, that the salary of the proposed Head Master of the Normal School for Upper Canada be, Three Hundred and Fifty Pounds, (£350,) Halifax Currency, per annum, without apartments.

*Ordered*, that the sum of One Hundred Pounds, (£100,) Halifax Currency, be allowed by the Board towards defraying the expenses of removing the Head Master of the Normal School to Canada, with his family.

*Ordered*, that the Chief Superintendent of Schools communicate with the Irish National Board of Education, relative to the appointment, by that Body, of Mr. John Rintoul, or any other Gentleman, whom they may deem competent, to the Head Mastership of the Upper Canada Normal School; and that the person selected be authorized to draw upon the Chief

\* "Doctor Ryerson proposed to Bishop Strachan that he should represent the Church of England on the new Board. The Bishop was quite pleased at his request, and so expressed himself. He declined, however, on the ground that he feared his appointment might embarrass, rather than aid, in the promotion of the new scheme of education. He suggested that Reverend H. J. Grasett be appointed in his place. He also gave friendly advice to Doctor Ryerson to be careful not to recommend a personal enemy for appointment on such a Board." *Ryerson Memorial Volume, page 78.*

Superintendent of Schools for the Sum of One Hundred Pounds, (£100), currency, allowed by this Board, after deducting rate of Exchange, etcetera, towards defraying the expenses of his removal to Canada with his family.

*Ordered*, that, in his Communication to the Commissioners of National Education in Ireland, the Chief Superintendent of Schools shall enquire at what prices they would engage to furnish this Board with their series of National School Books, and also to request, that they would grant permission to this Board to reprint editions of their works, if required.

*Ordered*, that the Recording Clerk procure, for the use of the Board, a Book in which to record its Proceedings, and another one in which all Letters written by order of the Board shall be inserted.

*Ordered*, that, for the present, the Board Meetings shall be held every Tuesday, at the hour of 10 O'Clock, A.M. precisely.

*Ordered*, that this Board do adjourn until Tuesday next, the 28th instant.

†MICHAEL, Bishop of Toronto, Chairman.

TORONTO, 21st of July, 1846.

*July 28th, 1846.* The Chief Superintendent of Schools read the Copy of a Letter addressed by him, by order of the Board, to Mr. Provincial Secretary D. Daly, requesting, that the Old Government House and Premises be placed at its disposal, and also that the sum of Fifteen Hundred Pounds, (£1,500,) be granted to the Board, in terms of the Vth Section of the Common School Act, of 1846, 9th Victoria, Chapter xx. :-

NOTE. The more important parts of the Correspondence, arising out of these proceedings of these first Meetings of these newly appointed Board of Education for Upper Canada, are inserted in this Chapter, and in connection with the Proceedings themselves. Without the following Explanatory Letters, the successive steps, which were taken by the Board of Education to establish a Provincial Normal School, and to provide for a supply of a uniform Series of School Text Books, would be comparatively unintelligible. The Letters are, therefore, inserted, as they occur in the Proceedings of the Board. The Letter of the Chief Superintendent to the Provincial Secretary, as above directed, was as follows:—

The Members of the Board of Education for Upper Canada, constituted under the authority of the New School Act of 1846, for this Section of the Province, have this day met for the first time, and have entered harmoniously upon the discharge of the important duties assigned them, under the Third Section of that Act.

After some requisite preliminary proceedings, the first subject that engaged the attention of the Board was the procuring of Premises suitable for a Normal School. The Board unanimously concurred in the desirableness of procuring, if possible, the Old Government House and Buildings connected with it on King Street, together with the Grounds, for the purposes of a Provincial Normal School; and they have directed me to apply to His Excellency the Governor-General-in-Council, praying that the Government House, Grounds and Buildings, in this City, may be placed in the hands of the Board, for the purposes above mentioned;—an application, which, I have no doubt, will be cordially entertained, from the proceedings which His Excellency has already directed on this subject.

I observe, in the Report of a Committee of the Toronto City Corporation, on a Communication from the Government on this subject, that it is stated, "that the Government House Stables have been leased to Mr. Mirfield for seven years," but the Report omits to mention, as one condition of the Lease that Mr. Milfield is obligated to give up possession of these Stables at any time during the seven years, on receiving twelve months' notice. The Board desire me, especially, to request, that the Stables, as well as the other Buildings on the premises, may be placed under their control, as the purpose to which the Stables are applied,—that of a Theatre,—is not a very convenient appendage to the Normal School.

The Legislature having granted the sum of Fifteen Hundred Pounds (£1,500,) to procure and furnish suitable Buildings for the Provincial Normal School, the Board pray His Excellency, that the said sum may be placed at its disposal, in order that the Board may have sufficient resources at its command to commence operations and that whatever portion of the said sum which may not be expended immediately, may be placed at interest for the benefit of the Normal School Establishment.

TORONTO, 21st of July, 1846.

EGERTON RYERSON.

The Chief Superintendent also read the copy of a Letter addressed by him, by order of the Board to the Commissioners of National Education in Ireland, on the subject of the appointment of a Head Master of the Provincial Normal School; and also on the subject of procuring the Irish National Series of School Books, and of reprinting them in this Country, if required. The Letter was as follows:—

The Board of Education for Upper Canada, constituted by authority of a recent Act of the Provincial Legislature, with a special view of establishing a Provincial Normal School, and of selecting a series of appropriate School Text Books for Upper Canada, have heard of the excellent system of Elementary Schools, which the Commissioners of National Education have introduced into Ireland,—the great success of their labours during the last fifteen years,—the beneficial operations of their noble Normal School Establishment in Dublin, and the admirable series of School Books which have been prepared and published under their direction.

It is the desire of the Upper Canadian Board of Education to profit by the successful labours of the Commissioners of National Education in Ireland, and to introduce a similar system of Schools, as far as the circumstances of Upper Canada will enable them to do so, and, especially, the Dublin system of Normal School instruction, and the series of School Books, which have been published under the sanction of the Irish Educational Board.

The Board of Education for Upper Canada, addressing themselves to the important undertaking of establishing a Normal School for Upper Canada, feel that the first step necessary, after having procured suitable premises, is the selection of a competent and suitable Head Master, and that, upon this selection, depends, in a great degree, the success of this vital part of their assigned duties; and, having the utmost confidence in the benevolent patriotism, ability, and long experience of the Commissioners of National Education in Ireland, the Upper Canadian Board respectfully solicit the Commission to have the kindness to select a proper person as Head Master of a Normal School for Upper Canada.

The Canadian Board will engage to pay to such person, as the Commissioners of National Education in Ireland may select and recommend as Head Master of the contemplated Normal School for Upper Canada, the sum of Three Hundred and fifty pounds, (£350), Halifax currency per annum, as his salary, without apartments, and also the further sum of One Hundred pounds, (£100,) currency towards defraying the expenses of his removal to Canada.

The Canadian Board have heard a very favourable account of the qualifications of Mr. John Rintoul, of the Dublin Normal School, for the Head Mastership of the projected Canadian Normal School; but, they consider that the Commissioners of National Education in Ireland are, in every respect, the most competent judges of Mr. Rintoul's peculiar qualifications and fitness for such a situation,—being confident also that, should the Commissioners deem Mr. Rintoul competent, they will be willing to incur the loss of his valuable services for so important and benevolent an object, as that of introducing the Irish National System of instruction into so important a portion of the British Dominion as Upper Canada.

It is very desirable that the first Master of the Upper Canadian Normal School should have the sanction of the Commissioners of National Education in Ireland, as to his character, qualifications and abilities; and, should the Commissioners consider Mr. Rintoul duly qualified for the noble task of representing, and introducing, the Irish System of Elementary Education into Upper Canada, and should Mr. Rintoul accept of the appointment, he will feel himself authorized to draw, forthwith, upon the Chief Superintendent of Schools for Upper Canada, for the sum of One Hundred pounds, (£100,) currency, deducting the difference of exchange.

Should the Commissioners judge it expedient to select any other Person for the situation, he will be authorized to draw for the sum specified, in the same manner.

As it is not intended to fit up the School apartments of the Buildings intended for a Normal School until the arrival of the Head Master, it is important that he should be here with as little delay as possible.

As to the amount of salary offered, when the difference in the expense of living in Toronto and Dublin is taken into consideration, it is believed, by competent judges, that a pound currency, here, is worth more than a pound sterling there.

In selecting a series of School Text Books for Elementary Schools in Upper Canada, the Canadian Board have no hesitation in giving the preference to the series of Books published under the direction of the Commissioners of National Education in Ireland; and the Canadian Board doubt not of being able to introduce, in a short time, the Irish National School Books into very general use in Upper Canada,—provided they can import them cheaper than such Books can be printed in this Country.



The Canadian Board beg, therefore,—to be informed, in a definite and official form, of the lowest and most favourable terms, on which the Commissioners of National Education in Ireland will supply, through the Canadian Board of Education, the Elementary Schools in Upper Canada, with the Irish National School Books.

But, even should the Commissioners consent to furnish the Canadian Board with the National School Books, upon terms favourable to their immediate and general introduction into the Schools in Upper Canada, (as Canada is so distant from Ireland), it might be found expedient, in order to meet an urgent demand, to reprint, now and then, an edition of such of the series as can be most readily printed and are most extensively used.

The Canadian Board venture, therefore, to solicit of the Commissioners of National Education in Ireland permission to reprint, in Upper Canada, such of the series of the Irish National School Books as the Canadian Board may, from time to time, deem expedient.

It is understood that the Commissioners have granted this permission to [Messieurs Armour and Ramsay]—a Canadian publishing House at Montreal, in Lower Canada; but, without adverting to the facts, that the publishing House (referred to) is in another division of the Province, under a different system of School, and other Laws, and that the errors in some of the reprints of the Irish School Books are loudly complained of, and are such as to injure the character of the Books themselves,—these reprints are not sold at the reduced prices, which are necessary, in order to supersede other School Books, and the Upper Canadian Board ought not to be depending upon private individuals to supply the Public Schools of Upper Canada.

Being fully advised of the great zeal, as well as ability and experience of the Commissioners of National Education in Ireland, in the cause of Public Education, the Upper Canadian Board of Education have thus felt warranted, and encouraged, to request the Commissioners to assume the responsible task of selecting a Head Master for the contemplated Normal School in Upper Canada; to state the most favourable terms on which this Canadian Education Board can procure the Irish National Books for the use of Canadian Schools, and also to permit the Canadian Board to reprint such of the series as they may find it expedient to reproduce on the spot.

TORONTO, 24th of July, 1846.

EGERTON RYERSON.

The Committee appointed at the last Meeting of the Board, to examine the present state of the Old Government House and Premises, reported, verbally, that they found the Buildings in a very dilapidated state.

The Chief Superintendent of Schools submitted to the Board his views in regard to the best method of procuring, at the Provincial Normal School, the attendance of two, or three, of the most promising young men from each District in Upper Canada.

*Ordered*, That the Superintendent of Schools prepare an Address, to be transmitted to each of the District Municipal Councils in Upper Canada, on the subject, and to lay the draft of it before the Board at its next meeting.

*Ordered*, That the Public be notified, through the Recording Clerk, of the time and place of the meetings of the Board. (The following notice was accordingly issued on this matter.)

NOTICE.—The Board of Education for Upper Canada hold their Meetings, for the present, at the Education Office, on the West side of Bay Street,—one door South of Wellington Street,—on Tuesday Mornings, at the hour of 10 O'Clock.

The Board requests that all Communications intended for the Board of Education be addressed to the Chief Superintendent of Schools for Upper Canada.

By Order of the Board :

EDUCATION OFFICE, 4th of August, 1846.

J. GEORGE HODGINS,  
*Recording Clerk*

*August 4th, 1846.* The Chief Superintendent of Schools read a copy of the Circular prepared by him,—by order of the Board,—to be transmitted to each of the Municipal Councils in Upper Canada, on the subject of procuring the attendance at the Normal School of two or more of the most promising young men in each Municipality.

After modifying a few expressions and making some verbal additions, the Circular was adopted and signed by each Member of the Board, and is as follows :

## CIRCULAR TO THE MUNICIPAL COUNCILS OF THE DISTRICTS AND CITIES IN UPPER CANADA.

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

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

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

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

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

The Legislature has granted the sum of Fifteen Hundred pounds, (£1,500.) to procure and furnish Buildings for the Establishment, and then Fifteen Hundred pounds, (£1,500.) per annum, to aid in defraying the current expenses of it. To procure the Furniture and Apparatus of the Establishment,—independent of the Buildings, will require a large portion of the first-named sum ; and the experience of other Countries, similarly situated to ours, sufficiently shows how much the current expenses of such an Establishment must exceed the sum granted to aid in defraying them. Such an aid might, indeed, be sufficient, should the terms of board and tuition be not as high as are usually required at Public and Private Schools. But this would, in a great measure, defeat the very object contemplated in establishing a Provincial Normal School, which is to afford as good facilities as possible for the training of young candidates for School Teaching. Not a few of the most promising of this class of young men are destitute of means, and others of them possess very limited means, for the acquisition of the advantages afforded by the Normal School.

In those European Countries, which are best supplied with Normal Schools, the local Municipal Departments,—analogous to our Districts,—are required to contribute the principal part of the sums necessary for the support of the Normal Schools. Our own Legislature, like that of the neighboring State of New York, has not imposed any legal obligation on the several local Municipalities, in this respect, but has left it to their own enlightened liberality. In the State of New York in addition to the legislative grant of Two Thousand Two Hundred and Fifty pounds, (£2,250.) to procure Buildings, Apparatus, etcetera, for a State Normal School, at Albany, and the sum of Two Thousand Five Hundred pounds (£2,500.) per annum, to aid in its support, the authorities of different Counties contribute to the same object, in the most simple and efficient form, by selecting and supporting each two, four, or more, of their own most meritorious youth at the School. The authorities of such Counties determine to support, at the State Normal School, during the prescribed course of instruction, a certain number of their own youth, to be selected by means of competition, before Examiners, who are appointed for that purpose, and who designate a day for the Examination of candidates ; and select those candidates who, in connection with satisfactory testimonies of moral character, evince the best qualifications and abilities for the profession of Teacher. If the Municipal Council of each District and City in Canada West will take this subject into consideration, and thus provide for the training, at the Provincial Normal School, of two, or more, youth from each of their respective Municipalities, the Model, and other principal, Schools throughout Upper Canada, will soon be supplied by the best class of native Teachers ; and, ultimately, through the Provincial Normal and Model Schools, will all the County Model, and other, Schools in the Province be provided with Teachers, trained in the Country, and in the same system of instruction.

We would, therefore, submit to each of the Councils the expediency, and great advantage, of selecting, through Examiners appointed by the Council, two, or more, of the most meritorious and promising young men in each District for the Provincial Normal School. Let the Examiners give public notice of a day, on which competitors for the honour and advantage of District Council Schoolships in the Provincial Normal School may present themselves for examination, each successful candidate to attend the Normal School during the prescribed course of instruction, upon the condition, that he will engage to pursue School-teaching for a period of not less than five years, or refund the money advanced by the Council in his behalf. On the importance and advantage to Parents and Guardians, as well as to Children and the Public, of training Teachers in a Model School, we refer you to the Chief Superintendent's "Report on a System of Public Elementary Instruction for Upper Canada," pages 138-211 of this Volume.

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

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

The Board of Education venture to hope that this subject will receive the favourable consideration of the several Municipal Councils; and to their early, as well as patriotic and benevolent attention, we earnestly recommend it. It is the purpose of the Board to educate young men for Canada, as well as in it, and that the whole system of domestic economy discipline and instruction, at the Provincial Normal School, shall have reference to the future circumstances and employment of the Scholars.

EDUCATION OFFICE,  
TORONTO, August 4th, 1846.

Attest: J. GEORGE HODGINS,  
*Recording Clerk.*

{ +MICHAEL, Bishop of Toronto, Chairman.  
EGERTON RYERSON,  
H. J. GRASETT,  
S. B. HARRISON,  
JOSEPH C. MORRISON,  
HUGH SCOBIE,  
J. S. HOWARD.

*Ordered,* That a printed copy of the Circular, accompanied by a note from the Chief Superintendent of Schools, be transmitted to each of the Municipal Councils in Upper Canada.

*August 11th, 1846.* The Chief Superintendent of Schools read a Letter from the Secretary of the Province, dated the 31st ultimo, in reply to a Communication addressed, by order of the Board, to him, requesting that the Old Government House and Premises be placed at the disposal of the Provincial Board of Education for the purposes of a Normal School.\*

The Board having heard the letter of Mr. Secretary Daly, of the 31st July, read, in reply to a Communication from this Board, dated the 31st ultimo, respecting the appropriation of the Government House and Grounds, to the purposes of a Provincial Normal School, have unanimously resolved as follows:—

1. That in applying for the Government House Grounds and Buildings, the Board considered that they would be placed under their sole control; and, it would entirely defeat the objects of the Board, if the plan proposed by the Government, of continuing the Grounds under the control of the Corporation, be carried out. The Board would, under proper regulations, at all times, consistently with the interests of the Institution, admit the public to the enjoyment of the Grounds.

2. That, with regard to the Premises occupied by Mr. James Mirfield, it is only necessary, according to the conditions of the Lease, to give him twelve months' notice to quit as proposed.

Should the Government desire to extend to Mr. James Mirfield that indulgence, the Board is aware that he would be quite satisfied with twelve months' notice from the present time, instead of from the end of the current year.

The Premises occupied by Mr. Mirfield are as essential for the purposes of a Normal School as any other portion of the Grounds applied for by the Board; and less than the whole of the Grounds and Buildings would not meet the objects desired to be accomplished.

\* No copy of this Letter is available; but its purport may be gathered from the Resolutions which the Board of Education adopted in regard to it at this Meeting.

3. That the Chief Superintendent of Schools do communicate the foregoing resolution to the Executive Government, and transmit therewith, a copy of the condition contained in Mr. Mirfield's Lease, with any further explanation which he may deem advisable.

*August 18th, 1846.* The Recording Clerk read the following Communication, dated the 11th instant, addressed by order of the Board, to Mr. Secretary Daly, in reply to his Letter of the 31st ultimo :—

Your Communication of the 31st ultimo, was, this day laid before the Board of Education for Upper Canada, and I have the honour to transmit herewith, an extract of the Minutes of the Board respecting it.

The Board do not consider it advisable to occupy Buildings for a Normal School, which have not Grounds adjoining; and such Grounds can be of no use, unless under such Regulations as the interests of the Normal School may require,—of which the Board alone can judge,—not the Corporation of the City of Toronto.

In every Normal School that I visited in England, and on the Continent of Europe, Grounds were considered an important appendage; and the dressing of the Pleasure Grounds, and the cultivation of the Flower, and, in some instances, of the Vegetable Gardens were regarded as an instructive recreation and employment for the Pupil-teachers. I am sure that the Authorities of the Upper Canada College would not consider it compatible with the interests of the Institution under their care to have the Grounds under other control than their own; and, I can hardly conceive, a more undesirable position for the Board of Education to be placed in, than to occupy Buildings for a Provincial Institution, and not be able to shut up, or repair, a Gate, or supply a balustrade, or remove an intruder, or prevent any disorder on the Grounds, which surround the very doors of such Buildings. I am confident the Government would not wish to place the Board and the Normal School in such a position; yet, such must be the case, if the Grounds be severed from the Buildings and placed under the control of a third party,—a control, too, under which the Premises present an appearance anything but suitable for a Provincial Normal School.

The Board are anxious to learn, at His Excellency's earliest convenience, His pleasure in respect to the Government House Grounds, as the season is so far advanced, and the repairs required on the Premises, (if the application of the Board be granted,) are so extensive, that but little time remains to complete them before the return of cold weather.

The Board also desire me to draw your attention to that part of my Communication of the 21st ultimo, which relates to placing at the disposal of the Board means to prosecute their assigned duties, in respect to the Premises for a Normal School.

In my former Communication, it was intimated, (as was then understood,) that Mr. Mirfield was entitled to twelve months' notice, before giving up the part of the Premises which he occupies. In the subjoined extract from his lease, which has, since the date of my Communication, been obtained by a Member of the Board,—it appears that no such notice is necessary—although a verbal understanding to that effect seems to have existed between Mr. Mirfield and some leading Members of the City Corporation.

TORONTO, 11th August, 1846.

EGERTON RYERSON.

The Chief Superintendent of Schools read a communication from the Clerk of the Ottawa District Council, expressing the concurrence of that Body in the object, of the Circular from the Board, and promising to take into consideration the subject brought under its notice in that Circular, dated the 4th instant, at its ensuing October Session.

The Superintendent of Schools read the following Communication from Mr. George Gouinlock, requesting the Board to take into its favourable consideration certain School Books compiled by himself and his Brother :—

I respectfully beg leave to submit for the examination by the Upper Canada Board of Education the following School Books compiled by myself and my Brother, videlicet :—

A System of Arithmetick, and a Key to the same.

A System of Geography.

With respect to their merits, I respectfully submit them to the judgment of the Board. I would merely say, that, in the Arithmetick, it will be found that a large number of the examples are drawn from the actual business of this colony,—the names, weights and measures of the commodities of the Country being largely introduced, besides tables of the currency of the neighbouring Colonies and States.

In compiling the Geography, more attention has been paid to the Statistics of this Province and Continent than is usually found in European Class-Books. And I may add, that, with the experience of Thirty-five years as Teachers in Great Britain, with a great variety of similar Class-

Books in constant use there, before us,—and with the most careful selection and adaptation of materials which our judgment enabled us to make, the Books now submitted are such as we thought most suitable to the present condition of Education in this Colony.

TORONTO, 17th August, 1846.

GEORGE GOUINLOCK.

It was Ordered that this Letter be acknowledged.\*

*August 25th, 1846.* The Recording Clerk read Letters from the Clerks of the Municipal Councils of the Home, Ottawa, Eastern, Midland and Niagara Districts, and also from the City Council of Kingston, expressing the concurrence of these several Bodies in the objects brought under their notice in a Circular from the Board of Education, dated the 4th instant.

NOTE. As a sample of the favourable responses to this Circular from the Board of Education for Upper Canada, I insert the following, (in the form of Resolutions,) adopted by the Home District Council, and dated the 13th of August, 1846:—

*Resolved, 1.* That the Home District Council, having taken into consideration the Circular of the Board of Education for Upper Canada, relating to the establishment of a Provincial Normal School, and calling upon the District Councils for their "Aid and Co-operation," express their satisfaction at the prospect of the speedy establishment of an Institution, intended for the instruction and moral training of efficient Teachers for the Youth of the Province, and, from which, under a proper system of management, the happiest results may flow to our whole population,

*Resolved, 2.* That, in the attainments of objects so momentous, so intimately counseled with the welfare and happiness of the People of this District, the support of the Council will be cheerfully accorded for the objects set forth in the Circular; and, when the proper period shall arrive, they will not fail to make such an appropriation for the support of one, or more, Pupils of the Normal School, as may be consistent with a prudential regard to the funds under their control for Educational purposes; and that a copy of these Resolutions be furnished by the Warden to the Board of Education."

The Chief Superintendent of Schools read the following Communication from Mr. Alexander Davidson, of Niagara, requesting the Board to take into its favourable consideration certain School Books compiled by himself:—

I have requested a friend to procure and lay before the Board a copy of my Spelling Book with a view to their approval of it.

Colonial School Books originated with me; and I published the Spelling Book at my own expense and risk. It met with a favourable reception in every quarter, which I suppose induced Messieurs Armour & Ramsay of Montreal to enter into the publishing business. The matter of their Books is good enough; but I think they are not altogether adapted to Canadian Schools, in as much as the Lessons are not divided into paragraphs for classes. At any rate, as Mr. Ramsay mentioned to me, when here upwards of a year ago, "the National School Books do not interfere with any Spelling Book," because there is no regular Spelling Book among them.\*

NIAGARA, 21st of August, 1846.

ALEXANDER DAVIDSON.

(Mr Davidson appended the following recommendation of his Spelling Book:—

"The Canada Spelling Book, by Mr. Alexander Davidson; intended as an introduction to the English Language; consisting of a variety of Lessons, progressively arranged; in Three Parts: with an Appendix, containing several useful Tables; the outlines of Geography; a comprehensive sketch of English Grammar; with Morning and Evening Prayers for every day in the week; the words divided, according to the purest mode of pronunciation. Printed and published for the Author by Mr. Henry Roswell, Toronto, and sold at 1s. 3d.

"A very positive inculcation of the duty of loyalty, and of that great obligation upon which loyalty, and every other sound principle, is founded,—Religion,—is diffused throughout the work; so that the good Subject, and the conscientious Christian, may safely place it in the hands of his children. On these grounds, and from its general simplicity and cheapness, I cannot but express a strong hope that it will entirely supersede the use, in any of our Common Schools, of that very questionable American work: "Webster's Spelling Book;" and that it will meet with a very cordial and extensive patronage from the parents and instructors of children through the Canadian Provinces."

COBOURG, July 14th, 1840.

"A. N. BETHUNE."

\* See Correspondence, on the subject of these Books, in the Chapter relating to School Books, *post*.

*Ordered*, That a Letter of Acknowledgement be sent to Mr. Davidson.

*September 29th, 1846.* A Letter was read from the Clerk of the Municipal Council of the Wellington District, enclosing a Resolution, expressing the concurrence of that Body in the objects brought under its notice in a Circular from the Board of Education, in regard to the Normal School, dated the 4th ultimo. The Resolution was as follows:—

*Resolved*, That, with regard to the Reverend Egerton Ryerson's Letter and enclosed Circular, it be recommended to this Council to consider the propriety of providing for the maintenance of two young men in the Normal School in Toronto, on the Terms stated in the Circular.

Communications were also read from Mr. James Hopkirk, Assistant Provincial Secretary, dated the 22nd instant, and from Mr. Thomas Begley, Secretary of the Provincial Board of Works, dated the 17th instant, informing the Board of Education, that the Governor-General-in-Council had directed the Mayor of Toronto to place the Superintendent of Schools in possession of the old Government House and Grounds; and also, that a Warrant would be issued immediately for £500, to enable the Board of Education to fit up these buildings for a Provincial Normal School. Mr. Begley's Letter stated that, in compliance with the instructions of His Excellency the Governor-General-in-Council, this Department has notified the Corporation of Toronto that the Grounds, as well as the Buildings connected with the old Government House, Toronto, are required for the use and benefit of the proposed Normal School, and that the Mayor has been requested to place you in possession of the same, as Chief Superintendent of Schools in Upper Canada.

An exception has been made by His Excellency of the Buildings (Stables,) now occupied by Mr. James Mirfield, who is to be allowed to remain in occupation until the expiration of his lease with the Corporation of Toronto.

The Board having had under their consideration the Letter from the Secretary of the Provincial Board of Works, dated the 17th instant, intimating that His Excellency the Governor-General-in-Council had been pleased to direct that the whole of the Government House Grounds, at Toronto, be placed under the charge of this Board, for the use and benefit of the proposed Normal School, and that the occupant of one of the Buildings, Mr. James Mirfield, be allowed to remain in occupation under the lease from the Corporation of the City of Toronto until the 1st of September, 1847; and also the intimation, in the same Letter, from the Department of Public Works, that, that Department has notified the Corporation of the City of Toronto, that the Grounds and Buildings in question are required for the above purpose, and requesting the Mayor to place the Chief Superintendent of Schools in possession of them, with the exception of the Building occupied by Mr. Mirfield, "who is allowed to remain in occupation until the expiration of his lease with the Corporation of Toronto," it was,

*Resolved*, that the Chief Superintendent of Schools do point out to the Department of Public Works the discrepancy between the Letter from that Department and that from the Assistant Provincial Secretary, and respectfully request the Department of Public Works to amend their Communication to the Mayor of Toronto, so as to define specifically the period of Mr. Mirfield's occupancy to be to the 1st of September, 1847, and no longer, in conformity with the terms of the Assistant Provincial Secretary's Letter. It was also

*Ordered*, that the Chief Superintendent of Schools be pleased to communicate forthwith with the Mayor of Toronto, on the subject of the Grounds and Buildings in question, and receive possession of them, subject to the provision specified in the Assistant Provincial Secretary's Letter, respecting the Building temporarily occupied by Mr. Mirfield; And that the Chief Superintendent be authorized to select some Person, in whom he can confide, to place in charge of the property, subject to the future action of the Board.

The Chief Superintendent of Schools having drawn the attention of the Board to the Provisions of the Act, 9th Victoria, Chapter xx., respecting the use of foreign Text Books in Schools, and, the Board having referred to the xxx Section, find,

"That no foreign books, in the English Branches of Education, shall be used in any Model, or Common, School, except by express permission of the Board of Education."

This Section, however, does not come in force until the 1st of January next; but, as uneasiness has been manifested by some Teachers of Schools, who have been in the habit of using foreign books,—particularly *Morse's Geography and Kirkham's Grammar*,—in regard to the terms of the Act prohibiting the use of foreign English Text Books, and the probable action of the Board thereon, it is

*Ordered*, that the Chief Superintendent of Schools be authorised to intimate that, in the meantime, and until the Board shall select and approve, or get prepared, a Geography and

Grammar better adapted to Canadian Schools, than those at present in use. Morse's Geography and Kirkham's Grammar may continue to be used in Common Schools in Upper Canada.\*

October 6th, 1846. The Chief Superintendent of Schools informed the Board that, in consequence of the continued occupation of the Old Government House, by Mr. McDonald he had not yet received possession of the Buildings and Grounds from the City Corporation. It was

Ordered, that the Policy of Insurance for Fifteen Hundred Pounds (£1,500,) on the Old Government House and Buildings, which expires on the 10th of this month be renewed for the same amount under the direction of Mr. Joseph C. Morrison, a Member of this Board.

October 9th, 1846. Ordered, That the Policy of Insurance, on the old Government House Buildings, for Fifteen Hundred pounds (£1,500,) be renewed by the Chief Superintendent of Schools, (instead of by Mr. J. C. Morrison,) in the name, and on behalf of the Civil Government of Canada.

The following Letter from the Secretaries of the Irish National Board of Education, Dublin, in reply to a Communication from Doctor Ryerson, on behalf of this Board, dated the 25th of July last,—was read,—recommending Mr. John Rintoul as Head Master of the Provincial Normal School; offering their Series of School Books at the reduced prices, to "Poor Schools" in Ireland, and granting permission to reprint these Books in this Province, if required:—

We have had the honour to lay before the Commissioners of National Education your Letter of the 25th of July, and are directed to express their gratification at the very interesting statement it contains, respecting the establishment of a general System of Education in Upper Canada.

The Commissioners have much pleasure in recommending Mr. John Rintoul as Head Master for the contemplated Normal School, whose qualifications and experience eminently fit him for the situation. They understand, however, that it is impossible for him, in consequence of the state of his wife's health, to leave this Country before the month of April next, and also, that he is in communication with you in reference to the particulars of the duties which he might be required to discharge.

It affords the Commissioners much pleasure to grant the required permission to reprint the Books published by them, for the use of the Schools to be established in Canada,—or, if you prefer it, the Commissioners will supply such Books, or other requisites, as are mentioned in the accompanying list at the prices therein stated.†

Should you wish to purchase any, you will please to mark the quantities on the list, which is to be returned to this Office, with a Letter of Credit for the amount payable in Dublin, and drawn in our favour; and also with instructions as to the mode of forwarding the parcel to you at Toronto.

DUBLIN, 14th September, 1846.

MAURICE CROSS, } Secretaries.  
JAMES KELLY, }

It was then Ordered, That the Chief Superintendent of Schools make enquiries as to the terms on which Booksellers, or others, in the City of Toronto would act as Agents for the sale of the Irish National School Books.

The Board having taken the subject of School Books into their consideration,—particularly those published by the Irish National Board of Education,—express their approbation of that admirable series of Elementary Works, and feel great satisfaction in recommending them for general use in the Common Schools of Upper Canada; also Lennie's *English Grammar*.

Ordered, That a Letter of acknowledgement be addressed to the Secretaries of the Irish National Board of Education. The Letter sent was as follows:—

Your Letter of the 14th ultimo was this day laid before the Board of Education for Upper Canada, whose cordial thanks I am requested to express to the Commissioners of National Education in Ireland, for their recommendation of Mr. John Rintoul, as Head Master of the contemplated Normal School in Upper Canada; for their liberal permission, and proposal, in respect to their excellent series of School Text Books; and for the lively interest which they express, and manifest, in the promotion of Elementary Education in this Country.

\*See Note to Letter from the Chief Superintendent of Education to Mr. Dexter D'Everardo, Superintendent of Schools for the Niagara District, in regard to this permission, dated the 29th of September, 1846, and given in Chapter XIII, *post*, of this Volume.

† This list, with the reduced sterling prices, and those of the prices to Canadian Schools, will be found on page 244.

I am writing to Mr. John Rintoul, on the subject of his coming to Canada with as little delay as possible, and returning to Dublin next Spring for his family—this Board proposing to pay his travelling expenses.

TORONTO, 9th October, 1846.

EGERTON RYERSON.

*Ordered*, That a Letter be addressed to Mr. John Rintoul, requesting him to proceed to Toronto, immediately, and, if necessary, to return to Dublin, next May, or June, for his family, the Board defraying his expenses.

The following is a copy of the Letter sent to Mr. John Rintoul :—

I have laid before the Board of Education for Upper Canada the Communication of the Secretaries of the Commissioners of National Education in Ireland of the 14th ultimo, recommending you as Head Master of the contemplated Normal School for Upper Canada, but intimating that you would be unable to leave for Upper Canada, with your family, before the month of April next.

This Board is much gratified in learning that the favourable opinion, which they had been led to form of your qualifications for that important office, is fully sustained by the strong and unqualified recommendation of the Commissioners of National Education.

The Canadian Board is also gratified to learn that the appointment will be acceptable to yourself, as a field of more extensive usefulness.

With respect to the time of your coming to Canada, the Canadian Board must wait until it may be practicable for you to come; but the Board is anxious to open the Normal School as soon as possible, and that you should be here with the least possible delay,—as the employment of additional Masters, and the fitting up and furnishing of the Class and Lecture Rooms will not be proceeded with until your arrival, and without consultation with you. I am therefore authorized to intimate to you that, if you can proceed forthwith to Canada, the Canadian Board will, in addition to what was formerly proposed, pay the expenses of your passage to Canada and back to Dublin again next Spring, in order to remove your family. You would thus have the opportunity of seeing the place and making all convenient arrangements for removing your family. You would also be able to ascertain whether the requisite Masters,—such as you could recommend from the many applications which are being made,—can be procured in this Country, or whether it will be desirable to get them from home; also what Apparatus will be required, and which can be better obtained at home, on your return next May, or June, for your family.

I hope this proposition will meet with your concurrence, and that we shall be able to open the Canadian Normal School immediately after the Christmas holidays.

TORONTO, 9th October, 1846.

EGERTON RYERSON.

*Ordered*, That Mr. William Thomas, the Architect, be employed by the Chief Superintendent of Schools to prepare an estimate and superintend the repairs required at the old Government House, in order to fit it up for the proposed Normal School.

*Ordered*, That, in recommending the Irish Educational Books for the use of Schools in Upper Canada, the Board of Education require Tenders for their publication or for their importation, on the following conditions, videlicet :—

1. Two pence, Halifax currency, for each penny sterling, as given in the list of School Books and Requisites furnished to this Board by the Commissioners of National Schools in Ireland; and this shall be the maximum price at which these Books and Requisites shall be supplied to the Schools in Upper Canada.
2. The several Irish National School Books, published in the Province, shall be, in every respect, uniform with the Irish Edition.
3. The Contracts for the supply of these several School Books shall be for five years, or for any less period that may be agreed on.
4. The Tenderer, or Tenderers, receiving any contract, for the supply of any Irish National School Book, or Books, shall be bound in a suitable penalty to furnish the necessary supply, of such Book, or Books, during the existence of such Contract.
5. The Tenderer, or Tenderers, receiving any Contract, for the publication of any School Book, or Books, shall be secured in the exclusive right of such publication, in Western Canada; but not to prevent the importation, at the reduced prices of the Irish Board, by such person, or persons, as the Provincial Board may, from time to time, authorize.
6. The Tenderer, or Tenderers, to state the lowest rate of publication; and each and every Tenderer receiving a Contract, for the publication of any Book, or Books, to have, in conjunc-



tion with his right of publication, the privilege of importing the Irish Editions of such Book or books, at the reduced prices of the Irish Board, during the existence of every such Contract respectively.

7. The Tender to be given in to the Chief Superintendent on or before the first of December next.

8. The maximum price, at which the several Books will be supplied to Schools in Upper Canada to be as follows :—

	Price fixed by the Commissioners of National Edu. "to Poor Schools."	Maximum price fixed by Board of Edu. U. C. to Canadian Schools.
		Halifax
	1d. Sterling.	2d. Currency.
First Book of Lessons .....	1d.	8d.
Second Book of Lessons .....	4d.	"
Sequel to the Second Book of Lessons .....	6d.	1s.
Third Book of Lessons .....	8d.	1s. 4d.
Fourth Book of Lessons .....	10d.	1s. 8d.
Fifth Book of Lessons (Boys) .....	1s.	2s.
Reading Book for Girls' School .....	1s.	2s.
Introduction to the Art of Reading .....	8d.	1s. 4d.
English Grammar .....	4d.	8d.
Key to English Grammar .....	2d.	4d.
Arithmetic .....	4d.	8d.
Key to Arithmetic .....	4d.	8d.
Arithmetic in Theory and Practice .....	1s. 4d.	2s. 8d.
Book Keeping .....	6d.	1s.
Key to Book Keeping .....	6d.	1s.
Epitome of Geographical Knowledge .....	1s. 8d.	3s. 4d.
A Compendium of Geography .....	6d.	1s. 4d.
Geography Generalized by Professor Robert Sullivan, L.L.D. ....	1s. 6d.	2s.
Introduction to Geography and History by Professor Robert Sullivan, L.L.D. ....	6d.	1s.
The Spelling Book Superseded Professor Robert Sullivan, L.L.D. ....	6d.	1s.
Elements of Geometry .....	4d.	8d.
Mensuration .....	8d.	1s. 4d.
Appendix to Mensuration .....	6d.	1s.
Scripture Lessons (Old Testament) No. 1. ....	6d.	1s.
Scripture Lessons (Old Testament) No. 2. ....	6d.	1s.
Scripture Lessons (New Testament) No. 1. ....	6d.	1s.
Scripture Lessons (New Testament) No. 2. ....	6d.	1s.
Sacred Poetry .....	4d.	8d.
Lessons on the Truth of Christianity .....	4d.	8d.
Set of Tablet Lessons in Arithmetic .....	1s. 2d.	2s. 4d.
Set of Tablet Lessons in Spelling and Reading .....	8d.	1s. 4d.
Set of Tablet Lessons, Copy lines. ....	1s.	2s.
Map of the World .....	12s.	24s.
Map of the Ancient World .....	9s.	18s.
Map of Europe .....	9s.	18s.
Map of Asia .....	9s.	18s.
Map of Africa .....	9s.	18s.
Map of America .....	9s.	18s.
Map of England .....	9s.	18s.
Map of Scotland .....	9s.	18s.
Map of Ireland .....	9s.	18s.
Map of Palestine .....	9s.	18s.

*Ordered,* That an intimation of the foregoing be given, by advertisement, in four of the Toronto, one of the Hamilton and one of the Kingston Newspapers, inviting Tenders, and stating that all necessary information may be had on the subject, by application to the Chief Superintendent of Schools, in Toronto.

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ery such Contract

the first of Decem-

Schools in Upper

Maximum price  
fixed by Board  
of Edu. U. C. to  
Canadian Schools.

Halifax  
2d. Currency.  
8d. "

1s. "

1s. 4d. "

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*Ordered*, That the Advertisement be in the following terms :

TO PRINTERS AND PUBLISHERS OF SCHOOL BOOKS IN CANADA :

The Commissioners of National Education, in Ireland, having conferred the privilege on the Board of Education for Upper Canada, to reprint the Text Books published by the Irish Board, for the use of Schools in this Province ; or, if preferred, to supply the Provincial Board with the Irish Editions of those Books at reduced prices.

The Board of Education of Upper Canada is now prepared to receive Tenders for the publication of those Books, in every respect uniform with the Irish Editions, for the use of Common Schools in Upper Canada.

Lists and Specimens of the Books, and the reduced prices of the Irish Board, as well as every other necessary information on the subject, may be had, on application to the Chief Superintendent of Schools, in Toronto.

N.B.—The Tenders to be given in to the Chief Superintendent on, or before, the first of December next.

By order of the Board of Education for Upper Canada,

EDUCATION OFFICE,

J. GEORGE HODGINS,

TORONTO, October the 27th, 1846.

Recording Clerk.

*October 30th, 1846. Ordered*, That, in any Communication, which the Chief Superin'tendent of Schools may make to District School Superintendents, or other Local School Officers on the subject of Elementary School Text Books, now in use, he shall recommend a delicate treatment of the subject ;—rather permitting such Books to fall into disuse, than to exclude them altogether, when they came into competition with those School Text Books already sanctioned, and recommended by this Board

*Ordered* that the Advertisement, requiring Tenders for the publication or importation of the Irish National School Books, be inserted in each of the Toronto Newspapers, including those selected at the preceding Meeting of the Board.

Mr. William Thomas, the Architect, empowered by the Board to superintend the repairs necessary to the Government House, having made out and submitted an Estimate of the repairs necessary to put the Building into a tenable state of repair for, at least, three years, and having shown that the same can be done for the sum of Three Hundred and Fifty-Nine pounds, (£359), it was—

*Ordered*, That Mr. Thomas be authorized to take the necessary steps to have the same completed, as soon as possible,—the season being so far advanced, any delay would be injurious—taking all necessary security from the sufficient completion, of the work, in a proper manner. It was also—

*Ordered*, that the sum of Twenty Five pounds, (£25,) be given to Mr. Thomas for his services, in superintending the work, and seeing that, in all respects, the same be properly completed.

*Ordered* that the Chief Superintendent of Schools and Mr. James S. Howard be a Committee to Report upon the Furniture requisite for the Normal School, and the probable expense, and present such Report at the next meeting of the Board.

*Ordered*, That a Form of Summons, requesting the attendance of Members at Meetings of the Board, be prepared by the Recording Clerk and printed.

*November 10th, 1846. Moved* by Mr. James S. Howard, seconded by Mr. Joseph C. Morrison,—

1. That the Board deems the appointment of a Treasurer of the Board requisite, to insure order and correctness in keeping its accounts, and that———be such Treasurer.

2. That all monies, under the controul of the Board, be deposited in the Bank of —— in the name of the Treasurer, at such rate of interest as he may be able to procure.

3. That no expense, within the jurisdiction of the Board, be incurred without its sanction.

4. That all accounts be submitted for the inspection of the Board; and that no payments be made without its order.

5. That a statement of accounts, so ordered, together with the corresponding vouchers be furnished to the Treasurer for the time being by the Recording Clerk, and that such Treasurer pay the same by Check on the Bank,—such Check to be, in all cases, countersigned by the Chairman of the Board.

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6. That the accounts of the Treasurer be submitted to the Board, and audited annually, on \_\_\_\_\_ day of \_\_\_\_\_, by two Members appointed by the Board.
7. That a Minute of this Regulation, so far as relates to the mode of drawing Checks, be communicated to the Bank of \_\_\_\_\_.
8. That a copy of this Order be transmitted to the Provincial Secretary, requesting that henceforth all Warrants for monies, payable by Government, in support of the Normal School establishment, be issued in the name of \_\_\_\_\_, Treasurer of the Board, or the Treasurer, for the time being, who will be instructed to acquit the same, by Power of Attorney, through the Bank of \_\_\_\_\_.

Moved in amendment by Mr. Hugh Sobie, seconded by the Honourable Mr. Samuel B. Harrison,

1. That the Public Monies at the disposal of the Board of Education, or to be expended under their advice, be deposited in the Bank of \_\_\_\_\_, in a special account in the name of the Reverend Egerton Ryerson, Chief Superintendent of Schools, a Member of this Board, as the responsible accountant, through the Board, to the Government and Legislature.
2. That all accounts and disbursements be audited by the Board, and paid, after order of the Board only, by Check of the Chief Superintendent of Schools on the Bank Deposit account, to be countersigned by the Chairman of the Board.
3. That the monies to be deposited in Bank be on the express regulation, that the same rate of interest be allowed on the deposit, as is allowed by Banks in Upper Canada, on the Government deposits.

The Amendment having been put from the Chair was carried.

*Ordered*, that after the words "Bank of" in the foregoing amendment the words "Upper Canada" be inserted.

*Ordered*, that a copy of the foregoing Order be transmitted to the Cashier of the Bank of Upper Canada.

A Letter from the Clerk of the Bathurst District Council was read, expressing the concurrence of that Body in the objects brought under its notice in a Circular from the Board, relating to the Normal School, dated, the 4th of August last.

*November 17th, 1846.* *Ordered* that Mr. Thomas Johnson be employed to dig up the Garden connected with the Government House, and prepare it for the Spring work.

A Letter from Mr. John Rintoul was read, informing the Board of the improbability of his being able to comply with the request to proceed to Toronto, before the 1st of January, 1847.

*Ordered*, That the Chief Superintendent of Schools reply to Mr. John Rintoul's Letter to the Board of the 3rd instant, informing him that the Board deeply regrets the unavoidable circumstances that prevent his early arrival in this Country, and that the Board would prefer Mr. Rintoul sailing to this Country about the Month of April, or earlier, in order to obviate the difficulty and inconvenience in returning for his family.

*Ordered*, That Mrs. Robert Webster having been employed by the Chief Superintendent of Schools to take charge of the Government House Buildings and to aid in procuring the requisite Furniture, etcetera; it is, however, deemed expedient not to proceed further in the matter, she be allowed the sum of Fifteen Pounds, (£15.) for her time and the expenses which she has incurred.

*Ordered*, that Mr. Thomas Johnson be permitted to remain in the Rooms he at present occupies, in consideration of his taking charge of the Government House Buildings and Grounds during the Winter, and that Mrs. Ussher be permitted to remain in the Apartments of the Government House she occupies at the present until they are required by the Board.

*Ordered*, That the Accounts against the Board furnished by Mr. Thomas Johnson; Mr. George Brown, of *The Globe*, *The Mirror*, and other newspapers, be paid by the Chief Superintendent of Schools.

*Ordered*, That all that part of a previous Order of the Board, passed on the 10th instant, which directed,—“That the public monies at the disposal of the Board of Education” be deposited in the Bank of Upper Canada,” be rescinded; and that those funds be permitted to remain in the Toronto Branch of the Commercial Bank of the Midland District, subject to the Regulations then adopted.

*December 22nd, 1846.* Tenders from several Publishers, for reprinting and importing the Irish National School Books were laid before the Board; but, upon mature reconsideration of the subject, the Board deems it prudent to leave the reprinting of the entire series, or any part

of it, open to public competition; the Board, simply reserving to itself the right and discretion to disapprove of, or recommend, any Edition of these Books, or any one of them, as circumstances may require.

*Ordered*, that the Chief Superintendent of Schools be authorized to grant permission to any Bookseller, Publisher, or other person, to import the Irish National School Books, upon the conditions heretofore imposed by the Board, and to notify the same to the Commissioners of National Education in Dublin.

*Ordered*, that the substance of the foregoing Minutes be transmitted to each of the Publishers, who have proposed to reprint, or import, the Irish National School Books, and also to the Public through the Newspapers. (See the XIIIth Chapter on this subject.)

## CHAPTER XI.

### ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS FOR UPPER CANADA, FROM AUGUST, 1845, TO AUGUST, 1846.

TO HIS EXCELLENCY THE GOVERNOR GENERAL OF CANADA :

MAY IT PLEASE YOUR EXCELLENCY,

I have the honour to lay before Your Excellency the Annual Report of Common Schools in Upper Canada for the year ending August, 1846.

The annexed Statistical Tables have been constructed from the Reports of District Superintendents. Though as full as the circumstances of the several Districts would permit, they are too imperfect to present a complete tabular view of the State of Common School Instruction in Upper Canada.

#### I. NUMBER OF COMMON SCHOOL SECTIONS AND SCHOOLS.

The number of School Sections in Upper Canada is 3,094; and the number of Schools is 2,786; leaving 358 School Sections, or nearly one in nine, without a School. There is also reason to believe, that the School Sections in many, if not most of the Districts, are too numerous,—thereby dividing the resources for procuring competent School Teachers, and often shortening the period of tuition in the feeble Sections, and in the inferior Schools themselves. Were the School Sections reduced to two thousand, and only the same amount expended for their support, which is now expended for the support of 2,736 Schools, there would doubtless be a superior order of men for School Masters, the Schools would be more efficient in every respect, and much more knowledge would be imparted than at present. It is, undoubtedly, better for a pupil to go a long distance to a good School than a short distance to a poor one; and extensive enquiries have shewn, that the average punctuality and improvement of pupils, living from one to two miles from the School, exceeds that of pupils living at a less distance.

#### II. NUMBER OF CHILDREN TAUGHT IN THE COMMON SCHOOLS.

No returns have yet been obtained as to the number of children taught in private, or in the District Grammar, Schools; nor, as to the comparative number of children attending School in winter and in summer. The number of children between the ages of 5 and 16 years, attending the Common Schools in 1845 is 110,002,—being an increase of attendance over the year 1844 of 13,246,—not by any means equal to the natural increase of the population. The whole number of children in Upper Canada, between the ages of 5 and 16 years, is 202,913. There are, therefore, nearly 92,911 children of School age attending no School whatever;—a statement too startling and alarming to require any reflections from me, and sufficient to account for much of the crime that swells our criminal calendar, and entails vast expense, besides numberless other evils upon the country.

#### III. AVERAGE PERIOD OF TUITION IN THE COMMON SCHOOLS.

The average time during which the Schools have been kept open in 1845 is  $9\frac{1}{2}$  months; the average period of Tuition, for the year 1844, was  $7\frac{1}{2}$  months. The lowest average period of Tuition in any municipal District exceeds eight months, and, in several Districts, eleven

months; and, in respect to most of these instances, in which the School has been kept open for a period of less than six months, (the period now fixed by Law,) it is stated to have arisen from the indifference of the inhabitants to School instruction, rather than from their poverty. Indeed, it is questionable, whether there is a School Section in Canada West, containing sixty children of School age.—the inhabitants of which, with the aid of the Legislative grant, cannot support a School-Master more than six months of the year. It is gratifying to observe, that the average period of tuition has not only increased, but that it considerably exceeds that required by law, in order to secure the bounty of the Legislature.

#### IV. COMMON SCHOOL TEACHERS AND THEIR SALARIES.

The number of Common School Teachers is not given in the local Reports. Allowing one Teacher for each School, there are 2,736 Teachers. The amount of salaries paid to them, for the year 1845, is £71,514 2s 6½d.,—giving an average salary, for twelve months' service, of £29; but, for the average period of tuition, only £26. In these returns, no allowance is made for the few cases in which Teachers board among, (or are allowed a house by) their employers. In some Municipal Districts, the average salaries of Teachers considerably exceed the amount here stated. The whole sum paid to Teachers in 1844 was £51,714,—being an increase in 1845 of £19,800—that is, an increase of nearly twenty per cent. in favour of 1845. It is, however, to be remarked, that there are 136 more Schools in 1845, than there were in 1844. While there is a manifest improvement in the salaries of Teachers, it is obvious that the remuneration allowed them is not sufficient to secure competent persons as Teachers. It is stated in several of the local Reports that the qualifications and efficiency of the Teachers are in exact proportion to the salaries paid them. The chief remedy, therefore, for the incompetency of Teachers is in the hands of the people themselves. If they want able Teachers, they must pay them, as they do able Lawyers, Physicians, etc.

#### V. COURSE AND EXTENT OF STUDY IN THE COMMON SCHOOLS.

Reading, Writing, Grammar, Arithmetic and Geography are taught in most of the Common Schools; but to what extent, or in what manner, they are taught, or what other subjects are taught in the School, are points on which I have no information beyond the casual opinions of District School Superintendents. I cannot, therefore, state what number of pupils are in the Alphabet or in Spelling, or in Reading, or in the simple, or compound, Rules of Arithmetic, or in Grammar, or in Geography or History, or Algebra, or Mensuration, etcetera. It is to be hoped that a classification of the pupils will soon be made, so that a tolerable opinion may be formed of the kinds and amount of knowledge imparted in the Common Schools.

#### VI. TEXT BOOKS USED IN THE COMMON SCHOOLS.

The reprints of the excellent School Books published by the National Board of Education in Ireland, have been partially introduced into many of the Schools of this Province, but the complaints, from the local Superintendents of Schools, are general, as to the pernicious variety of heterogeneous and unsuitable School Books, which prevent all classification and arrangement in the Schools, and, in some instances, almost paralyze their usefulness. There appears, however, to be a growing conviction in the public mind of the evils of the present state of things, in respect to School Books; and, under the provisions of the new School Act, the Board of Education for Upper Canada will doubtless effect much good in promoting the introduction of a cheaper, as well as better and more uniform series of School Books into general use.

#### VII. METHODS OF TEACHING IN THE COMMON SCHOOLS.

The different methods of teaching have not yet become the subjects of specific Reports. The absence of the essential means of classifying the pupils, on account of the variety of heterogeneous School Books in most of the Schools, precludes the adoption of the best methods of teaching, even where the Teacher is competent to pursue it. The attention of the local School Authorities has been especially called to this subject, and it is to be hoped, that subsequent Reports will furnish gratifying proof of improvement.

#### VIII. SCHOOL HOUSES—THEIR FURNITURE AND APPENDAGES.

On this important subject, no specific information has been received beyond the general statement, that, with a few exceptions, the School Houses are deficient in almost every essential quality, as places adapted for elementary instruction. Very few of these Houses are furnished

with any thing more than desks and forms of the most ordinary kind, and have no apparatus for instruction, nor appendages, or conveniences, either for exercise, or such as are required for the sake of modesty and decency. There are, however, some honourable exceptions; and, in a future Report, I hope to be able to specify them.

I think it proper to observe, also, that the people are not alone to blame in this matter, and deserve indulgence, rather than censure. What has been done in this respect,—and much, certainly, has been done,—has been devised and accomplished by the people themselves, without plans, or instructions, or suggestion, from any high quarter. In other countries, complaints equally strong and general, have been made on this subject, in the Reports of Superintendents, or Ministers of Public Instruction; and little improvement has been effected in the construction and furniture of School Houses in those Countries, until plans and documents were put forth by the Educational Authorities, evincing the nature and extent of the existing evils, and the proper means of remedying them. I am convinced that nothing more than the same proceeding is required in this Province, to secure a great and extensive improvement in our Common School accommodations. When it is considered, that, perhaps, nine tenths of the people have access to no other place of instruction than the Common School; and we know how powerful is the influence of the place and its appendages upon the health, tone of study, proficiency, habits, tastes and feelings of the young population, who will soon constitute the people of the land, and, as such, determine, to a great extent, the character of its Institutions, and even if its History, the importance of School Architecture itself can scarcely be overrated, and, especially, when the most essential improvement can be made in it, with very little additional expense. But, on this subject, I propose to prepare a separate and special Report.

#### IX. NO COMMON SCHOOL LIBRARIES.

I have no information of the existence of a single Common School Library in Upper Canada; yet, such an institution is a treasury of useful knowledge,—a centre and source of intellectual light and entertainment to any neighborhood, and can be successively, and equally, enjoyed by all, at the expense of a few shillings to each of the inhabitants. A family may thus procure the perusal of the whole of an appropriate and useful Library for five shillings!

#### X. COMMON SCHOOL FUNDS.—ENCOURAGING FACTS.

The only Funds at present available for Common School purposes in Upper Canada arise from the Annual grant of the Legislature and the District Council Assessments, and the local Trustee Rate-Bills on Parents. The moiety of the Legislative grant of £50,000 paid to Upper Canada is £21,000 per annum, while £29,000 per annum has been paid to Lower Canada; making the sum of £50,000 per annum granted by the Legislature, in aid of Common Schools throughout the United Province of Canada. It is pleasing to observe that the amount of local contributions, in support of Common Schools in Upper Canada, has steadily increased from year to year. In the year 1842, there was paid by local contributions, (independent of the Legislative grant,) for the salaries of Common School Teachers in Upper Canada, £21,500; in 1844, (no Returns being made in 1843,) there was paid by local contributions alone £30,714, and, in 1845, the sum of £50,514,—being an increase of £19,800, on the local contributions of 1844,—an increase of more than one-third, in one year, by the voluntary impositions of the people themselves. These sums do not include the salaries of District and Township Superintendents of Schools, nor the amounts expended in the erection and furnishing of School Houses. These facts are very encouraging and warrant the hope that, with the proper assistance as to a general system of School Management and instruction, all the youth of Canada will soon be blessed with the means of a good Common School Education.

As to the accounts of the manner in which the School Funds have, in all cases, been expended, I regret to have it to say, that it is not as satisfactory as could be wished, or as the new School Act provides for, after the expiration of the current year. Each District Superintendent of Schools is obliged to furnish vouchers to the Inspector General of the faithful expenditure of the money placed in his hands for one year, before he can draw the apportionment of School money for his Municipal District the year ensuing. But, it is otherwise with the School Superintendents in Townships. They are accustomed to certify to the District Superintendents of Schools what monies they have received and expended; and, I am informed, that, in some instances, at least, they account to the District Council. But, every District Superintendent's Annual Report contains a column of "Amounts reported to be in the hands of Township Superintendents." These "Amounts" average in each District from £30 to upwards of £900. The accompanying Statistical Reports will show, that, at the end of the year 1845, there was, in the hands of the several Township Superintendents of Schools in Upper Canada, the large sum of £5,825.14s.6½d. How these "balances" have been expended, from year to year, since th

enactment of the law of 1843. is unknown at the Education Office for Upper Canada. The "balance in the hands of Township Superintendents of Schools" are duly reported by the District Superintendents themselves; but, of the subsequent disposition of those "balances," I know nothing. They may be added to the School Fund for the ensuing year, under the head of "Amount of Assessment,"—and the expenditure of them may be duly accounted for to the District Councils,—of which I have no knowledge; but no mention is made of them in Reports which reach this Department, although, I trust, they are faithfully appropriated. Provision is, however, made in the new School Act, by which all such unappropriated balances will not only be separately stated in the Annual Report of the Chief Superintendent of Schools, but the disposal of them will also be separately accounted for.

#### XI. DISTRICT SCHOOL SUPERINTENDENTS' REPORT.

The annexed Statistical Returns of Common Schools in Upper Canada for the year 1845—derived from the several Reports of District Superintendents—though deficient in a number of important particulars essential to a comprehensive and practical view of the Educational state of the country—contain all the items which have been furnished to the District Superintendents by the local Reports of Trustees and Township Superintendents. The forms for local Reports under the new Act will provide for the collection of much additional information respecting the character and condition of the Schools in every respect.

In addition to the Statistical Reports, I append extracts from the Reports of District Superintendents, expressing their general views as to the state and prospects of the Common Schools within their respective jurisdictions.\* It is to be regretted that the District School Superintendents have, in general, been so brief in their remarks, and that they have not all given a summary expression of their views, as to the character and progress of Elementary Schools within their superintendence. It will be seen by the extracts hereto appended, that there is a manifest improvement in the Common Schools, generally, and a growing interest in the public mind in behalf of the education of the youth of the Country.

It affords me pleasure to add, that, without a single exception, as far as I know, the District Superintendents of Schools have faithfully co-operated in the administration of the School Law, and employed their best exertions to give the fullest effect to the benevolent and liberal intentions of the Legislature, in imparting to the Province the blessings of a uniform and well digested System of Public Instruction, and in educating, upon Christian principles, the entire population.

#### XII. GENERAL OBSERVATIONS AND SUGGESTIONS.

Besides preparing the Annual Report of the actual state of the Common Schools throughout Upper Canada, the School Act requires me to submit such plans for their improvement, together with such statements and suggestions relating to education, generally, as I may deem expedient.

Having, on the 3rd of last March, reported to Your Excellency on the then existing School Law of 1843 in Upper Canada,† and the amendments of it, which appeared to me to be necessary; and, having, on the 27th of the same month, laid before Your Excellency a "Report on a System of Public Elementary Instruction for Upper Canada,"‡ in which I discussed the whole subject at large, I think it is superfluous for me, in the present Report, to repeat anything that I have so recently stated, or to offer any additional observations.

There are two subjects connected with the interests of Common School Education in Upper Canada, which, being too important to be introduced at the conclusion of a Report, will be made the subject of separate Reports; namely, the "Architecture of School Houses,"§ and the necessity of a law for the "Better establishment and maintenance of Common Schools in Cities and incorporated Towns in Upper Canada" And, in order that Your Excellency, may be acquainted with what has been done, or may be done, with a view to carry the new School Act (of 1846), into effect; and so that I may be able to furnish the Legislature with all the information which shall be desired on that subject, I will, before the ensuing Session of the Legislature, report to Your Excellency the measures which may be adopted for the purpose of establishing a Normal School, and for otherwise promoting the objects of the School Act of this year,§ (only ten Sections of which come into operation before the 1st of January, 1847.)

TORONTO, August, 1846.

EGERTON RYERSON.

\* Instead of the usual appended Statistical Returns to this Report, I have inserted an elaborate Table of School Statistics extending from 1842 to 1845, prepared in September, 1846.

† This Report will be found on pages 71-78 of this Volume.

‡ *Ibid*, pages 138-211.

§ See Note on page 236 of this Volume.

§ The draft of this Act, and the Report of the Normal School were prepared in 1847.

## NOTE IN REGARD TO THE SCHOOL STATISTICS OF THE FOREGOING REPORT.

Instead of inserting the several sheets of Statistics, which accompanied the foregoing Report, I think it would be more satisfactory, and would make the desired information more complete, to insert the enlarged "Sheet of Common School Statistics," which I prepared in 1846, from the meagre Returns then at hand, and also the summary Sheet of Common School Statistics for 1846. This extended Sheet of Statistics is all the more comprehensive in its details, and more complete in its range, than those accompanying the Report of 1845-46, as these Statistics go back to the year following the passage of the first Common School Act of 1841, passed by the Legislature of the then recently united Provinces of Upper and Lower Canada.

## STATISTICS OF COMMON SCHOOLS IN UPPER CANADA, 1842-1845.

COMPILED BY J. GEORGE HODGINS, OF THE EDUCATION OFFICE OF UPPER CANADA, SEPTEMBER, 1846.

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

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

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	MUNICIPAL DISTRICTS							
	Eastern.	Ottawa.	Dalhousie.	Bathurst.	Johnstown.	Midland.	Prince Edward.	
1. Population in Upper Canada in 1842 as per Census . . . . .	506,055	29,993	7,956	19,721	21,872	36,868	38,870	15,579
2. Population in 1845, estimated at . . . . .	632,570	37,366	9,930	24,551	27,090	45,960	48,463	19,224
3. Population between the ages of 5 and 16, in 1842 . . . . .	141,143	9,084	2,303	4,436	6,404	6,194	9,696	4,246
4. Population between the ages of 5 and 16, in 1844 . . . . .	183,539	12,023	2,425	4,951	7,750	12,396	12,087	5,341
5. Population between the ages of 5 and 16, in 1845 . . . . .	198,484	12,459	2,697	no rp't.	7,800	14,248	12,988	5,843
6. Pupils in the Common Schools in 1842 . . . . .	65,978	4,201	800	3,005	2,702	5,304	4,011	2,516
7. Pupils in the Common Schools in 1844 . . . . .	96,756	5,873	a1,567	3,434	3,728	7,471	5,481	3,687
8. Pupils in the Common Schools in 1845 . . . . .	110,002	6,362	a1,199	4,642	4,157	8,019	6,016	3,755
9. Children not attending School in 1842 . . . . .	75,166	1,883	1,603	1,431	3,702	3,890	5,635	1,730
10. Children not attending School in 1844 . . . . .	86,783	6,250	a858	1,517	4,022	4,925	6,606	1,674
11. Children not attending School in 1845 . . . . .	88,432	6,097	a1,498	no rp't.	3,643	6,229	6,972	1,588
12. Number of Common Schools in 1842 . . . . .	1,721	112	a24	58	73	a10	a108	a62
13. Number of Common Schools in 1844 . . . . .	2,610	169	40	71	112	215	167	107
14. Number of Common Schools in 1845 . . . . .	2,736	174	39	83	117	217	167	102
15. Ratio of children between the ages of 5 and 16 years to the whole population in 1842, 1 child for every . . . . .	3½	3½	3½	4½	3½	3½	4	3½
16. Ratio of children between the ages of 5 and 16 years to the whole population in 1844, 1 child for every . . . . .	3½	3	3½	no rp't.	3½	3½	3½	3½
17. Ratio of pupils to the whole population in 1842, 1 pupil for every . . . . .	7½	7	9½	6½	8	7	9½	6½
18. Ratio of pupils to the whole population in 1845, 1 pupil for every . . . . .	5½	5½	a8½	5½	6½	5½	8½	5½
19. Ratio of Schools to the whole population in 1842, 1 School for every . . . . .	295	267½	231½	310	300	307½	360	35½
20. Ratio of Schools to the whole population in 1845, 1 School for every . . . . .	231½	275	251½	295½	231½	211½	294	190
21. Average number of pupils in each Common School in 1844 . . . . .	37½	35	a39½	46	34	35	33	34½
22. Average number of pupils in each Common School in 1845 . . . . .	40½	36½	a30½	56	35½	37	36	36½
23. Amount of salaries paid Common School Teachers in 1842 . . . . .	£41,500	£2,700	800	1,434	1,806	3,234	2,840	1,284
24. Amount of salaries paid Common School Teachers in 1844 . . . . .	£51,714	£3,071	a775	2,493	2,568	a3,510	a1,336	a1,528
25. Amount of salaries paid Common School Teachers in 1845 . . . . .	£71,514	£3,943	818	2,220	a1,662	4,618	3,688	2,647
26. Average salaries of Common School Teachers in 1842 . . . . .	£25	.....	33	.....	25	.....	.....	.....
27. Average salaries of Common School Teachers in 1845 . . . . .	£29	£30	23	27	20	27	28	30
28. Ratio of the amount paid for the salaries of Common School Teachers to the whole population in 1842, £1 for every . . . . .	12½	11½	10½	12½	12	11½	13½	11½
29. Ratio of amount paid for the salaries of Common School Teachers to the whole population in 1845, £1 for every . . . . .	9½	9½	10½	11	b16	9½	10½	18
30. Ratio of the amount assessed to the whole population in 1845, £1 for every . . . . .	26½	26	29	c15	no rp't.	29½	35½	23½
31. Average time that Common Schools were kept open in 1844 (months) . . . . .	7½	9½	9½	9½	9	7½	8½	8½
32. Average time that Common Schools were kept open in 1845 (months) . . . . .	9½	9½	11	12	9	9	9½	10
33. Increase of children since 1842, i.e. 1845 . . . . .	57,291	3,375	391	no rp't.	1,396	5,054	3,292	1,097
34. Increase of Common Schools since 1842, i.e. 1845 . . . . .	1,068	95	21	37	52	90	59	40
35. Increase of pupils since 1842, i.e. 1845 . . . . .	44,024	2,161	a399	1,637	1,455	2,715	2,005	1,239

a Detective Report.

b Raised voluntarily.

DISTRICTS

IN UPPER CANADA.

	Prince Edward.	Victoria.	Newcastle.	Colborne.	Home.	Simcoe.	Gore.	Niagara.	Wellington.	Talbot.	Brook.	London.	Huron.	Western.
70	15,579	15,952	32,133	18,860	59,011	12,692	45,485	34,794	15,061	11,390	16,570	31,550	11,740	22,680
33	19,224	19,803	40,042	17,133	73,567	15,740	56,540	43,312	18,564	14,114	20,339	89,188	13,500	28,123
96	4,246	4,144	8,571	3,984	20,839	3,963	12,786	10,297	4,226	3,428	4,983	9,353	1,815	7,275
87	5,341	6,121	12,483	5,027	27,564	4,886	17,426	13,776	6,268	4,345	6,751	11,896	2,149	7,966
88	5,343	6,361	14,123	6,167	30,215	6,415	18,679	12,700	7,488	5,610	7,801	14,250	3,043	9,848
11	2,516	2,112	4,603	2,215	9,525	1,917	6,279	5,311	2,789	2,210	3,307	5,020	1,011	3,079
81	3,657	3,013	5,727	2,409	13,500	2,340	9,350	8,907	2,823	3,472	3,729	6,182	978	3,103
16	3,755	3,214	6,994	3,451	14,363	2,944	9,610	8,087	4,383	3,444	5,081	7,911	1,494	4,876
33	1,730	2,032	3,965	1,769	11,314	2,946	6,507	4,986	1,547	1,218	1,676	4,333	804	4,196
06	1,674	3,108	6,766	2,618	14,064	2,546	8,076	4,869	3,443	773	3,022	5,714	1,171	4,863
72	1,588	3,147	7,123	2,716	15,852	3,471	9,069	4,613	3,105	2,166	2,720	6,339	1,549	4,972
08	62	83	119	63	220	54	102	130	57	46	68	118	25	102
67	107	83	156	65	318	85	209	235	77	78	121	165	80	107
67	102	98	177	84	312	78	221	191	91	90	122	190	44	139
	3½	3½	3½	3½	2½	3½	3½	3½	3½	3½	3½	3½	3½	3½
	3½	3½	2½	3	2½	2½	3	3½	2½	2½	2½	2½	4	2½
	6½	7½	7	6½	6½	6½	7½	6½	6	5½	5	6½	15	7
	5½	6½	5½	5	6½	5½	5½	5½	4½	4½	4	5	9	6
35½	285	267½	261½	270	235	445	267½	264½	247½	242	260½	470	222½	
190	202	226½	204½	235½	201½	255½	226½	203	156	167	206	306½	201	
	34½	36½	35½	42½	27½	44½	29	36½	44½	30½	37	32½	29	
	36½	33	39½	41½	46	8½	43½	42	48	38	41½	41½	34	35
340	1,284	1,164	2,650	1,069	5,835	1,166	3,965	2,982	1,282	890	1,186	2,474	470	2,084
336	1,528	1,209	3,957	1,594	8,567	1,052	6,178	4,388	1,744	1,731	1,850	3,408	1,430	2,291
388	2,647	1,598	5,184	1,378	11,644	1,873	7,911	5,171	2,595	1,919	3,337	4,942	848	3,511
								26		49	24			29
28	30	22	38	24	41	25	42	25	39	30	38	36	23	35
	11½	13½	11½	11	10½	12	11½	11½	12	12½	13½	12	13½	10½
	18	12½	7½	12½	6½	8½	7½	8½	7½	7½	6½	8	13½	8
	23½	36½	23½	29½	22½	24½	24½	25½	18	20	23½	26½	27	30½
	8½	7½	8½	7½	8½	8½	9½	7	7½	8½	7½	7½	8½	7½
	10	9	8½	8	10½	11½	9½	9	8½	8½	8½	8½	10	8½
292	1,097	2,217	5,551	2,188	9,376	2,452	5,892	2,403	3,162	2,122	2,818	4,822	1,228	2,573
59	40	40	58	27	92	24	119	61	44	44	54	72	19	37
005	1,239	1,102	2,391	1,236	4,833	1,027	3,331	2,776	1,594	1,234	1,774	2,391	483	1,927

\* No Assessment.

## RECAPITULATION OF THE COMMON

Upper Canada 2,736 Schools.	Number of District Schools.	Number of Schools open.	Average months open	Children between 5 and 16 years Taught.	Ditto Resident.	Apportionment from Legislative Grant.		
						£	s.	d.
Eastern District....	198	174	9½	6,362	12,459	1,369	5	8½
Ottawa .....	45	39	11	1,199	2,425	335	13	1½
Dalhousie .....	83	83	12	4,642	4,951	563	17	4½
Bathurst .....	153	117	9	4,157	7,800	882	12	9½
Johnstown .....	227	217	9	8,019	14,248	1,411	15	4
Midland .....	176	167	9½	6,016	12,988	1,376	11	6
Prince Edward .....	109	102	10	3,755	5,343	608	5	7½
Victoria .....	124	98	9	3,214	6,361	697	2	3½
Newcastle .....	195	177	8¾	6,994	14,122	1,421	13	6
Colbourne .....	97	84	8	3,451	6,167	572	10	4½
Home .....	346	312	10½	14,363	30,215	3,135	2	8
Simcoe .....	111	78	11½	2,944	6,415	560	11	2½
Gore .....	221	221	9½	9,610	18,679	2,057	19	5½
Niagara .....	213	191	9	3,087	12,700	1,495	11	9½
Wellington .....	95	91	8½	4,383	7,488	713	17	1½
Talbot .....	110	90	8½	3,444	5,610	483	9	2
Br ck .....	148	122	8½	5,081	7,801	768	17	3½
London .....	222	190	8½	7,911	14,250	1,354	16	5½
Huron .....	49	44	10	1,494	3,043	244	14	11½
Western .....	174	139	8½	4,876	9,848	907	4	9½
Totals.....	3,094	2,736	9½	110,002	202,913	20,962	12	0

## DISTRICT SUPERINTENDENT'S REPORTS OF COMMON SCHOOLS FOR THE YEAR 1845, 4C.

*Dalhousie District.*—The Common Schools are very indifferently conducted, and the Masters in general very inadequate to perform the duties required of them; a reform is expected from the establishment of the Model School.

HAMNETT PINHEY.

*Bathurst District.*—As those whose province it is to do so have not provided training Schools for the benefit of Teachers, the state of Education in this district has not, during the last year, been essentially changed. It is vain to expect a decided amendment until those who have the charge of youth, be furnished with the means of obtaining the qualifications requisite for the proper discharge of professional duty.

ALEXANDER MANN.

*Johnstown District.*—The Trustees of many Schools employ Teachers only for whatever time the School Fund will pay them wages, and they receive but little benefit from the public money thus expended. . . . The School Districts also, are (many of them) too small, so that the inhabitants cannot afford to pay a competent Teacher the whole year.

RICHEY WAUGH.

*Home District.*— . . . The Township of Whitby contains, as a whole, more good Schools than any other township in the District. This arises from several causes; from the care exercised by the Township Superintendent in forming the School Districts of such an extent as to afford better remuneration to the Teachers, and thus enable them, in most instances, to keep their Schools open during the whole year; from the care exercised by the Township Superintendent and the people, in the choice of Teachers, and from the general introduction and use of Thornton's Series of Common School Books, which circumstance gives the Teacher a decided advantage in the management of their Schools, and facilitates the progress of the pupils. . . . In my last Report, I expressed the opinion that our Common School System never could be effective, never could wear the proper aspect of a National System of Education, never could produce its best fruits until a Normal and Model School would be established for educating and training Teachers. Further experience only tends to confirm me in the truth of this and I rejoice exceedingly that steps are now about to be taken to supply that desideratum.

SCHOOL STATISTICS OF 1846.

Assessment by Municipal Councils.			Amount paid Teachers, from School Fund.			Amount paid Teachers from Rate Bill.			Total amount paid Teachers.			Amount reported in hands of Township Sup'ts.			Number of visits by Township and District Sup'ts.
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
1,424	8	11	2,382	6	0	1,560	17	5	3,943	3	6	478	11	6	381
332	5	6	614	7	6	204	4	3	818	11	9	30	15	9	97
.....	.....	.....	70	1	10	1,556	15	0	2,220	12	4	.....	.....	.....	.....
1,648	6	2	2,912	2	5	1,592	15	3	1,662	17	2	173	18	10	238
1,376	11	6	2,344	5	10	1,706	14	2	4,618	18	7	212	12	9	475
820	16	7	1,413	8	8	1,343	18	3	3,688	4	1	65	9	10	518
545	10	5	1,195	15	6	1,282	19	8	2,646	8	5	95	8	10	189
1,715	6	6	2,772	1	6	402	14	0	1,598	9	6	215	3	5	231
596	18	3	1,020	13	9	2,411	11	8	5,183	13	2	117	7	8	388
3,258	1	3	6,277	13	8	357	9	3	1,378	3	0	95	18	7	183
636	16	2	1,064	8	7	5,366	2	6	11,643	10	2	915	11	0	1,219
2,551	9	8	3,791	1	0	813	5	9	1,877	5	5	137	18	2	227
1,684	0	0	2,855	18	6	4,119	10	3	7,910	11	8	441	0	11	619
731	14	5	1,634	7	3	2,315	2	8	5,171	1	2	779	5	3	456
1,040	0	0	1,215	0	3	960	7	10	2,594	15	1	82	12	1	195
871	19	9	1,334	15	0	703	11	4	1,918	11	7	188	15	6	200
1,470	6	11	2,825	3	4	2,002	7	8	3,337	2	8	363	10	9	261
500	0	0	471	9	9	2,117	4	0	4,942	7	5	176	12	11	418
931	6	3	2,079	15	3	367	4	5	848	14	2	44	12	3	150
						1,430	10	1	3,510	5	4	209	18	1	316
22,135	18	5	38,891	15	5	32,622	6	7	71,514	2	0	4,825	14	6	6,751

I have the pleasure of reporting that, as far as I can discover, the inhabitants of this district are, generally speaking, very favourably disposed towards the System of Common School Education that has been in operation for the last two years. Whatever dissatisfaction may have existed in the minds of some at the period of its introduction, seems to have subsided, and we have every reason to hope that our Common Schools will, in the end, prove not only satisfactory to the people, but a blessing to the country.

There is one fact with which I have been forcibly struck in my visits to Schools, which shows, in the clearest manner, the great necessity that existed in this Colony for the establishment of a System of Common School Education; it is this, that in our Schools the amount of attainment on the part of the pupils, is generally in an inverse ratio to their size and age after they have reached beyond their twelfth or thirteenth year. The largest scholars that attend our Schools are by far the lowest in point of attainment, which shows how sadly the Education of that portion of the community now about to attain the years of manhood, has been neglected.

HAMILTON HUNTER.

*Gore District.*— . . . The want of a District Model School has hitherto been much felt in the District. The sooner an efficient Normal School can be established in the Province, so much the better,—but District Model Schools may be a more immediate assistance. Many of our Teachers are so poor, and their remuneration is in general so small, that few could avail themselves of a Normal School—but almost all could be benefited by a District Model School.

PATRICK THORNTON.

*Brook District.*— . . . The best method of producing the desired uniformity in the system of teaching, indeed the only practical one which occurs to me, is to train the Teachers themselves in some place which shall be generally suitable to the wants and circumstances of our population. This may be done by the establishment of a Normal School in some suitable place in Canada West—and perhaps a similar one in Canada East—in which Teachers would be trained by able professors, either from the British and Foreign School Society in England, or perhaps from the Board of Education in Dublin.

GEORGE HENDRY.

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*Western District.*—In Districts containing the largest number of children, the Schools are kept open nearly all the year, and the Teachers, from rate bills and otherwise, tolerably well paid. In the older and more wealthy settlements, the Teachers are generally men of talent; but the ability of the Schoolmaster, in almost every case, may be rated by the remuneration received.

GEORGE DUCK, JUNIOR.

DISTRICT GRAMMAR SCHOOL DISTRIBUTION FUND OF UPPER CANADA.

NOTE. The District Grammar Schools did not come under the control of the Education Department for Upper Canada, until January, 1854. Up to that time these Schools were managed direct by the Executive Government, chiefly through the Provincial Secretary and the Inspector General, (Finance Minister,) under the authority of Acts passed by the Legislature in 1807, 1810, 1819, 1823, 1837, 1839, 1841, 1846, 1850 and 1851.

In the Grammar Schools Fund Act, passed in 1841,\* provision was made for the additional support of Grammar Schools,—for the payment of a Second Master and for the expenses (in part) of School Houses. The following Table gives particulars of the "Receipts and Expenditure" of the proceeds of the sale of Grammar School Lands, for 1845, 46,—as provided for and authorized by the Act of 1841: The record of Payments to the Grammar Schools of Upper Canada for 1842 and 1843 will be found on pages 257-259, and, for 1844, on page 261 of the Fifth Volume of this Documentary History.

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\* This Act is printed on pages 55, 56 of the Fourth Volume of this Documentary History.

DISTRICT GRAMMAR SCHOOL LAND DISTRIBUTION FUND 1845, 46.

STATEMENT OF MONIES ARISING FROM THE SALE OF SCHOOL LANDS IN UPPER CANADA, AND OF WARRANTS ISSUED THEREON, BETWEEN THE 1ST FEBRUARY, 1845, AND THE 31ST JANUARY, 1846.

To whom paid.	Nature of Expenditure.	Halifax Currency.		Nature of Receipts.	Halifax Currency.	
		£	s. d.		£	s. d.
Reverend J. M. Rogers . . .	Being the amount appropriated to the Colborne District Grammar School for the year 1845 . . . . .	34	19 0	By Balance from last year . . . £2,350 11 10		
Reverend Samuel S. Strong	Ditto Dalhousie District Grammar School for the years 1844-5 . . . . .	70	11 6	Less this amount invested in Government securities during the year . . . . .	1,590 0 0	
Reverend H. Urquhart . . .	Ditto Eastern District Grammar School for the year 1845 . . . . .	60	0 0	Cash credited by the Receiver General, being interest on Debentures held on account of the Grammar School Land Fund . . . . .	£1,380 18 9	760 11 10
Reverend J. G. Geddes . . .	Ditto Gore District Grammar School for the year 1845 . . . . .	127	0 0	Cash by the same, being so much paid by the Honourable George Markland, on account of interest due by him . . . . .	175 0 0	
Reverend H. J. Grasett . .	Ditto Home District Grammar School for 1845 . . . . .	50	0 0			
Reverend R. F. Campbell .	Ditto Huron District Grammar School for 1845 . . . . .	20	0 0			
Honourable James Morris .	Balance of Johnstown District Grammar School for 1844 . . . . .					
	Amount ditto for 1845 . . . . .	140	0 0			1,655 18 9
Reverend B. Cronyn . . . . .	Ditto London District Grammar School . . .	50	0 0			
Reverend G. O'Kill Stuart . .	Ditto Midland District Grammar School . .	97	10 0			
Reverend Thomas Green . . .	Balance of Niagara District Grammar School for 1844 . . . . .					
	Amount ditto for 1845 . . . . .	135	0 0			

DISTRICT GRAMMAR SCHOOL LAND DISTRIBUTION ACCOUNT FOR THE YEAR ENDING 31<sup>st</sup> MARCH 1845, 46.—Continued.

To whom paid.	Nature of Expenditure.	Halifax Currency.		Nature of Receipts.	Halifax Currency.	
		£	s. d.		£	s. d.
William Rorke .....	Ditto Prince Edward District Grammar School for 1845.....	45	0 0			
Reverend T. B. Ardagh ..	Ditto Simcoe District Grammar School for 1845.....	12	10 0			
Colonel J. W. D. Moodie..	Ditto Victoria District Grammar School for 1844 .....	37	10 0			
Francois Baby .....	Ditto Western District Grammar School for 1845 .....	67	10 0			
Doctor Henry Boys, Bursar	King's College, Toronto, being the amount paid by John McCallum, as the first instalment on his purchase of Lot No. 12, 4th Range, in Ekfrid, granted by the Crown to King's College .....	16	11 3			
	To balance carried to next year.....	1,351	18 10			
	Total, Halifax Currency .....	£2,316	10 7	Total, Halifax Currency.....	£2,316	10 7

INSPECTOR GENERAL'S OFFICE, Montreal, 1846.

W. CAYLEY,  
Inspector General,

INFORMAL REPORT FROM DOCTOR RYERSON TO THE LATE GOVERNOR  
GENERAL, LORD METCALFE.

Before Doctor Ryerson returned to Canada, in 1846, from his visit to the Schools in the British Isles, the Continent of Europe and the United States, the then Governor General, Lord Metcalfe, had left for England. On reaching Canada, therefore, Doctor Ryerson addressed a Letter to Lord Metcalfe, from which I take the following passages :

I wrote by the first packet after my arrival to Mr. [afterwards Sir] Charles Trevelyan, requesting him to have the goodness to convey to your Lordship the expression of those sentiments of affectionate respect, which I can never fail to cherish while memory remains.

But I have not felt myself justified in intruding any further upon your attention,—in your state of suffering,—without being able to state something that might be grateful to your Lordship's feelings. I rejoice that it is now in my power to do so.

On my return to Canada, I assumed the all-important duties assigned me by your Lordship. I have prepared and submitted to the Government a 'Report on a System of Public Elementary Instruction for Upper Canada,\*' embracing those Christian, comprehensive, and practical views, which were so highly approved by your Lordship, when verbally and briefly stated to you by me. My Report has been approved by the Government,—laid before the Legislature—and will shortly be printed and in wide circulation.

I have also prepared a new School Bill, adapted to work out, in the most simple and efficient manner, these great and most desirable objects. The Bill has been sanctioned by the Government,—has passed both Houses of the Legislature, and, as the Honourable Mr. Draper has informed me, in a Letter received from him yesterday, will receive the Royal Assent in the course of a week. Provision is made in it for a Provincial Normal School, and for the education of young men as Teachers under my own oversight. The Bill will secure the co-operation of the Church of England, and appears to be approved of by all classes.\*

I am thus placed in a condition, by the cordial support of the Government, the liberality of the Legislature, and the cooperation of the public, to advance, with all my power, the great work which so largely commanded your Lordship's Christian solicitude and personal efforts. In the prosecution of that patriotic work, your Lordship's example and kindness will animate me with an earnest desire, and with all my ability to serve my native Country.

In your Lordship's retirement and suffering, I have thought this statement might contribute, in some humble degree, to cheer your heart. Were I to allow an expression of my feelings, I would write much. . . . But I can assure your Lordship, that my life shall be sacredly devoted to the work, in behalf of the youthful and future generations of Upper Canada. . . .

COBOURG, 9th of May, 1846.

EGERTON RYERSON.

CHAPTER XII.

MEANS TAKEN TO CARRY INTO EFFECT THE COMMON SCHOOL  
ACT OF 1846.

The Common School Act of 1846 was the first practical effort made by the Reverend Doctor Ryerson to give form and substance to his theory of a Popular System of Education for Upper Canada, as set forth in his elaborate Report on the subject, printed on pages 138-211 of this Volume.

In order to fortify himself, and to aid him in the work to providing for the educational needs of his native Province, Doctor Ryerson sought the aid of

See pages 138-211 of this Volume.

+ This Act will be found on pages 56-70 of this Volume.



Representative men, on whose co-operation and judgment in this matter he could rely. He, therefore, provided, in this his first Common School Act, for the appointment, by the Government, of a Provincial Board of Education, composed of seven persons, as may be seen on reference to page 231 of this Volume.

Soon after their appointment, the newly appointed Board of Education for Upper Canada took steps, (early in the Midsummer of 1846,) to establish the Provincial Normal School,—(to which Model Schools of Practice were, in due time, appended,) and to provide a series,—“the Irish National,”—of Text Books for the Common Schools for Upper Canada, as explained on pages 235, 243, and 245 of this Volume, as also in the next Chapter. Doctor Ryerson then turned his attention to the more personal and practical part of his official duty,—to provide machinery for putting into operation the School Act, which he had drafted, and which had been but recently passed by the Legislature of United Canada.

#### AUXILIARY HELP IN CARRYING OUT THE COMMON SCHOOL ACT OF 1846.

Previously to taking any further active steps in the matter, he thought it very desirable “to take into his confidence” the two most potent auxiliaries, to which the new School Act had assigned several important duties,—the District Municipal Councils and the District Superintendents of Common Schools. With a view to enlist the hearty co-operation of those two auxiliaries in the important work of education before them, he addressed to each a special Circular,—fully informing them of the nature of the task assigned them, and himself, and pointing out the various practical facilities which the new School Act afforded both, in the effective discharge of their new duties. The first of these preliminary Circulars of the Chief Superintendent of Schools for Upper Canada is as follows:—

#### I. CIRCULAR ADDRESSED TO DISTRICT MUNICIPAL COUNCILS BY THE CHIEF SUPERINTENDENT OF EDUCATION, OCTOBER, 1846.

As the Act, 9th Victoria, Chapter xx., intitled:—“An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada,” will shortly come into general operation, [1st January, 1847,] I feel it my duty to call the attention of the Council, over which you have been selected to preside, to some of its provisions.

You will perceive from the VI and several following sections of this Act, that, to the Municipal Council of each District, is confided the most important powers and functions in promoting the great work of Common School Education. I trust that no embarrassment will be experienced by any District Council, for want of powers, to carry into effect its wishes, in respect to providing for the educational wants of the population it represents. Indeed, the powers of each District Council, in this respect, are almost unlimited; as the powers of local Trustees of Common Schools are, also, considerably increased.

#### DESIRABILITY OF CO-OPERATION IN THE EDUCATIONAL WORK OF UPPER CANADA.

The accomplishment of the patriotic and benevolent objects, contemplated by the Legislature, requires, not only the appreciation of the importance of Common School instruction by the people at large, but, also the energetic and cordial co-operation of all parties intrusted with the execution of the Law. This common co-operation involves the necessity of a clear and full understanding of the duties and obligations of all parties concerned. To the Local Superintendents, Visitors, Trustees, and Teachers of the Common Schools, I shall hereafter make separate communications.

I desire, at the present time, most respectfully to lay before the newly-elected Warden and Councillors of each District some remarks, explanatory of the views and intentions of this Department; and to submit to their consideration some subjects, in which the interest of the Common Schools are entirely depending upon the proceedings of Municipal Councils.

#### CHARACTERISTICS OF THE UPPER CANADA COMMON SCHOOL ACT OF 1846.

1. The present School Law of 1846 is based upon the principles of one common Christianity, but also of equality, in respect to the several forms of Religion recognized by Law, and of non-interference with the peculiarities of any. In the strictest harmony with this fundamental principle of the Law, I trust the Educational Department will ever act, as well as each Municipal Council. The influence of this principle should be permanent in every measure,—in every appointment, and in every decision. A departure from it has prevented the establishment of Educational Systems and Schools, and has even broken them up, when established. It is to be hoped that the Christian and patriotic spirit of the Legislature, in passing the present School Law, will be imitated by all parties intrusted with its execution.

While the several Religious Denominations possess equal facilities, for the special religious instruction of their own youth, there is a wide common ground of principles and morals, held equally sacred, and equally taught by all; and the spirit of which ought to pervade the whole System of Public Instruction, and which comprehends the essential requisites of social happiness and good citizenship.

#### THE ACCORDANT FEELING OF ALL PARTIES IN OUR SCHOOL LEGISLATION.

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

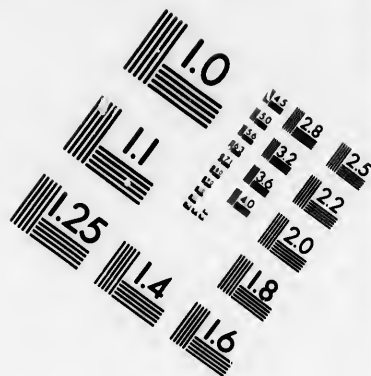
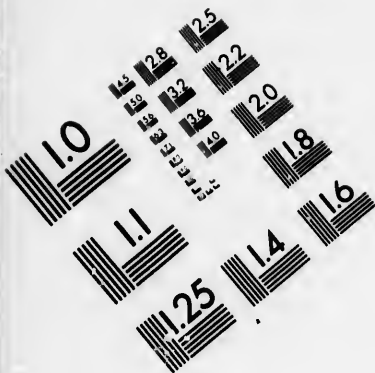
#### THE PUBLIC AND NATIONAL CHARACTER OF OUR COMMON SCHOOL SYSTEM.

3. A third principle, which lies at the foundation of the School Law, and which it is important to keep in view, is, that our System of Elementary Instruction is public and not private; that is, that it not only receives support from the public treasury, but is, in all its parts, under the regulation of the Law of the Land. The people of the Province, through their Representatives, provide the means, and prescribe the conditions and regulations, under which such aid shall be given to each Municipal District and School Section; and the object of Provincial oversight, and of District superintendence of Schools, is not to do what local efforts can, and are better adapted to accomplish, but to guard the Provincial liberality from any local misapplication, and to supply the deficiency of local means of information, as well as to assist and encourage local exertion. In contradistinction to the isolation of a Private School, each Common School is a component part of a Provincial whole; and, as such, participates in the common benefit, and is subject to the common regulations. The practical efficiency of the System of Common Schools depends, then, upon the completeness with which the General Regulations, and the provisions of the Law are carried out, in respect to each locality, and the unanimity and zeal, with which each locality co-operates in the directly practical, and most essential, part of the general work.

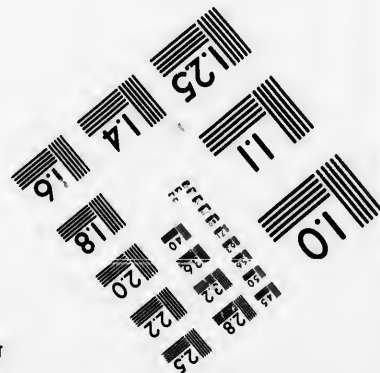
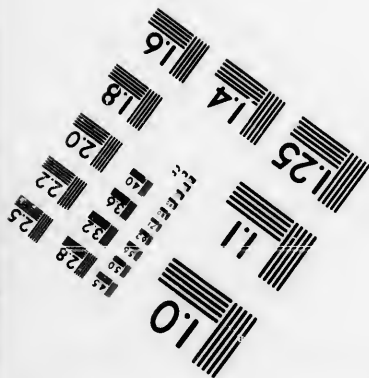
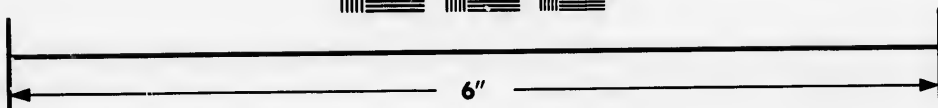
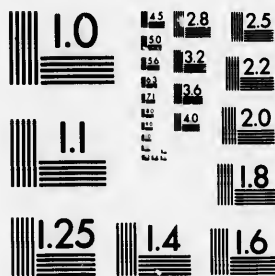
#### IMPORTANT SCHOOL FUNCTIONS OF OUR MUNICIPAL DISTRICT COUNCILS.

4. Each District Municipal Council occupies an intermediate position between the Provincial Legislation and such District,—forming the School Sections, providing School Premises, appointing the local Superintendents, and providing a moiety of the means for the support of Schools. On each of these provisions of the Law, I beg to submit a few observations.





**IMAGE EVALUATION  
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CHARACTERISTIC DIFFERENCES BETWEEN THE COMMON SCHOOL ACTS OF 1843 AND 1846.

1. The principal point of difference between the late School Act of 1843 and the amended School Act of 1846 is, the discontinuance of Township School Superintendents, and the requisite provision for the discharge of their duties by District Superintendents. This change was introduced in accordance with representations made from the great majority of the Municipal Districts throughout the Province. The powers and functions heretofore exercised by School Superintendents of Townships are now vested in the Municipal Councils, District Superintendents, School Visitors, and School Trustees.

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

EVILS OF MAKING SMALL SCHOOL SECTIONS, OR DIVISIONS.—EXAMPLES.

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

They represent that the efficiency and usefulness of their Schools has been greatly retarded by the unwise multiplication of School Sections,—thus multiplying feeble and inefficient Schools, and so subdividing the resources of the inhabitants, as to put it out of their power to build proper School Houses, or to support competent School Teachers, without incurring a burthen which they were unwilling, if not unable, to bear. The same Reports also contain many curious statistics, proving that, on an average, the punctual attendance and proficiency of pupils, residing from one to two miles from the School, far exceeds that of those pupils who reside within a less distance. The purport of these statements is to show, that proximity to the School is not essential, either to the punctual attendance, or to the proficiency of pupils. The managers of Common School Education in these States have, of late years, directed their particular attention to prevent and remedy this evil of small “district Schools;” and they detail many examples of beneficial success. Some of the advantages of large “School districts,” (as they are called) are, the lessening of the burthen, upon each inhabitant, of establishing and supporting the School; the erecting of better School Buildings, and the procuring of greater conveniences for instruction; the employment of better Teachers, and, therefore, the benefit of better education for youth. The subject is, therefore, submitted to the grave consideration of the District Councils, whenever the exercise of this part of their powers may be required.

GREAT DESIRABILITY OF GOOD AND CONVENIENT SCHOOL HOUSES.

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

A form of Deed will be prepared, according to the provisions of the new Act of 1846, for the convenience of the Municipal Council and local School Trustees. Plans of School Houses of different dimensions and styles will also be prepared,—though delay may be experienced in getting them engraved.\* But, the adoption of these plans will not be imperative. They are intended to assist the Municipal Councils and the local School Trustees in the selection of plans for convenient and suitable School Houses, but not to prevent the exercise of their discretion, in the adoption of better plans, if they can be obtained.

\* In the “*Journal of Education for Upper Canada*” of the years 1849, 1851 and 1857 contains many plans of School Houses and Grounds. The Editor of this Documentary History also published a work on School Architecture for the Minister of Education, *pro bono publico* in 1858. He prepared a Second Volume on the same subject in 1876, and again one for the Minister of Education, in 1896.

THE GREAT PURPOSE AND OBJECT OF OUR SCHOOL LEGISLATION TO AID LOCAL EFFORT.

In a work so great and voluntary as Education is, it is important to encourage voluntary efforts, rather than supersede them,—to supply their deficiencies, rather than to discourage their exercise. The new School Act of 1846 leaves, therefore, a certain discretion, as to whether the funds necessary to erect School Houses and pay a part of Teachers' salaries shall be raised by assessment and Rate Bill, or by voluntary subscriptions. Whether this provision of the law be wise, or not, or whether it will operate beneficially, or otherwise, it evinces the disposition of the Legislature to enforce nothing by law, which is not essential to the efficiency of a public system of school instruction, and to give the widest possible scope for the intelligence and enterprise of voluntary effort.

CHARACTER OF THE SCHOOLS LARGELY MOULDED BY AN EFFICIENT SYSTEM OF INSPECTION.

Another department of the work, which belongs to the District Municipal Councils is providing for the local Superintendence, or Inspection, of Schools. This includes the examination and payment of Teachers, and the visiting of Schools. The duties of District Superintendents of Schools, in respect to visiting Schools, are not increased by the provisions of the new Act of 1846; but their duties are greatly increased, in respect to the examination and payment of Teachers, the apportionment of the District School Fund, the deciding on disputed questions, the preparation of School Reports, and their correspondence,—together with miscellaneous calls and engagements, arising out of these prescribed duties.

THE NECESSARY QUALIFICATIONS OF AN EFFICIENT SCHOOL SUPERINTENDENT—EXAMPLES.

The importance of the office of the District Superintendent of Schools can hardly be overrated. It requires not only a man of rare qualities and qualifications,—a man of sound judgment, whose heart is penetrated with the benevolent work of training up a youthful generation, and who is thoroughly acquainted with the nature and best methods of that training;—but it requires the entire time and energies of such a man. It is, therefore, respectfully submitted to the consideration of the District Council, how important it is to make such provision for the office of District Superintendent of Schools, as will secure the services of a competent person, and will enable him to devote that attention to his duties, which the extent and great importance of them demands. The excellent system of elementary instruction in Holland derives its unsurpassed efficiency chiefly from the local Superintendence and Inspection of its Schools. The Irish National Board employ no less than thirty-two salaried Inspectors to oversee and report upon their Schools; and, on this point, the greatest economy has been found in the greatest efficiency of the office.

TOWNSHIP SUPERINTENDENTS SUPERSEDED BY THE AUTHORIZED SCHOOL VISITORS.

In order that the discontinuance of the office of Township Superintendent of Schools may occasion no local loss to the Schools, in respect to visitatorial inspection and encouragement, the Clergy of all Denominations recognized by Law, the Magistrates, and the Members of the various Municipal Councils are authorized to act as Visitors of Common Schools,—thus combining, and calling into action, in the noble work of educating the youth of the land, the Representatives of the Religion of the Country, the Conservators of public order, and the local Representatives of the people. There may be incapacity and indisposition in many instances to perform this duty, or rather to exercise this privilege; but, it is believed, that there will be found a sufficient number, (in these three classes of public men), to secure a beneficial local visitation of the Schools,—such as will exert a salutary influence upon Masters and Pupils, and, it is to be hoped, upon the public mind generally.

SALUTARY EFFECT OF A QUARTERLY EXAMINATION OF THE COMMON SCHOOLS.

In connection with this provision, the new Law of 1846 provides also for a public examination of every School at the end of each quarter. Periodical School Examinations of a varied kind have been found most beneficial in various respects; but the advantages of them will depend much upon the attendance and interest taken in them by School Visitors. Should the Members of the Municipal Councils, in connection with the other School Visitors, give the Schools the support and assistance of their occasional visits, and personal influence, I have no doubt the beneficial effects of it will be manifest before the expiration of twelve months, in the growing efficiency of the Schools, and the more lively interest of the public mind in them. The anticipation of such periodical examinations will be a strong stimulus to exertion on the part of

both Teachers and Pupils; and one of the most gratifying rewards of painstaking labour in the one case, and of meritorious application in the other, will be the witnessing and approbation of their exertions by the surrounding public,—especially by its most intelligent and influential Members. I beg permission, therefore, to recommend the subject to the special attention of the individual members of the District Municipal Councils.

#### THE FINANCIAL PRINCIPLE OF THE COMMON SCHOOL LAW,—EFFICIENT SUPPORT OF THE SCHOOLS.

The last topic to which I desire to draw the attention of the Council is that provision of the Law which empowers the District Council to raise a moiety of the means for the support of Common Schools. The difference between the late School Act of 1843 and the new one of 1846, in this respect is, that the new Act invests the District Municipal Council with a discretionary power, as unlimited as its general fiscal powers. It is, therefore, in the power of the Municipal Council to provide, by assessment, for the whole of the salaries of Teachers,—thus relieving local School Trustees from any other duties than those of selecting and employing good Teachers, providing for the incidental expenses of their respective Schools, and attending to their internal interests. A Rate-Bill, imposed by local Trustees, falls upon the parents and guardians, who send children to the School, and, according to their number, and the time of their attendance. An assessment imposed by the Municipal Council extends to all the inhabitants of each School Section, or local School division, and that according to property. The latter is the principle acted upon in the neighboring States of New York and Massachusetts, and in all Countries where Common School Education is universal, whether in the democratic Cantons of Switzerland, or in the monarchical States of Germany.

#### THE BASIS, AND REASON, OF LOCAL TAXATION FOR PUBLIC SCHOOLS.

The basis of this only true system of universal education is two fold:—1st: That every inhabitant of a Country is bound to contribute to the support of its public institutions, according to the property which he acquires, or enjoys, under the Government of the Country. 2nd: That every child born, or brought up, in the Country, has a right to that education which will fit him for the duties of a useful citizen of the Country,—and is not to be deprived of it on account of the inability, or poverty, of his parents, or guardians.

#### THE FINANCIAL PRINCIPLE A CARDINAL ONE IN SCHOOL SYSTEMS.—MASSACHUSETTS.

The right of the child involves corresponding obligations on the part of the State,—and the poverty of the child adds the claims of charity to the demands of civil right. In the *last Annual Report, for 1845, of the Board of Education for the State of Massachusetts*, the principle is stated as follows:—

“The cardinal principle which lies at the foundation of our Educational system is, that all the children of the State shall be educated by the State. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers that, without a wise Educational System, the Government itself could not exist; and, in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those who, perhaps, without children of their own, nevertheless would still be compelled to pay, would receive an ample equivalent in the protection of their persons, and the security of their property.”

And, it may be added, in the diminution of public expenditure arising from the commission of crime, apart from the question of morals and industry, among the now uneducated classes. In the State of New York, as in that of Massachusetts, the County authorities impose a rate commensurate with the wants of Schools, or School districts, which have been established, and then, every child has a right to attend the School of the division, or Section, in which he resides, without any further payment by his parents, or guardians.

#### SUMMARY OF THE ADVANTAGES OF PUBLIC PROVISION FOR SUPPORTING SCHOOLS.

Some of the advantages of this system of supporting Schools are the following:—

1. The child of the poor man, equally with that of the rich, has the opportunity of obtaining a good Common School education.
2. The removal of all inducements from any parent, or guardian, arising from the payment of School fees to keeping his children from School, and, consequently, the more general and larger attendance of children at school.



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

4. The prevention of differences between Trustees and their neighbors, and also between Trustees and Teachers, arising out of the imposition, or collection, or non-payment, of the Trustees Rate-Bills.

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

#### GENERAL CONCLUDING REMARKS OF THE CHIEF SUPERINTENDENT.

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

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

The importance of the topics on which I have remarked, together with the circumstance of a new School Law of 1846 coming into operation, on the first of January next, are my apology for the length of the present Communication. I will only add, that I shall be grateful for any suggestions, or information, which you, or the Council over which you have been chosen to preside,—from your intimate and practical local knowledge,—may think proper to offer, on the operations of the new School Law, or affecting the interests of Common Schools within your jurisdiction; and I shall, at all times, be ready to answer any inquiries, and to give any information in my power, on these subjects of common interest and exertion.

EGERTON RYERSON.

TORONTO, October, 1846.

#### II. CIRCULAR ADDRESSED TO DISTRICT SUPERINTENDENTS OF SCHOOLS BY THE CHIEF SUPERINTENDENT OF EDUCATION, DECEMBER, 1846.†

I herewith transmit to you, for distribution, copies of the Common School Act of 1846, and the "Forms, Regulations, and Instructions for the Better Organization and Government of Common Schools in Upper Canada, and for conducting the Proceedings Authorized and required by the said Common School Act, 9th Victoria, Chapter xx." To the several Forms, I have added brief Explanations and Remarks, in illustration of both their use and importance.

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

#### PRELIMINARY STEP,—THE HOLDING OF ANNUAL SCHOOL MEETINGS.

The first act of the People, under the new Law lately passed, will be the holding of the Annual School Meetings on the second Tuesday in January next. These Meetings are to be called by the present Common School Trustees. With a view of rendering this new duty easy, on the part of Trustees, I have caused Blank Forms of School Notices to be printed, and herewith enclose them to you. As three notices are required by law to be posted up in each School Section, I have had two copies of the Blank Form printed on each half sheet of foolscap. By transmitting one copy of the School Act, and one of the Forms and Regulations, and one half

\* This Statistical Table is given on pages 251-253 of the present Volume of this Documentary History.

† Wherever it was desirable, and practicable to do so, I have omitted such portions of this Circular as were local in their character, and temporary in their application. I have also modified a few ambiguous passages, and expressions.

sheet of the Blank Notices of Meetings, to the Trustees of each School Section, you will supply them with the requisites for performing their duties, under the new School Law. This should be done at your earliest convenience.

As the "care of shillings and pence" is necessary, in the accumulation of pounds, so attention to details is essential to the success and efficiency of a System of Public Instruction. Vague generalities will be of little practical use. It is the fitting of the minute, and less conspicuous, parts, which constitutes the real strength of a structure. This remark applies, not merely to the teaching and classification, and whole furniture and management of a School, but also to every kind of useful information respecting it.

#### COMMON SCHOOL STATISTICS OF UPPER CANADA, 1842-1845.

In a Statistical Table of Common Schools in Upper Canada for 1842-1845, recently prepared at this Office by my Assistant, Mr. Hodgins,—in the preparation of which no labour was spared by him,—the information available extended but little beyond the mere number of children, (taught and untaught) in the several Districts of Upper Canada,—the number of Schools, and the average amount of Teachers' salaries. But little, or no, definite information has yet been obtained, as to the relative number of Male and Female Teachers;—the relative number of Teachers of different forms of Religious Faith;—the relative number of Male and Female Children in the Common Schools;—the relative number of Children attending the Schools, in Summer and in Winter;—the Subjects taught in the Schools;—the attainments of the pupils in each of those subjects;—the Methods of Instruction pursued in the Schools;—the Text Books used;—the number and character of the School Homes;—their Furniture and Apparatus;—the Libraries—if any—established; and several other items of information, which are absolutely necessary, in order to present a full and comprehensive view of the state of Elementary Education in a Country, or even to form an adequate and safe opinion, as to all the precise measures demanded for its improvement and extension.\*

Though as much has been done in Upper Canada, since the establishment of the present system of Elementary Education in 1841, as could have been expected, under the circumstances, it is manifest, that it is yet in its infancy, and that much must be accomplished before it can compare with that of almost any other Country, in which a System of Popular Education exists.

#### AIDS FURNISHED, IN THE SHAPE OF REPORTS, FORMS AND CLASS ROLLS.

With a view of attempting to remedy, in some measure, the defects to which I have adverted, I have prepared the Forms of District Superintendents, and Trustees' Reports and School Registers and Class Rolls,—embracing all the Subjects above mentioned, and several others. The School Registers and Trustees' Reports will furnish every necessary information respecting each School Section. The District School Superintendents' Reports will contain the aggregate of the School Section Reports: (the subjects in each being arranged in the same order), together with such additional information as may be attainable by the District School Superintendents themselves.

With a view of relieving, as far as possible, both the Superintendents and School Trustees from inconvenience, in preparing these Reports for the year 1847, I will cause Blank Forms of Reports, (for the District Superintendents and Trustees), to be printed; and I will transmit a sufficient number of copies of them to supply each District. The School Section Register and the Class Roll can be prepared by each Teacher.†

#### GENERAL CHARACTERISTICS OF THIS NEW SCHOOL ACT AND REGULATIONS UNDER IT.

In respect to the General Regulations and Instructions, which are contained in the 6th Chapter of the "Forms and Regulations," you will observe that the Vacations and Holidays are the same as heretofore, and that the other directions and suggestions are either enjoined by the Common School Act of this year, or have been adopted from those of the National Board of Education in Ireland,—whose admirable System of Instruction may be considered as the basis of our own,—it having been sanctioned by our government, and approved of by the leading men of all sects and parties.

\* This Table and the Common School Statistics of the following year, (1846,) will be found on pages 251-255 of this Volume.

† Mr. Richard Brewer, Toronto, has already printed forms of the School Registers and of the Class Rolls,—according to the prescribed form,—to supply Teachers who may require them. Some Stationer in the County-town of each District might easily get printed, or procure from Mr. Brewer, a sufficient number of them to supply the Schools of such Municipal District.

It may be observed that our System of Public Elementary Instruction is mostly derived from two sources, as a System of Education :—that is, its legal provisions and plan of government are chiefly borrowed from the lately amended Common School Law of the State of New York ; as a system of instruction,—that is in its details of school-teaching, text books, discipline and other features,—it is adapted from the Scheme of the National Board of Education in Ireland. It may, however, be remarked, that the best methods of instruction adopted, both in Ireland and in the United States, are derived almost entirely from Germany. I am far from desiring to introduce anything new in our Canadian System of Popular Education, or to recommend anything which has not been fully tested and approved in other Countries. In the First Part of my Report on a “System of Public Elementary Instruction for Upper Canada,” I have collected and set down, the results of the experience and opinions of the most distinguished Educationists both in Europe and America ; and, in the Second Part of that Report, I have explained the manner, in which I think, those results and opinions should be applied to Upper Canada, in every department of our system, from the duties of the Executive Government down to the voluntary efforts of private individuals ; and to that exposition on general questions in that Report, I have nothing to add in this Circular Letter.\*

#### REASONS FOR THE OBLIGATORY LAW AND REGULATIONS, IN REGARD TO SCHOOL TEXT BOOKS.

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

The Board of Education has not deemed it expedient, as yet, to signify its public disapproval of any School Book published in the British Dominions ; but it has recommended the excellent series of School Text Books, prepared by experienced Teachers, and published by the National Board of Education in Ireland. A part of this series has been reprinted, and sold at reasonable prices, by Messieurs Armour and Ramsay of Montreal ; and the Board has adopted measures to secure the importation, as well as correct reprints of these Books, at lower prices than they could hitherto have been furnished in Upper Canada, though I believe, that they have already been sold at lower prices than many other School books in use. The Provincial Board of Education has also recommended “Lennie’s English Grammar” to those who prefer it, as well as the Elementary Grammar of the Irish Series. The Board has also sanctioned the continued use in the Schools of two American Books,—namely “Kirkham’s English Grammar” and “Morse’s Geography,”—both, in substance, excellent elementary works.

But, as many Foreign, and other inappropriate text books have found their way into our Schools, it is a work of some delicacy and difficulty to supersede them. This must be the work of time, as well as of prudence and perseverance ; but the object to be accomplished is worth all the labour necessary for its attainment. It has been felt so in every enlightened Country, as you may see by referring to the authorities quoted in my “Report on Elementary Instruction,” under the head of Text Books. It has already been achieved in many of the Counties, and in all of the principal Cities of the neighboring State of New York, such as New York, Albany, Rochester, and others, where their respective Boards of Education prescribe the Text Books which shall be used in each of the Common Schools within their respective jurisdiction.

#### THE PRINCIPLE OF UNIFORMITY IN TEXT BOOKS EXPLAINED.

The principle of the system of a uniformity of Text Books in Schools, is not so much that one set of books should be used in a State, but that only one uniform set of books should be used in the same School ; and next, that only one uniform set of books should be used in a District, or City. The first object to be aimed at, is the use of but one uniform set of books in one School. Let the District Superintendent and Teachers use every means in their power to convince the Trustees of the Common Schools that such is their interest, and the interest of those on whose behalf they act,—and one of the most important improvements in our Schools will be effected. The value of the Teacher’s time to his employers will be doubled ; the progress of the pupils will be proportionably advanced ; and the most unpleasant part of a School Master’s toils will be succeeded by a comparatively pleasurable and successful labour. But reasoning and persuasions,—and not coercion,—are the appropriate means or attaining this

\* This Report will be found on pages 138-211 of this Volume.

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

#### NECESSITY OF PROVIDING FOR CERTIFICATES OF QUALIFICATION FOR TEACHERS.

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

#### THE VITAL IMPORTANCE OF A THOROUGH INSPECTION OF THE SCHOOLS.

Another most important and perhaps the most laborious branch of your duties is the inspection of Schools. It is to be hoped that the Efficiency of our Common School System will be considerably improved by the appointment of School Visitors. Some, indeed, are of opinion, that neither Clergymen, nor Magistrates, nor Township Councillors, will visit Schools without being paid for performing that desirable duty. I charitably and confidentially hope otherwise. At all events, the modification in the School Law,—in respect to the office of Township Superintendent, was considered necessary, and was advocated by the Leaders of both parties in the House of Assembly ; but, whether the substitute provided by that law for that Office is efficient, or whether it will be desirable to restore the discarded office itself, time alone can furnish evidence to decide. But, I venture to hope much from the services of School Visitors, and the Quarterly Public Examination of the Schools. Yet, your own inspection of these Schools, though necessarily infrequent, must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of School Instruction, Discipline, Management, Accommodation, and other things. And, on this subject, we ought not to content ourselves with those exterior and general parts, which have hitherto been the special, and almost the only, subjects of School Reports,—such as the number of Schools, that of Pupils, their age, the sums of money expended and other details. These items of information are of unquestionable importance ; and every means ought to be employed to render them more exact and complete. But, it is not of less importance to know the interior regime of the Schools,—the aptitude, the zeal, the deportment of the Teachers,—their relations with the Pupils, the Trustees and the neighborhood,—the progress and attainments of the pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from Reports and Statistical Tables ; it can only be obtained by special visits to the Schools, and by personal conversation and observation ;—by an examination of the several classes in their different branches of study,—so as to enable him to ascertain the degree and efficiency of the instruction imparted on the School.

\*The next Chapter is devoted to the question of School Text Books, and to the desirability of introducing a uniform series of them into the Common Schools of Upper Canada.

†These "Forms" are not given in this Volume, only the more important of the Regulations.

SYMPATHY AND SUPPORT OF THE TEACHERS BY THE DISTRICT SCHOOL SUPERINTENDENT.

It is scarcely necessary for me to say, that Teachers,—especially the better class of them,—deserve your sympathy and support. It sometimes happens, that the best Teachers suffers most from some ignorant and prejudiced person or persons, who, though unacquainted with school teaching, and, perhaps, even with what is taught in the School, undertake to dictate to, and to interfere with, the Teacher, both as to his mode of teaching and the discipline of the School. It is always easier to complain than to justify,—to excite suspicions and prejudices, than to remove them; and some parents are much more disposed to find fault with the Teacher than to blame the dullness, or idleness, or vice and neglected bringing up, of their own children. The real faults of such parents are thus transferred to the unfortunate Teacher, and he becomes their victim, if he does not renounce his own understanding and experience, and, perhaps, authority. It should, therefore, be understood, that the Teacher,—humble though his circumstances may be,—is, nevertheless, legally authorized for his office of Teacher,—has his duties prescribed by law, and, even the principles and methods of his teaching,—as recommended in the prefaces of the Irish National School Books,—but the remarks and suggestions in these prefaces do not interfere with individual independence of mind and diversity of talent. The Teacher, as such, should, therefore, be maintained in the rights of his office, as well as in its obligations. To do this will always be for the public interests, as the well instructed part of the community will perceive. But the amount of ignorance and prejudice, in some neighborhoods, is so large, that the intelligent Teacher needs all the support, which can be given him. Then, on the other hand, public duty requires that none but those who are capable and efficient should be tolerated in the persons of Teachers.

TRUSTEES ALSO NEED DECIDED SUPPORT AND AID IN THE PERFORMANCE OF THEIR DUTIES.

Trustees may sometimes be opposed by such a mass of ignorance and selfishness as to need your decided support. An intelligent set of Trustees, who know the necessity and value of a good practical Education, and are determined to secure its advantages to the rising youth of their School Section, are an invaluable blessing to a neighborhood, and sometimes, by their example, to a whole District; yet, it now and then happens, that they are opposed by parties whose selfish instincts appear in all its forms. But, while School Trustees are thus labouring, gratuitously, for the good of their neighbors, they will, I trust, receive from you every assistance, which you can afford them. Indeed, it is essential to the improvement and success of school instruction that the influence of the Managers and Teachers of Schools should be strengthened and sustained; and, surely, no one in your District has so large opportunities as yourself to impart enlightened views on the varied subjects of popular instruction . . .

A FEW PERSONAL SUGGESTIONS TO THE DISTRICT SUPERINTENDENTS.

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

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

EGERTON RYERSON.

TORONTO, December, 1846.

III. SUGGESTIONS AS THE EFFICIENT INSPECTION OF THE SCHOOLS.

In addition to the foregoing Circular the Chief Superintendent of Education drew up for the practical use of District Superintendents of Common Schools the

\* This Circular will be found on pages 260-265 of this Volume.

† For this Report see pages 138-211 of this Volume.

following suggestions as to the best and most effective manner of inspecting the Schools. The Suggestions are for convenience, divided into six sections, as follows:—

In the inspection of the Common Schools, I would suggest something like the following order and subjects of enquiry and examination.

I. *Mechanical Arrangement.* The tenure of the property; the materials, dimensions, and plan of the building; how warmed and ventilated; if any Class-Rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, etcetera; how the desks and forms are arranged, and constructed; what arrangements for the Teacher; what Play Ground is provided; what gymnastic apparatus, if any; whether there be a Well and proper conveniences for private purposes protected from view;

II. *Means of Instruction.* The books used in the several classes, under the heads of Reading, Arithmetic, Geography, etcetera; the apparatus provided,—such as Table Lessons, Maps, Globes, Blackboards, Models, Cabinets, Library, etcetera.

III. *Organization.* Arrangement of classes; whether each child is taught by the same Teacher; if an Assistant Teacher, Monitor, or other Assistants, are employed and to what extent; how remunerated, and how qualified.

IV. *Discipline.* If the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency, and moral conduct, or in moral conduct only; what rewards, if any; whether corporal punishments are employed; if so, their nature, and whether inflicted publicly or privately; and what other punishments are used; whether attendance is regular; what Religious Exercises are observed, and what Religious Instruction is given, if any.

V. *Method of Instruction.* Whether mutual, or simultaneous, or individual, or mixed. If 'mutual,' the number of monitors, of what attainments, how appointed and employed; if 'simultaneous,' (that is by classes), in what subjects of instruction is it employed; whether the simultaneous method is not more or less mingled with 'individual' teaching, and on what subjects; to what extent is the 'intellectual,' or the more rote method, pursued, and on what subjects; how far the 'interrogative' method only is used; whether the 'suggestive' method is employed; whether the 'skeptical' method is resorted to. How the attainments in the lessons are variously tested,—by 'individual,' 'oral,' 'interrogation,'—by requiring written answers to written questions,—that is by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.* 1. *In Reading,*—Whether the pupil can read imperfectly, intellectually, or with ease and accuracy, or with ease and expression. 2. *In Writing,*—whether they can write at all, or imperfectly, legibly, or with correctness and ease. 3. *In Arithmetic,*—whether they are acquainted with rotation and numeration, addition, subtraction, multiplication, division, or not, respectively; whether skilful in them; whether acquainted with the Tables of Monies, Weights and Measures, and skilful in them; whether acquainted with the "Compound Rules," and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in Mental Arithmetic, and skilful in them. 4. *In Grammar,*—whether acquainted with its divisions, rules of orthography, parts of speech,—their nature and modifications, parsing, composition, etcetera. 5. *In Geography, History, Book-keeping, etcetera.*

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

EGERTON RYERSON.

TORONTO, October, 1846,

#### IV. A "JOURNAL OF EDUCATION," AS A MEANS OF FACILITATING THE WORKING OF THE COMMON SCHOOL ACT OF 1846.

Although the new Common School Act was passed in 1846, it was not intended to come into operation until the first of January, 1847. In December, 1846, the Chief Superintendent of Education addressed the following Letter to

the Honourable Dominick Daly, Secretary of the Province, urging upon the Government the desirability of establishing a "Journal of Education," as a means of aiding him in his new and arduous work. He said:—

I have the honour to submit, for His Excellency's favourable consideration in Council the following means of carrying into effect the tenth division of the Second Section of the Common School Act of 1846, which requires the Chief Superintendent of Schools,

"To employ all lawful means in his power to collect and diffuse information on the subject of education generally, among the people of Upper Canada."

#### FIRST METHOD: THE PUBLICATION OF A JOURNAL OF EDUCATION.

The first measure, which I respectfully propose, with a view to give effect to the provision of the Act, is the publication, semi-monthly, of a "Journal of Education,"—each number to contain about sixteen pages, double column, somewhat similar in form to *Blackwood's Magazine*, or the London *Westminster Review*. To be published at a Dollar a year, and superintended by myself, assisted by Mr. Hodgins.

Such a publication, entitled, "The Common School Journal," is published at Boston Massachusetts by the Secretary of the Massachusetts Board of Education,—for the publication of which the Legislature of the State of Massachusetts granted assistance. A similar journal is published at Albany,—called the "*District School Journal*," and to the circulation of which the State of New York has contributed, (as stated in the last received, Report of the State Superintendent of Common Schools)—the sum of "several thousand dollars." The School Authorities in the two States mentioned, speak in the strongest terms of the importance and usefulness of these Educational Journals. In Paris there are published, under the sanction of the Minister of Public Instruction, two monthly journals. The one entitled "*Revue de l'Instruction Publique, in France et Dans les Pays Etrangers*," the other entitled,—"*Manuel Général de l'Instruction Primaire; Recueil mensuel destiné à donner aux comités et Conseils Municipaux*."

The importance, and almost absolute necessity, of such a publication for Upper Canada, can scarcely admit of a doubt,—besides the various facilities it would afford the Education Office in the execution of the law. I have ascertained that the expense of printing, addressing, etcetera, of the twenty-four numbers of such a journal could be pretty nearly defrayed by the payment of a dollar a copy per year, assuming the circulation to be 2,000. No allowance need be made for editing it; but an allowance must be made for losses of subscriptions, and other incidental expenses, such as agencies, etcetera. A Legislative grant for this purpose might be objected to; but I propose the following means of sustaining the publication for one year. As the Legislative Assembly will probably sanction the printing of a pamphlet edition of my Report on Elementary Instruction; I would propose that the estimated expense of such an edition of 2,500 copies be placed at my disposal, and that such edition of the Report be printed in successive numbers of the "Journal of Education."

#### SECOND METHOD: REPORT ON PLANS OF SCHOOL HOUSES, FURNITURE AND FITTINGS.

The School Act requiring me—

"To prepare, as soon as practicable, and recommend, the adoption of suitable plans of School Houses, with the proper furniture and appendages." A Report, on this subject I hope to have ready by the ensuing Session of the Legislature. I propose that the sum estimated by the Government Printer, for the printing of such a Report on School Architecture, be also placed at my disposal, and that the Report when approved of be printed in the proposed Journal of Education.

With such assistance, I would undertake to incur the responsibility and labour of publishing a Semi-monthly Journal of Education for one year—at the end of which time it can be easily decided whether such a Journal should be continued, and what kind of assistance would be required for that purpose.

Should this undertaking receive the approbation of His Excellency in Council, I should wish to issue the first number, so as to date it the 15th January 1847. I beg, therefore, to be apprised of His Excellency's decision at your earliest convenience.

THIRD METHOD: HOLDING SCHOOL CONVENTIONS IN THE VARIOUS DISTRICTS.

Another measure by which I propose to promote the objects of the School Act, is, in the course of the next four or five months, to visit and employ one or two days in School discourses and deliberations with the Superintendent, Visitors, Teachers and Trustees in each of the several Districts of Upper Canada. I know of no means so effectual to remove prejudice—to erect unanimity of views and feelings and to excite a general interest in the cause of Popular Education, the establishment of School Libraries, etcetera. The labour of such an undertaking would be very considerable, but would, I think, be amply rewarded by its results. I would not, however, hesitate to attempt it, should His Excellency approve of it, and allow me for such expenses, as may be incurred in travelling.

I propose these two undertakings in addition to the already increased duties of my office.

EGERTON RYERSON.

TORONTO, 29th of December, 1846.

NOTE. None of the three methods proposed by Doctor Ryerson as aids to help in carrying into successful operation his New School Act of 1846 were, at that time, sanctioned by the then Government of Lord Metcalfe, under the Premiership of the Honourable Attorney General Draper.

The Chief Superintendent felt so strongly the desirability of such a help as a Journal of Education would give him in his new and arduous work, that after a years waiting, he voluntarily assumed the financial risk and responsibility of publishing such a periodical himself.

The first number of the projected Journal was, therefore, published in January, 1848. In the Prospectus of this Journal issued in 1847, Doctor Ryerson stated that:—

“In order to supply, to some extent, one of the widely felt intellectual wants of the Country, the Chief Superintendent of Schools proposed to establish, and to conduct gratuitously, a ‘Monthly Journal of Education,’ to be devoted to the exposition of every part of our School System,—to the publication of Official Papers on the subject of Schools; to the discussion of the various means of promoting the efficiency of Schools, and the duties of all classes of persons in respect to them; to accounts of Systems of Public Instruction in other Countries,—both European and American; and to the diffusion of information on the great work of Popular Education generally . . . . All Communications to be addressed to J. George Hodgins, Esquire, Education Office, Toronto.”

In July, 1850, the Government of Lord Elgin, under the Premiership of the Honourable Attorney General Baldwin, sanctioned the publication, and provided for the expenses, of the *Journal of Education for Upper Canada*, as the “Official Medium of Communications of the Education Department” to the Schools, and the School Authorities in Upper Canada.

After an existence, as such a medium, for thirty years, the *Journal of Education* was discontinued by Order-in-Council in 1877.

In 1847, authority was given by the Government, in reply to a Letter on the subject, to the holding of County School Conventions, or Conferences, by the Chief Superintendent of Education.



## CHAPTER XIII.

## THE COMMON SCHOOL TEXT-BOOK QUESTION IN 1846.

After the Selection of the Irish National Series of School Text Books by the Board of Education for Upper Canada, and their introduction into the Common Schools of the Province in 1846—See page 235 of this Volume—Very little further was done on the subject until 1867. In that year, the Irish National Readers were revised by a Committee, appointed by the Council of Public Instruction, (Provincial Board of Education,) consisting of the Reverend Messieurs John McCaul, LL.D., John Barclay, D.D., William Ormiston, D.D., and John Sangster, M.D. The copyright of these revised Books was vested in the Chief Superintendent of Education; and the Books themselves were authorized by the Council of Public Instruction for use in the Schools in 1868.

During the years 1868-1875 other additions were made to the list of authorized School Text Books; and, in 1874, a printed "Memorandum on Steps which have, from Time to Time, been taken to Establish a Uniform Series of Text Books for the Public and High Schools of Ontario," was issued by the Chief Superintendent of Education for the Province. The last addition to the list of authorized Books, made during Doctor Ryerson's administration of the Education Department, was in 1875,—the year before his retirement from office.

In "A Brief History" of the School Text Books, authorized for use in the Schools of Upper Canada, prepared by Mr. Alexander Marling, in 1890,—the year in which he succeeded the Editor of this Documentary History as Deputy Minister of Education, he said:—

"The Irish National Readers were authorized for the Common Schools of Upper Canada by the [Provincial Board of Education, afterwards, in 1850, the] Council of Public Instruction, on the 27th day of October, 1846, and were, as far as known, the first Text Books formally authorized in the Province . . . \*

"The authorized list of 1846 continued in force, with very few changes, or additions, until 1867. In Reading [Books], no change was made before this date." . . . †

PROCEEDINGS OF THE CHIEF SUPERINTENDENT AND THE PROVINCIAL BOARD OF EDUCATION, IN REGARD TO TEXT BOOKS FOR THE COMMON SCHOOLS, 1846.

The after discussion, and the somewhat voluminous correspondence, and varied proceedings, which took place, during many years, on the School Book Question in Upper Canada, (Ontario,) render it desirable that I should give, in the following condensed form, full particulars of the early proceedings which

\* See Proceedings of the Board of Education for Upper Canada, on page 231 of this Volume.

† On pages 203-205 of this Volume, will be found Doctor Ryerson's Remarks on the Kind of Text Books suitable for the Common Schools of Upper Canada, contained in the "Report on a System of Public Elementary Instruction for Upper Canada," 1846-1847.

took place, chiefly on the part of the Chief Superintendent, in this matter. It was a difficult and delicate duty to exclude unsuitable and objectionable Text Books, which were in use in our Schools, and, at the same time, by a gradual process of elimination of such books, to provide facilities for the introduction, in their place, of a superior and uniform series, carefully prepared and admirably adapted for the purposes of instruction in these Schools.

I have considered it, therefore, the more necessary to throw all the light possible on the early history of a question, which is ever recurring, and on which no information was available, as to the principles which then governed in this Text Book Scheme, or as to the policy of those who took the initiative, in 1846, of giving a practical and satisfactory solution to a question, which was then entirely new. In this matter of Text Books, personal interests had grown up, especially in connection with the publication of single books, which had no connection with each other, but which had many friends who used their influence in urging the adoption of these Books by the Provincial Board of Education. It was often difficult, in those early days, to withstand outside pressure in such cases.

In Chapter X will be found the Proceedings of the Upper Canada Board of Education for 1846, in which are recorded the steps which were taken by the Chief Superintendent of Education to bring the matter of School Text Books before the Board. Upon his recommendation, the Provincial Board adopted, and authorized for use in the Common Schools of Upper Canada, the Irish National Series of School Books.

In order to secure a constant supply of this series of Text Books for the Common Schools of Upper Canada, the "Notice to Publishers," printed on page 245 of this Volume was issued. In response to that Notice, applications were received by the Chief Superintendent, (in harmony with its terms); and arrangements,—explained in this Chapter—were made with various parties, by which an abundant supply of these Books would be made available for the Schools throughout the Province.

#### EARLY EFFORTS WHICH WERE MADE TO INTRODUCE THE IRISH NATIONAL SCHOOL BOOKS INTO CANADIAN SCHOOLS, 1844-1846.

It is interesting to note the fact, that during the Month, (September, 1844,) in which Doctor Ryerson received notice of his appointment as Chief Superintendent of Education, Messieurs Armour and Ramsay, Publishers of School Books in Montreal, applied to the Governor General, Lord Metcalfe, for his patronage, in their proposed efforts to reprint the Irish National Series of School Books. To their application, Lord Metcalfe, through his Private Secretary, replied as follows :—

I am commanded by the Governor-General to acknowledge the receipt of your Letter of the 7th instant, requesting the patronage of His Excellency to your proposed republication of the School Books of the Irish National Board of Education, and to inform you, in reply, that

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His Excellency will be very glad to have his name associated, in the manner you propose, with an undertaking which he considers to be of great public benefit; and His Excellency also desires me to say, that it will give him pleasure to aid the work in which you are engaged, by any means in his power.

MONTREAL, 13th September 1844.

J. M. HIGGINSON, Private Secretary.\*

#### COMMENDATION OF THE IRISH NATIONAL SCHOOL BOOKS BY DOCTOR RYERSON,

As soon as Doctor Ryerson learned of the application to His Excellency of Messieurs Armour and Ramsay, he addressed the following Letter to that enterprising Firm :—

I rejoice to learn that you have commenced reprinting, for the use of schools in Canada, the Series of admirable School Books, which the Government Commissioners,—headed by the Protestant and Roman Catholic Archbishops of Dublin,—have republished for the National Schools of Ireland. These Books have been prepared under the auspices of men of great learning and experience, and are remarkable for cheapness and for simplicity, clearness and comprehensiveness of definition and arrangement.

I have been instructed by the Government to turn my attention to the preparation and selection of Books, to be recommended for general use in the Common Schools of Canada West. I am glad that you are so far co-operating with, and even anticipating me, as to have already commenced the reprinting of a set of Books, both surer and cheaper than most of those used in our Common Schools. Nor am I certain, that I should be able to do better than recommend, for general and permanent use in our Schools, some of those Elementary Books which you are reprinting.

Canada is already, and is likely to be still more, deeply indebted to your enterprise for an improved set of School Maps and Books. I wish you the most extensive success in your laudable endeavours to improve the most inefficient institutions under the Department of our Government—the Common Schools of Canada.

COBOURG, 24th of October, 1844.

EGERTON RYERSON.

#### PERMISSION TO REPRINT THE IRISH NATIONAL SCHOOL BOOKS 1845.

As soon as their arrangements had been completed, Messieurs Armour and Ramsay applied to the Commissioners of National Education in Ireland, for permission to reprint, in Canada, the Irish National Series of School Text Books. In reply, they received the following Letter :—

Having laid before the Commissioners of National Education your Letter of the 25th instant, including "Copies of various Certificates in favour of School Books published by the Board," (with the perusal of which they were much gratified), we are directed to inform you, that you have the sanction and authority of the Commissioners for re-printing, for the use of Schools in Canada, such of the Irish National Schools Books, as you may think fit.

We are to state further, that these Books are in use not only with National Schools of this country, but have a very extensive circulation in England and Scotland,—they have, besides, been translated into several of the Continental Languages.

DUBLIN, 28th of February, 1845.

MAURICE CROSS } Secretaries.  
JAMES KELLY }

\* *The Mirror* newspaper of Toronto, of the 8th of November, 1846, having stated that the Governor General, Lord Metcalfe, "as having been hostile to the series of the Irish National School Books, and that the Chief Superintendent never would have ventured to recommend them had Lord Metcalfe lived," Doctor Ryerson replied to the Editor of that paper on the 10th of November, and enclosed to him copies of the two Letters printed on this and the preceding page, (274, 5,) of this Volume.

### CHARACTERISTICS OF THE IRISH NATIONAL SCHOOL BOOKS.

From the Prospectus, issued in 1846, by the Montreal Publishers of the Irish National Series of School Books, I make the following condensed extract :—

The Lessons contained in the Irish National Reading Books rise in interest and importance, from the first to the last ; and they possess this very distinguishing and characteristic merit, that, during the whole time the pupil is engaged in learning to read, he is, at the same time, acquiring a knowledge of sound moral principles, and of a vast number of important facts, in History, Literature and Science. The Treatise on Arithmetic, Grammar, Book-Keeping, Geometry, Mensuration, and Geography and History, are unsurpassed, in the English Language. . . . That this Series of School Books should be possessed of so many and such undoubted merits, is not wonderful, when it is considered, that it has emanated from so learned and so dignified a body, as the National Board of Education of Ireland. In the Lessons, which these Books contain, there is nothing sectarian ; and, hence, they have received the most unequivocal expressions of approbation, from men in every rank of society and who maintain the most opposite and widely differing forms of belief.

The late estimable Governor General (Lord Metcalfe) lent them the influence of his authority and name ; and they have been sanctioned by the Bishops of the Roman Catholic Church ; by many influential Clergymen of the Church of England ; by the Synod of the Church of Scotland ; by Clergymen, in connection with the Methodist, Baptist, Congregational, and other Churches ; by the Municipal Councils of many Districts in Canada ; by a great number of Teachers ; by the Chief Superintendants of Education in Eastern and Western Canada ; and, . . . by the District and Township Superintendants of Schools in both sections of the Province. . . . They have been declared, in the most emphatic manner, by the *Edinburgh Review* to be the very best Books of the kind in the English Language. . . .

### PRESSING NECESSITY FOR AN IMPROVED CLASS OF SCHOOL BOOKS IN CANADA.

The following were the considerations (among others) which induced Messieurs Armour and Ramsay to engage in the extensive scheme of publication of the Irish National School Books, which promised to produce educational benefits of so much importance to the Country. They say :—

The want of a uniform and unexceptional set of School Books, for the instruction of youth in the British American Provinces, had been long felt, and was deeply deplored. The Books formerly used were of the most heterogeneous description. Many of these were excellent, as individual composition, but as constituent parts of a General System of Instruction, they were highly objectionable. . . . The consequence was, that the labour of the Teacher was much increased, while the progress of the pupil was proportionately retarded. Being obliged to adapt his explanations and illustrations to the principles contained in the different Books in use, he was unable to classify his pupils, and was, therefore, obliged to repeat the observations to every individual pupil—except in cases—which, with a uniform set of Books, he might at once much more effectually have communicated to all. The pupil, too,—in being removed from one School to another, where the Books used were different from those to which he had been accustomed,—was often obliged to unlearn his previously acquired knowledge, and was, thereby, discouraged and retarded in the prosecution of his studies.

The unnecessary expense to purchasers was another objection to the use of so great a variety of Class Books. Had publishers and Booksellers been sure of obtaining a sale from one kind of Books, they would have been satisfied with a much smaller per centage than they were compelled to charge. To suit the taste of different persons, they were obliged to keep constantly on hand assortments of every kind of School Books used throughout the Country. The consequence was, that . . . to protect themselves from loss, they were under the necessity of raising the price of those that continued in demand, to the manifest disadvantage of purchasers. . . . At length the Publishers had their attention directed to the Series published under the authority of the National Board of Education in Ireland,—a Series which appeared to be better adapted to the peculiar wants of the mixed population of these Colonies, than any other in existence. After some correspondence upon the subject, with His Grace the Protestant Archbishop of Dublin, special permission was granted, through the Secretaries, to republish the works in question in Canada. The result was, that in a very short time after this permission was obtained, large editions of these National School Books were published—all of which were bought up in the course of a very few months, and a second edition was soon called for. . . .

## II. CORRESPONDENCE IN REGARD TO THE IRISH NATIONAL SCHOOL BOOKS.

## I. WITH MESSIEURS ARMOUR AND RAMSAY, PUBLISHERS OF MONTREAL.

In the "Proceedings of the Board of Education for Upper Canada," page 245 of this Volume,) will be found a "Notice to Publishers," to which the following Letter and subsequent Correspondence refer. I have curtailed both, as far as possible:—

Our attention has just been called to an advertisement which appears in a late Toronto *British Colonist*, requesting, on the part of the Board of Education for Upper Canada Tenders for the republication of the series of Irish National School Books. When we issued our edition of these valuable works, (by permission of the Irish Commissioners), we stated to them, and with perfect truth, that we sought no exclusive right from them,—that our object was to make no more than a moderate profit, and that we were desirous of having our names associated with an undertaking, which we conceived to be second to none in importance to the Colony. Subsequently, however, finding that we had incurred very heavy expenses in paying persons to visit different sections of the Province, to explain to local School Commissioners, Teachers and others, the merits of the series, and also in printing and advertising; and also that a Printer here had applied to the Commissioners in Dublin for a privilege to reprint, we respectfully represented these circumstances to the Commissioners, and craved that no such permission should be granted for three years,—by which time we thought our extra expenses would be defrayed, and we could then start fair with all competitors. The Commissioners, however, declined to grant our request, and gave permission to the Printer in question . . . . Since then, we perceive, that the Commissioners have accorded the privilege to the Board of Education for Upper Canada. From such an opposition we see no other result but a serious and immediate loss. The editors, of which your Board approves will, at once, supersede ours,—coming as they will, before the public with the weight of their approbation . . . . In the present case, we think we have reason to complain that, after going through "the heat and struggle of the fight," others should step in and secure the advantages of our labours.

We never had any complaints respecting either the prices of our editions, or of the inadequacy of our supplies. To give you some idea of how effectually we have introduced these books we may mention that in addition to those in Lower Canada, stocks are kept in Bytown, Perth, Carlton Place, Cornwall, Brockville, Toronto, Hamilton, Niagara, London, Brantford, St. Thomas, Chatham, Sandwich and other places. On reading the advertisement in the *British Colonist* and the Editor's remarks thereon . . . . even the poor compliment is not paid us, that we had, unsupported, except with the good wishes of yourself and other persons of influence, succeeded in the short space of two years in so extensively supplying the National Series of School Books to Schools . . . . Owing to the great rapidity with which our editions were issued various typographical errors crept into the four Reading Books. There are errors in some books of our editions; but we are busily engaged in correcting them in the new editions. Possibly, this circumstance may have had weight with the Board.

It may be, too, that subsequent editions, to those from which we stereotyped ours, have appeared in Dublin, and your Board may prefer to have the latest editions . . . . but we found, that, if we altered the text, as often as the Board in Dublin did, one main and valuable feature in the scheme would be lost,—the securing a continuous uniformity of books among the pupils . . . .

We should be glad to ascertain, whether the Board will not relieve us of our stocks of the School Books, or, if that is impracticable, whether they will accept Tenders for the supply of our present editions . . . . We prefer addressing you, rather than the Secretary of your Board, because we know that you, personally, have taken a warm interest in our course, and know more than, perhaps, any other Member of the Board, what difficulties we have had to surmount.

MONTREAL, 3rd of November, 1846.

ARMOUR AND RAMSAY.

## 2. REPLY TO THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In reply to your Letter of the 3rd instant, respecting the proceedings of the Board of Education for Upper Canada, in reference to the re-printing and importation of the Irish Series of National School Books, I desire to say that I am sure you will be satisfied that the Board has proceeded fairly and properly, when I shall have explained its views and intentions, and the circumstances under which it has acted.

Many applications have been made to the Board for its patronage to single Books now published, and some of them written in this Country. The Board has thought proper to decline them all,—upon whatever grounds their authors, or publishers, may have urged their claims to its protection and countenance,—from the conviction, that it could not officially interfere in favour, or against, any such Provincial reprints, or publication, without incurring serious, if not unsurmountable, difficulties in the performance of its duties. It, therefore, resolved to treat all existing publications alike. Some Publishers of School Books in Upper Canada complain that their books are now unsaleable, because the Board has given its sanction to other Books, to the tacit exclusion of books which they have incurred the expense of stereotyping, and of which they have considerable numbers on hand. Such individual disappointments and losses cannot be prevented, in the commencement of such a comprehensive undertaking as Popular Education on the part of Government. Nevertheless you have a two fold advantage over all other Canadian Publishers. You are the Publishers of the Books which the Board has recommended; and, while the sale of your books will thus be promoted, for the time being, you will have the exclusive advantage of the Canadian market for several months,—the period which must elapse before any other copies of these Books can either be imported, or reprinted by others. And you will also have the advantage over any other Publishers, in making tenders to the Board for the reprinting of these Books as you have the stereotype plates of several volumes of them. I think that all the books which you have published agree with the latest Dublin Editions, except the fourth Lesson Book,—the new one being very superior to the old.

Many complaints were made in regard to your Books, as to their inaccuracy; and some of the Readers were represented as being so defective, or inaccurate, as to render them unfit for Schools. . . . But Mr. Hugh Scobie—a Member of the Board—has informed it that you had taken effectual means to have the books corrected, in conformity with the Irish Editions. . . .

As to the *British Colonist* not having noticed your former praiseworthy efforts, to supply the Irish Books to Canadian Schools. . . . The omission may have arisen from a desire not to appear to deter others from tendering; and the advantage which you already possessed, by having been so long in the field, and having the stereotype plates, you could beneficially employ, without outside support. Had such a reference been made in the *Colonist* . . . it would, probably have been made the ground of a charge of partiality against the Board, especially . . . as the Editor of the *Colonist* is a Member of the Provincial Board of Education.

The Board proposes to secure, as far as it can, the Canadian Copyright, for five years, to the Publisher, who shall propose to reprint the Irish School Books in the manner presented, and at the lowest prices.

It proposes also to sanction the importation of the Dublin Editions of the Irish Books by any Bookseller who will engage, under a suitable penalty, not to sell them at higher than double the number of pence, or shillings, in Halifax Currency, at which they are sold to Poor Schools in Ireland. And the Board is willing and ready to receive proposals from you, in regard to both of these undertakings.

TORONTO, 11th of November, 1846.

EGERTON KYERSON.

### 3. REPLY TO THE FOREGOING LETTER BY MESSIEURS ARMOUR AND RAMSAY.

To this Letter, Messieurs Armour and Ramsay wrote the following reply:—

. . . Previous to making any Tender, we should feel obliged if the Board would inform us;

1st. Whether all the National Society's books are to be used in the Schools of Western Canada;

2nd. Whether the contractor is to be bound to maintain a stock, and to what extent, of the imported books;

3rd. Whether any of the present editions of our Reading Books would be objected to by your Board; or the following: Arithmetic, Book-keeping, Grammar; the Geography by Professor Sullivan, (the latter being his private property);

4th. Whether the Board will purchase all, or any part, of the supplies prescribed, or merely leave the Publisher to effect sales, as best he can?

On looking at the prices charged to Poor Schools in Ireland we could undertake to furnish supplies, in part, from our own reprints, and in part, from importation, at one hundred per cent. advance on Sterling prices; but might be unable to allow the extra discount, which we now give to Booksellers purchasing to the extent of £12 10s. All that we could do would be to allow them from twenty to twenty-five per cent. off retail prices. . . .

We have now in the press, for the use of Schools "A History of Canada." It will run to about 400 pages, and is very well written.

MONTREAL, 16th of November, 1846.

ARMOUR AND RAMSAY.

## 4. REPLY OF THE CHIEF SUPERINTENDENT TO THE FOREGOING LETTER.

In reply to your enquiries, I would remark, that all the National School Books will be introduced into the Common Schools of Upper Canada, so far, and as soon, as possible. For some of them, the demand will, of course, be much less for some of the series than for others; and, perhaps, these Books can be more advantageously imported than reprinted.

The Contractor is not bound to maintain any stock of imported Books. He is only bound not to sell those, which he does import, at higher rates than the prices stated in my last Letter. The Irish National Board proposes to furnish any supplies of its Books to Canadian Schools at reduced prices, through the Canadian Board. The Board will offer to any, and to all, Canadian Booksellers the privilege and advantage of importing the Irish Books at the reduced prices, as Booksellers of the Board,—provided that they will sell them at as low prices to the public, as the Board itself would do, were it to import these Books. By this arrangement, the Board does not interfere with the Trade, except to benefit it generally, and, at the same time, to increase the facilities for obtaining cheap and good School Books. The contract, (if it may be so called,) for importing the Irish School Books is open to all, who will comply with the terms proposed. The contract for reprinting them is to be given to the lowest Tenderer, so far as the influence and efforts of the Canadian, (under the authority of the Irish,) Board can secure to him the exclusive right of reprinting the books specified, and so far as the recommendation of the Board can promote the sale of his books.

The Board purchases no books, except for the Provincial Normal School, but merely leaves the Publisher to effect his sales, as best he can.

As the original editions will be imported, the Canadian reprints will be affected, both in character and sale, if not conformed to them. The Canadian Board of Education can, of course, recommend no books which do not agree with the Original Editions. To do so would defeat the object of introducing a uniform series of School Books,—unless, indeed, the Board were to discountenance importations altogether; which the Board is not prepared to do.

The competition, to which the Canadian Publisher will be subject, will be the importation, at reduced prices, of the Irish Editions. If he can reproduce a book as good as the original, and at a lower price, he will have the advantage of the market,—not otherwise.

I know not that the Provincial Board of Education could have proceeded more fairly and unexceptionably, than it has done, in this delicate and important undertaking.

You will recollect, also, that the Board is constituted and required to act for Upper, and not for Lower, Canada.

I am glad to learn that you are printing, what I hope may prove to be, a suitable School "History of Canada"

Should you propose tenders, which will be accepted by the Board, I will then have pleasure in intimating additional books of the Irish Series, which I think it desirable to reprint first,—and as soon as possible.

TORONTO, November 30th, 1846.

EGERTON RYERSON.

## 5. REPLY TO THE FOREGOING LETTER BY MESSIEURS ARMOUR AND RAMSAY.

We now offer to furnish to the public, either from our own reprints, or from Books imported from the National Board of Ireland, such quantities of their School Books as may be required, at the rate by retail of two pence Halifax Currency, for every penny Sterling, or lower, on such of our own reprints as we can afford.

Some of the Books, (including all of the "Scripture Lessons.") we have kept out of our series purposely, knowing that their introduction in Ireland had led to a little war which is not even yet ended. His Grace, Archbishop Whately, Dublin, commended our conduct in this particular; and the impression was left on the Writer's mind, . . . was, that the Archbishop doubted the expediency of using those Books even in Ireland. . . . We shall feel obliged by your informing us, whether we ought, in future, to keep in stock these "Scripture Lessons." . . . One main object we had in view, in introducing the National School Books was, to secure uniformity throughout the Common Schools. We found, however, that, in each successive edition of the Dublin Reading Books the alterations were so numerous that, if we kept pace with them, we should only be assisting in perpetuating confusion, and we, therefore, resolved to abide by one edition. The advertisement of your Board indicates the editions of 1845, as those to be employed in Western Canada. Now the Dublin copies of the Third and Fourth Readers received has the imprint of 1846; and these Books are both materially different from the editions of 1845. . . . The National Maps, from their high price, will not likely get into general use. Those published by W. and R. Johnston of Edinburgh can be procured at a reduced price—Say 12/6 Halifax Currency each.

We observe what you say respecting the Board, being constituted for Upper and not for Lower Canada. . . . When we applied for, and obtained, permission to print, and get supplies of Books at the reduced rates from Dublin, we did so for the benefit of the Schools throughout the Province generally. We took, however, more pains to introduce them into the Upper, than into the Lower, Province. . . . Not having any exclusive right from the Irish Board we have no right to complain of their extending like privileges to others . . . As matters now stand, we must try to sell off, as rapidly as we can, during the few months that are left to us to do so.

The "History of Canada for Schools" . . . will not be ready before May. . . .

MONTREAL, 9th of December, 1846.

ARMOUR AND RAMSAY.

6. FINAL REPLY OF THE CHIEF SUPERINTENDENT TO MESSIEURS ARMOUR AND RAMSAY.

I yesterday laid your proposals to reprint the National School Books,—with several others,—before the Board of Education. The Board, after carefully considering all the communications, which have been made on the subject, have come to the conclusion, that the interests of the Schools will be best consulted by leaving the reprinting of the National School Books open to all Publishers and Printers, who may be disposed to engage in it. There is scarcely a shade of difference in the Tenders which have been made; and the principal Publishers in Upper Canada have expressed an earnest wish, that the Board of Education will leave the business open. The Board has resolved to do so,—reserving the right of recommending, or disapproving, of any of the reprints,—according to their accuracy and quality,—leaving the prices of the imported editions to regulate those of the reprints.

Several Houses will readily import; and should you require any note from me to the Irish National Board, to enable you to procure their Books, at the reduced prices . . . I shall be happy to furnish it; and should you get out correct reprints of any of the National Books, I shall have pleasure in laying them before the Board for its recommendation.

TORONTO, 23rd of December, 1846.

EGERTON RYERSON.

7. LETTER FROM MR. E. J. BARKER, PRINTER AND PUBLISHER, KINGSTON.

In reference to an Advertisement, dated the 27th ultimo, and signed by you, I desire to state that I have a very heavy Printing Establishment in Kingston . . . and would be willing to treat with the Provincial Board of Education for the reprinting of the National School Books, should the Board prefer to reprint, instead of importing. In order to obtain the lowest price for the work, it will be necessary to state how it is to be paid for . . . and also that I should be furnished with exact copies of the work to be done, before Tender be made.

KINGSTON, 4th of November, 1846.

EDWARD JOHN BARKER.

8. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

Your Letter of the 4th instant, addressed to Mr. J. George Hodgins, has been laid before me. . . . The copyright, in Upper Canada, of the Irish Series of National School Books has been placed in the hands of the Board of Education for Upper Canada. The Board proposes to secure the copyright of these Books, for five years, to any Canadian Publisher, who shall engage to reprint them at the lowest price, and to furnish a supply equal to the public demand for them. The Publisher will, of course, get his payment from those who buy his Books. A copy of each of the Irish Series of School Books can be seen at this office. The series includes upwards of twenty volumes, large and small, besides maps.\*

TORONTO, 10th of November, 1846.

EGERTON RYERSON.

9. REPLY BY MR. BARKER TO THE FOREGOING LETTER.

I have considered seriously the subject of our correspondence, and I would willingly tender for the privilege of republishing all, or a part, of the Irish Series of School Books, were it not for a great obstacle in the way—(they being already stereotyped by Messieurs Armour and Ramsay of Montreal), and, as this Firm is prepared to flood the market at any time, I cannot tender, as I, at first, intended. . . .

KINGSTON, 13th of November, 1846.

EDWARD JOHN BARKER.

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\* A full list of these books, with prices, will be found on page 244 of this Volume.



## 10. TENDER FROM MR. PETER RUTHVEN, PUBLISHER, HAMILTON.

The undersigned will publish the first four Books of the Irish National Books of Lessons, in the same form and style as those of the Dublin Editions, at the following prices, videlicet :—

- First Book of Lessons, at 1s. 6d. per dozen ;
  - Second Book of Lessons, at 6s. 0d. per dozen ;
  - Third Book of Lessons, at 13s. 6d. per dozen ;
  - Fourth Book of Lessons, at 16s. 6d. per dozen.
- HAMILTON, 26th November, 1846.

PETER RUTHVEN.

## 11. TENDER FROM MR. RICHARD BREWER, PUBLISHER, TORONTO.

I agree to publish several of the School Books of the National Series, as mentioned in the following list, with prices attached, videlicet :—

- First Book of Lessons at 1s. 6d. per dozen.
- Second Book of Lessons at 6s. 0d. per dozen.
- Third Book of Lessons at 13s. 0d. per dozen.
- Fourth Book of Lessons at 15s. 0d. per dozen.
- First Book of Arithmetic at 6s. 0d. per dozen.
- English Grammar at 6s. 0d. per dozen.

Off these prices, when an order amounts to ten dollars, we take ten per cent. ; in all cases five per cent for cash. Our Books are stereotyped from copies furnished by the Chief Superintendent of Education. The editions will, therefore, be uniform.

TORONTO, November 30th, 1846.

RICHARD BREWER.

## 12. TENDER FROM MESSIEURS EASTWOOD AND COMPANY, PUBLISHERS, TORONTO.

We, the undersigned, do hereby agree, and bind ourselves, to sell the Irish National School Books at prices not higher than the maximum prices fixed by the Board of Education for Canada West, i.e., two pence Halifax Currency, for each penny sterling.

TORONTO, December 8th, 1846.

EASTWOOD AND COMPANY.

## THE CHIEF SUPERINTENDENT'S REPLY TO THE FORECEDING THREE TENDERS.

NOTE. The First Paragraph of this Letter is identical with the first part of the Letter to Messieurs Armour and Ramsay of Montreal, dated the 23rd December, 1846. It is, therefore, not reproduced here.

A publisher desiring to reprint any of these excellent School Books, will find it advantageous to reprint them from the last Dublin editions, as containing the latest improvements authorized by the National Board of Education for Ireland.

The National Board of Education in Dublin have consented to supply,—through the Canadian Board,—Schools in Upper Canada with the National Schools Books, at the reduced prices at which they are sold to Poor Schools in Ireland ; which are half the number of pence in sterling of the number of pence in Halifax currency, for which,—as the maximum prices,—they are permitted to be sold in Upper Canada. The title of the Books, together with the authorized maximum selling prices, are given in the printed Forms and Regulations, which have been recently prepared in this Office, and circulated throughout Canada West.

I am authorized by the Canadian Board of Education to intimate, that any Bookseller, or other person, who will engage to sell the National School Books at not higher than the prices affixed to them, in the printed Forms and Regulations referred to, will, on application to me, be recommended to the National Board of Education in Dublin, to obtain these Books at the reduced prices above mentioned. It is also to be observed, that the National Board of Education in Dublin, will not dispose of their books, at those reduced (cost) prices, without payment being made at the time of purchase.

I know not that the Board of Education in Upper Canada could have adopted more equitable and efficient measures, thus far, to secure to the Canadian Schools a uniform series of good and cheap Text Books, than those which I have thus briefly explained.

TORONTO, 6th of January, 1847.

EGERTON RYERSON.

### III. CORRESPONDENCE ON THE CHANGE OF TEXT BOOKS IN UPPER CANADA.

#### 1. LETTER FROM THE NIAGARA DISTRICT SCHOOL SUPERINTENDENT TO THE CHIEF SUPERINTENDENT, ON THE EXCLUSION FROM SCHOOLS IN UPPER CANADA OF AMERICAN SCHOOL BOOKS.

. . . It gave me much satisfaction to be able to announce to School Teachers and Trustees that the Board of Education for Upper Canada had, through your intervention, decided upon authorizing the continued use in the Schools of Morse's Geography and Kirkham's Grammar,—those being used and in general favour here.\*

It is doubtless known to the Head of the Educational Department, that the New School Act, of this year has been, and is, quite unpopular with a large number of the inhabitants of this District. One of the principal objections being the anticipated prohibition to the use of foreign School Books.

The preference given here to School Books published in the United States does not, I am inclined to think, arise from any political bias, but from the peculiar geographical position of the locality, in relation to that Country, which naturally led to frequent intercourse with each other, for the purposes of trade, etcetera, by the people of the two Countries.

The results of this intercourse have been, among other things, to familiarize the Canadians with the American Common School Laws, their School Books, and in short, with every matter connected with this System of Elementary Instruction. Hence came the introduction and the general use of improved American Books in the Schools of the District, under the belief that they were better adapted to the uses required, than any School Books of their own Country, or of other foreign publications known to them; although, in almost all of those works, there are some portions, to say the least of them, evidently not intended for Canadian pupils.†

The parents having recently, under the latitude given by the School Act of 1843, supplied their children, at considerable expense, with new Books, were not prepared to lay them all aside, and incur the necessary charges for others, unless greater advantages, than were apparent to them, would accrue. Thus, the feeling before alluded to, in relation to this subject of complaint is accounted for, which feeling it affords me great pleasure to state has been greatly allayed, by making known, as far as opportunities have permitted, the liberal views contained in your Communication before mentioned; and I venture to hope, that, for the interest of Education, in this section of the Province, the Provincial Board, in preparing their list of School Books, will act under the influence of similar views.

There are numerous arguments in favour of exercising a control in this particular, which, to my mind, are conclusive; but it is something new, and, before such changes can be beneficially carried into effect, it will be necessary to convince the people, who are directly interested, of the advantages of these changes, and thus secure their cheerful co-operation. Time is required to remove from the mind existing views and opinions, and to substitute new ones in their place; therefore, it seems to me, that, in so far as this District is concerned, the alterations sought for, and needed, in this respect, can be most easily effected by making them as gradual as possible, or in other words, by allowing them to follow, rather than precede, conviction.

DEXTER D'EVERARDO.

FONTHILL, 19th of October, 1846.

#### 2. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

I have to express my entire agreement with the spirits and sentiments which pervade your Letter of the 19th instant, and I thank you for the communication of them.

The great object which I have in view, in respect to the Books to be used in Schools, is uniformity,—uniformity, not for its own sake, but for the sake of efficiency in the Schools, and economy to the parents. And, by uniformity, I do not so much mean, that only one set of School Books should be used throughout the Province; but that one set of books only should be used in one School.

\*This intimation was conveyed to Mr. D'Everardo in a Letter, from the Chief Superintendent to him, dated the 29th of September, 1846, as follows:—

“I have understood that *Morse's Geography* and *Kirkham's Grammar* are used in several Schools in the Niagara District; also in some other Districts. I have brought the subject under the consideration of the Provincial Board of Education, and have authority to intimate, that the continued use of *Morse's Geography* and *Kirkham's Grammar* in the Common Schools will be authorized by the Board. . . .”

† In regard to American School Books, see pages 3 and 270 of the Third Volume of this Documentary History; also note on page 182, and Letter on page 283 of this Volume.

CANADA.  
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It will be the effort of the Provincial Board to provide a good and cheap series of Books; and the Advertisement of the Board, which you will see in some of the Toronto Papers of this day, will explain the proceedings and objects of the Board in this respect.

In regard to American Books, when we come to consider the subject of School Libraries, I purpose to bring under the notice of the Board, and then before the public, many useful American publications. And in regard to the use of American School Books, I do not intend to recommend any other than the gradual introduction of our own Books, as those now in use become worn out, and new ones are required, and until we can provide for the people an adequate and satisfactory supply. I desire to do nothing on this subject, which will not be in harmony with the general conviction of all persons informed, in any tolerable degree, on the subject, in every District in the Province, and which will not, as soon as understood, fail to command general support, if not public gratitude.

If you can succeed in inducing each body of School Trustees to select but one Geography, one Grammar, one Arithmetic, one set of Reading Books, for their School, you will reduce to practice the great principle which, I think, is essential to the classification of pupils, and to the most advantageous employment of the Teacher's time; and, should you be able to induce a very general adoption of the same Books in all of the Schools, you will, I am persuaded, facilitate your own examination of the Schools, and increase the views of forming an accurate judgment of their real, and comparative, progress, and of giving useful suggestions to Teachers and Visitors.

I observe, that the School authorities, in the principal cities in the United States, prescribe the Books by name, which shall be used in each branch of instruction taught in the Schools under their care. But, in my intended circulars to District School Superintendents, Visitors and Teachers, I shall fully explain my own views, and the provisions of the new School Act of 1846, relative to these subjects; and I have no doubt of the light, in which the general provisions of that Act will be viewed, when they . . . are placed before the public in the light and spirit in which they were conceived. . . .\*

TORONTO, 30th of October, 1846.

EGERTON RYERSON.

### 3. ANTI-BRITISH CHARACTERISTICS OF UNITED STATES SCHOOL BOOKS.

In a Letter, dated the 1st of February, 1847, and addressed by the Chief Superintendent of Education to Mr. George Hendry, Superintendent of Common Schools for the Brock District, (County of Oxford,) I make the following Extracts relating to American School Books:—

. . . . In respect to the Subject of School Books, I need not add anything to what I have said in my printed Circular to District School Superintendents, of the 15th of December, last.\* The Legislature is responsible for the exclusion of Foreign Books, not the Provincial Board of Education.†

The Board has shown its readiness to authorize unobjectionable and useful Foreign Books, as well as to recommend the best class of other Books.

But there is one feature in which American School Books, generally, (almost without exception), differ from the School Books of all other Nations, as far as my knowledge extends; and this peculiar feature constitutes a peculiar objection to their use in any other Country than the United States,—and especially in Canada, or any other part of the British Empire. That peculiar feature is, their hostility to the Institutions, and even Governments, of other Countries,—especially to those of Great Britain. You may take up any Geography, Reader, History, or other School Book, of France, Germany, England, Ireland, or Scotland, and you will not find one word of national politics,—not a word reflecting on other neighboring Nations and their Institutions. Hence, the Irish National School Books are as unobjectionable in the United States, or any Foreign Country, as they are in Ireland, or Canada; and they have been highly recommended by some experienced American educationists and have been translated into several European Languages, and introduced into several Countries of the Continent of Europe; and Chambers' Scotch School Books have been reprinted in Philadelphia, and are introduced

\* The reference here made to the Circular to District Superintendents will be found on page 267 of this Volume.

† The special provision of the Common School Act of 1846, on this point, will be found in Section 30 on page 67 of this Volume.

under the highest auspices into American Schools. But you can scarcely take up an American School Book, from a Primer to a History, which does not contain passages exalting American Institutions at the expense of the Institutions of other Countries; and even philippics against the Institutions and Government of Great Britain.

When American School Books, (and very good many of them are in their general plan,) are prepared in the same liberal spirit with the School Books of other Countries, then may their use in other Countries be consistently advocated; but, so long as they are prepared in so selfish and illiberal a spirit, and in a spirit of peculiar hostility to the Government and Institutions of Great Britain, the advocacy of their use in our Schools appears to be both Anti-British and unpatriotic. Surely, as Christians, we would not advocate, or countenance the use of a School Book which contains even occasional remarks, or hints against the Holy Scriptures, or the Christian Religion; and how can we, as citizens of a British Country,—unless false to its Governments and Institutions,—advocate, or countenance, the use of School Books which contain, not only remarks and hints, but often downright imputations against our Civil Polity, Institutions and Government. Nevertheless, the discontinuance of such Books in our schools,—as well as of other unsuitable Books—must be the work of time, and not of sudden measures. I am not prepared to recommend the withdrawal of Legislative aid from any School, during the current year in which Foreign School Books are used which were purchased before the present Common School Act (of 1846,) came into operation.

TORONTO, 1st of February, 1847.

EGERTON RYERSON.

#### 4. PORTER'S RHETORICAL READER, AND AMERICAN TEXT BOOKS.

From the general call for American Text Books, for Common Schools, we have been induced to look into the subject, and to see how the call [should be met].\*

In discussing the question last evening with some friends among whom were the Superintendent of Common Schools for Saint Catharines and the Teacher of the Grammar School, it was pretty unanimously agreed by us, that the want of a Reader, with Rhetorical Lessons had not yet been supplied.

A Reprint of a Reader, with the "Notes" of Mr. S. Porter, (Professor of Rhetoric in Andover Theological Seminary) "on Delivery and Accentuation," with questions on each Lesson, and with such changes, as would adapt it to Canadian Readers, would be very desirable.

In case the Publishers, who have done so very well in the reprint of Irish series of School Books, would not be inclined to undertake it, Mr. Leavenworth of this Town has offered to undertake it. . . .

It has been suggested to me by the Grammar School Teachers that the Fourth Readers in the Irish series takes away the necessity of the "Questions," and that the Reader should contain the Rhetorical Precepts. . . .\*

J. P. MERRITT.

ST. CATHARINES, January 18th, 1846.

#### 5. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

Your letter of the 18th instant, relative to the propriety of reprinting "*Porter's Rhetorical Reader*," has been received.

You, and your friends, do not seem to be aware that there is one of the Series of Irish National School Books, which supplies the deficiency, to which you refer. It is entitled "*An Introduction to the Art of Reading*, (with suitable Accentuation and Intonation,)" or an "*Introduction to Elocution*."

"*Porter's Reader*" is an excellent Book of the kind; but the Book, to which I have referred, possesses all the excellencies of Porter's, in respect to rules, marks, etcetera, and many observations and modes of illustration not contained in it. The price of the Irish National Book will also be much less than that at which Porter's can be bought, or reprinted,—not more than one shilling and three pence sterling, a copy. It can even be imported from Ireland and sold at that price.

Under these circumstances, and considering that the "*Introduction*" is one of the Irish series already recommended by the Government, and already obtaining extensive circulation, I think the reprinting of it is preferable to the reprinting of "*Porter's Reader*." . . .

COBOURG, 29th January, 1846.

EGERTON RYERSON.

\* For a Canadian work on Rhetorical Reading, see 170 page of this volume. In regard to Canadian Readers, see page 168.

## 6. SCHOOL BOOK PERPLEXITY—THE QUESTION AS TO FOREIGN TEXT BOOKS.

I desire to call your attention to a circumstance which is at present a good deal of perplexity in our District, (Prince Edward).

The Winter Schools have now commenced; and a fresh supply of School Text Books is wanted; and I am daily applied to for information, as to what books will be sanctioned by the new Board of Education for Upper Canada. Of this I am, of course, entirely ignorant. . . . The consequence is, that, from motives of economy, parents are unwilling to risk the purchase of books, which may be thrown aside in a few weeks.

The Schools are in general almost destitute of Books . . . and with such Teachers, as are generally found in the Province, this is a great evil:—nor does it end there; as, after the decision of the Provincial Board, on the School Text Book Question, is made known, it will take some time,—especially in such Districts as Prince Edward,—to get the proper Books into the Schools.

While on this subject, I would respectfully beg leave to say, that, in this District "*Cobb's Spelling Book*" has for several years entirely superseded every other, and that, among the people, there is a very strong feeling in favour of it.\*

I would also beg leave to inquire whether the works of British Authors, republished in the United States, are to be considered "Foreign Books," also, on the other hand, whether the works of foreign Authors, republished in the Province, are to be looked upon in that light

BLOOMFIELD, 16th December, 1846.

THOMAS DONNELLY.

## 7. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

In reply to your Letter of the 16th instant,—to refer you to the accompanying printed Circulars to "District Municipal Councils" and to "School Superintendents" and also to the "Forms and Regulations," for answer to the principal questions which you have proposed.†

In respect to *Cobb's Spelling Book*, I think it would be rash for me to express a decided opinion, without consulting the Law Officer of the Crown on the subject. But, it would not be wise, nor do I think it would be just, to enforce legal penalties, in respect to Foreign, or any other, Books, until we provide the means of superseding them.

I think you will hardly find a better Elementary Arithmetic for the Common Schools of your District than the one published in Picton. I imagine you will find no difficulty in procuring Armour and Ramsay's Editions of the Irish National School Readers, and they are improving them, by correcting, etcetera . . .

TORONTO, 21st of December, 1846.

EGERTON RYERSON.

## 8. SPELLING BOOKS PUBLISHED IN CANADA.—SULLIVAN'S SPELLING BOOK SUPERSEDED.

In reply to a Letter of enquiry from Mr. James McDonald of the same District, (Prince Edward,) Doctor Ryerson replied as follows:—

Cobb's and Mavor's and Davidson's, and I believe Carpenter's, Spelling Books have been already stereotyped by Publishers in Toronto. The Board of Education for Upper Canada has not thought it expedient to interfere with them, or with any other School Book published, or printed, in Canada. . . . I hope the Series of National School Books will, as a whole, supersede all others, as soon as they become known. One School Book, which prepared by Doctor Sullivan of the Dublin Normal School,—entitled "*The Spelling Book Superseded*—will likely soon be published. It is a book which contains all that is useful in Cobb's, or other Spelling Books, and a vast amount of what they do not contain, which will enable any pupil, properly taught in it, to spell nearly all the words in common use in the English Language, and give the etymology of a large proportion of them, and that without the tedious monotony and aversion to study often produced by poring over the dull columns of an ordinary Spelling Book. I doubt not but it will, in the course of a few years—as soon as it becomes known, supersede the Spelling Books now in use, without any further action on the part of the Board of Education.

TORONTO, 26th of April, 1847.

EGERTON RYERSON.

\* In regard to Spelling and Spelling Books, see page 170 of this Volume. †*Ibid*, pages 260-270.

#### IV. MISCELLANEOUS APPLICATIONS TO HAVE LOCAL SCHOOL BOOKS APPROVED.

##### 1. FROM THE REVEREND WILLIAM HAMILTON, PICTON.

I have been informed that your attention is now directed to the choice of School Books for the System of Public Instruction, about to be introduced into this Province. Allow me to present to your notice the accompanying "Classical Reading Book." Its peculiar features are briefly mentioned in the preface, to which I beg leave to refer you. I trust that you will find nothing in the book detrimental to morality or religion. In using it myself, as one of the Head Masters of the Royal Academical Institution, Belfast, with my pupils, for some years, I found it useful in exciting this interest and rendering instruction pleasant . . . .

WILLIAM HAMILTON.

PICTON, 17th of January, 1846.

##### 2. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

I have examined *The Classical Reader* with interest and profit. To the class of pupils, for whom it seems to have been prepared, it seems to me to be well adapted. The principles, on which it has been compiled, constitute, I think, the only effectual and rational method of teaching the English Language,—the principles on which the Reading Books of the Irish National Board are, for the most part, compiled . . . .

I am preparing a Measure for the Government, which is intended to provide a satisfactory examination and decision of the comparative merits of various School Books . . . . I have, therefore, thought it advisable to express no final opinion on the merits of any particular School Books . . . . which may be submitted to me . . . .

EGERTON RYERSON.

COBOURG, 27th of January, 1846.

##### 3. REPORT TO THE GOVERNMENT ON THE "CANADA SPELLING BOOK" OF MR. DAVIDSON, NIAGARA.

The Letter of Mr. Alexander Davidson, Post Master of Niagara, addressed to Mr. Civil Secretary Higginson, praying that the patronage of the Government may be extended to the "Canada Spelling Book," having been referred to me for report, I return it herewith, with the following remarks :

(NOTE. Here follows the substance of the preceding Letter.)

It is true, as Mr. Davidson says, that there is no Spelling Book in the Series of the Irish School Books ; but it is also, to be remarked that the Irish National Board of Education do not conceive an ordinary Spelling Book to be necessary . . . . but [Professor Sullivan, of their Normal School, has published, under the sanction of the Board, a Book] entitled, "The Spelling Book Superseded" . . . .

It should also be observed that Mr. Davidson's Book has largely contributed to supersede American Books in an important department of elementary instruction. I have carefully examined it, and quite concur in the high encomiums upon it by the *New York Albion*, and other respectable writers.\* I know of no better publication of the kind . . . . But, in view of the . . . . fact that the Government has encouraged the reprinting of the Irish National School Books, I cannot recommend the Government . . . . to commit itself to any other publication, however excellent it may be.

EGERTON RYERSON.

COBOURG, 28th of January, 1846.

##### 4. REPLY TO THE FOREGOING LETTER, BY MR. SECRETARY DALY.

I have the honour, by the command of (Earl Cathcart), the Administrator of the Government, to acknowledge the receipt of your Letter of the 28th ultimo, reporting upon the application of Mr. Alexander Davidson for aid from the Government, in the publication of the "Canada Spelling Book," and to state in reply, that His Excellency fully concurs with you in the opinion that it would be premature, at present, to entertain any individual application of this nature.

His Excellency desires me to request you will communicate his decision on the subject to Mr. Davidson.

D. DALY.

MONTREAL, 6th of February, 1846.

(NOTE. The Chief Superintendent sent a copy of this Letter to Mr. Davidson, on the 10th of February, 1846.)

\* For further references to this Book, see pages 240 and 172 of this Volume.

## 5. RECOMMENDATION OF SIMPSON "CANADIAN AGRICULTURAL READER."

Representing, as I do, (in the House of Assembly) a large agricultural District, I have deemed it my duty, to draw your attention to the "*Canadian Agricultural Reader*"—a Book lately published at Niagara by Mr. John Simpson, and well adapted for use in the Common Schools in the Country . . .

I, therefore, take the liberty at once of addressing you, as Chief Superintendent of Education in Upper Canada, with reference to this Book, knowing, as I do, the high estimation in which it stands in the Niagara District. In the hope, that you will see the great advantage in causing it to be introduced, generally, into the Common Schools of the Province, as the great majority of the Children attending those Schools are those principally of the agricultural class; and their children generally pursue the same course of husbandry, as was followed by their parents.

This Book will not only teach them, in early life, the Theory of that improved system of Agriculture and treatment of Stock, which is so much required in the Country; but will also, at the same time, lay that foundation for practically carrying out, what their forefathers so much required: "an improved system of general husbandry" . . . This Book should be in the hands of every Farmer in the Country . . . \*

JAMES CUMMINGS,  
Member for South Lincoln.

MONTREAL, 30th of May, 1846.

6. (NOTE. The Chief Superintendent of Education replied to this Letter on the third of June, 1846, as endorsed on it; but there is no record of the Reply in the Education Department.)

## 7. IRISH, OR CANADIAN, SERIES OF SCHOOL BOOKS?—THE THORNTON "PROGRESSIVE SYSTEM."

Please let me know if any decided step has been taken by the Educational Board with regard to School Text Books. I understood, when I last saw you, that provincial enterprise would stand a fair chance for success. But, I have just been informed, . . . that it is the intention of the Provincial Board of Education to republish the Irish system of School Books. If so, it is of no use for me to strive farther to improve the "Canadian Progressive System," though it is now nearly completed, so far as the "Reading Books" and the "Geographical Text Book" are concerned.†

I would like leave to recommend to your notice *Haines' Arithmetic*. It seems to me to be better suited to our Schools in Canada than any other I have seen.‡

PATRICK THORNTON.

HAMILTON, 15th of November, 1846.

## 8. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

In reply to your Letter of the 5th instant, I would say, (in respect to the intentions of the Provincial Board of Education,) that the Board does not intend either to buy, print, or publish School Books,—but to leave this business, in all its departments, to private Canadian enterprise. But the Irish National School Board, having placed the Upper Canadian Copyright of its Books in the hands of the Canadian Board, and having also offered to supply Canadian Schools with their editions of Books, through the Canadian Board, at about one hundred per cent. lower than it will dispose of its Books to the public, or to private booksellers, the Canadian Board propose to give this advantage to every Bookseller in Canada, who will engage to sell the Irish editions of these Books below a maximum price fixed by that Board, and also to give the Canadian Copyright of these Books, for five years, to any Canadian Publisher, who will engage to reprint these Books at the lowest rate. The proceedings of the Provincial Board, therefore, are founded upon the principle of giving the widest possible encouragement to Canadian enterprise, while it will secure cheap and good School Books to the public.

\* In regard to Various Text Books on Agriculture published in Canada, see page 192 of this Volume.

† This was a Series of Text Books, compiled by the Reverend R. H. Thornton of Whitby—Brother of Mr. Patrick Thornton—under the title of a "Practical and Progressive System." The Instructive Reader was Number four of this Series.

‡ For reference to Various Text Books on Arithmetic published in Canada, see page 179 of this Volume.

The Canadian Board is, of course, at perfect liberty to consider any other Books, or manuscripts, which may be submitted for its examination and opinion; but it cannot suspend its operations for manuscripts, which may at some further time be referred to it; nor does the Board intend to prohibit the use of any Canadian Books. It will simply recommend the Books, which it conceives to be, as a whole, the best and the cheapest, and to use its influence in aid of private enterprise, and for the benefit of the public, to procure and sell such Books at the lowest rate.

There is this important peculiarity in the Irish series of Books:—they have been prepared,—not by a private individual, or as a private speculation, but by a Board of Education, consisting of both Protestants and Roman Catholics;—have stood the test of the severest scrutiny;—are the most popular and the most extensively used and the cheapest series of School Books in the British Empire;—and have even been translated into several European Languages, and are used in several Countries of the Continent of Europe;—and have been recommended by the Presbyterian Synod, and the authorities of the Roman Catholic Church in Canada, as well as by Churchmen, Congregationalists, Baptists and experienced Teachers.

EGERTON RYERSON.

TORONTO, 10th of December, 1846.

#### 9. CATECHISM OF ENGLISH GRAMMAR, BASED ON LENNIE'S GRAMMAR.

In the course of the year 1842, I compiled a "*Catechism of English Grammar*," from the Grammar of Mr. Angus of Glasgow, Scotland, and other noted writers upon that subject. . . . I laid it before the Reverend Robert Murray, who was then the Superintendent of Education for Canada West, for his approval. From the copy of his letter which follows, you will see that his opinion of the work was favourable. . . . He said:

"I have to state, that I have looked into your *Catechism of English Grammar*, and certainly consider that it would be a very useful work for Teachers, as well as for Pupils:—But I am afraid that the price, at which, it must necessarily be sold would be too high.

"You are doubtless aware, how averse the Canadians are to purchase School Books of any kind; and when they are obliged to purchase them, they generally choose those which cost the least, without much, if any, regard, to their intrinsic value. . . .

"In the present state of School matters in the Province, the publishing of any School Book is attended with great risk. If it could be introduced as the Grammar in Canada West, it would do well to its Author; but, at present, there is no possibility of effecting this, as the School Commissioners in every Township are, by the School Act of 1841, entrusted with the selection of the Books for the Schools within their bounds."

I am still of opinion, that a Manual to assist the Teacher in questioning his pupils in English Grammar, would be useful in the Common Schools; and, under this impression, I have again prepared a different Catechism from the first,—tracing every part of Speech from its origin down to the exercises under the Rules of Syntax, these being taken from Mr. Lennie's Grammar. In short, Mr. Lennie's Grammar may be said to be the text-book. Other works have, of course, been consulted; but there is no original matter in it. What I have principally in view, as you will perceive, is to systematize the Rules of Syntax directly under each Part of Speech, so that they can be referred to, and consulted, in an instant, both by the Teacher and the Pupil.\*

JAMES BLACK.

CAVAN, 12th of December, 1846.

#### 10. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

I duly received the manuscript copy of the *Catechism of English Grammar*, to which you refer. I have carefully examined it, and think the compilation is highly creditable to your judgment and industry. I also think that it would be a very useful Grammar; but I do not think it could be made to supercode existing Grammars,—which are cheap, and in general use, and which contain all the questions which are most necessary, as helps to a Teacher.

It is not the province of the Board of Education for Upper Canada to publish School Books, but to select and recommend such Books as it may judge most suitable for the Schools. All School books are published, or imported, upon the responsibility of private individuals, and in the ordinary way of business. The Provincial Board could not, therefore, undertake to publish your *Catechism of English Grammar*. The Board has already sanctioned the use of three Eng-

\* For reference to Text Books on English Grammar published in Canada, see page 182 of this Volume.



lish Grammars in the Common Schools.\* It could do no more in respect to yours, were it published. But the expense attending the publication of such a Grammar as yours would be so great, that I am afraid you would not be able to compete in prices with the English Grammars now in use, without incurring heavy pecuniary loss. However, this is a matter for you, and any Publisher, with whom you may confer, to consider.

TORONTO, 24th of December, 1846.

EGERTON RYERSON.

#### 11. ADOPTION BY THE COLBORNE DISTRICT COUNCIL OF THE NATIONAL SCHOOL BOOKS.

In a Letter written to a District School Superintendent in 1846, the Chief Superintendent thus referred to the then recent action of the Colborne District Council in regard to the Irish National School Books:—

Should all the District Councils in Upper Canada pursue the same course as did the Council of the Colborne District, in respect to School Books, one of the most important improvements in Schools which any country has witnessed would soon take place in this Province. The following resolution was adopted at the recent session of the Council.

“That the District Clerk be, and is hereby authorized to, address a Circular to the Trustees of each Common School Section in the Colborne District, apprising them that the Books of the “Irish National Board of Education in Dublin,” are now procurable at several places in Peterborough, and other parts of the District, and that the District Council have resolved to recommend, that, as the School Books at present in use in the several Common Schools, become worn out or lost, they be replaced by the Irish National School Books, and by no others.”

## CHAPTER XIV.

### QUESTIONS ARISING UNDER THE NEW SCHOOL ACT OF 1846.

As many questions, unusual at the time, arose, under the operation of the new School Act of 1846, I have selected and condensed the Correspondence relating to a few typical ones, with a view to illustrate the nature and character of the administration of the Education Department, as well as its policy at the time of the passing of that Act

The anomalies and contradictions, which were so characteristic of the School Legislation of 1841 and 1843, suggested to the Government of the day the desirability of having a thorough revision of the School Act of 1843, then in force.

On the presentation to Governor General, by Doctor Ryerson, of his elaborate “Report on a System of Public Elementary Instruction for Upper Canada,” he was requested to prepare a Draft of Bill on the Subject, in accordance with the terms of that Report. This he did. The result was the passing of the Draft of Bill, which he had prepared, with a few modifications, additions, and (much to his regret) omissions, in the form of the Common School Act of 1846. One of these modifications related to the power of District Municipal Councils to impose taxes for the purchase of School Sites and the erection of School Houses. This

\* The Irish National Grammar; Lennie's Grammar and Kirkham's. See note on page 182 of this Volume.

question was, however, settled on referring it to the Solicitor General, who showed that the Municipal Council Act contained the necessary authority for the District Councils to do what was desired in this particular.

The other question was the omission, by a vote of the Legislature, of a clause in the Draft of Bill which authorized Common School Trustees, with the assent of their constituents, to impose a School rate upon the property in their School division, instead of a Rate bill upon parents and guardians sending children to their School. This matter is referred to, as much to be regretted, by Doctor Ryerson, in a Note which will be found on page 75 of this Volume. The necessary change in the School Act was, however, made in 1850, and it remained in force until 1871, when all of the Common (Public) Schools were made "Free Schools."

The other question, as to the powers of District Municipal Councils was referred to the Solicitor General in the following Note :—

I have been applied to by an official party interested, to inform them, whether a Municipal Council has authority, under the 10th Section of the Common School Act, 9th Victoria, Chapter 20, to cause to be levied an assessment of more than "two pence in the pound," for the purchasing of School Sites, the erection and furnishing of School Houses, etcetera.

The powers of the Council to raise money for Common School, as well as other purposes, being limited by other than the Common School Act, I beg to request your legal opinion on the subject before I return an answer to the inquiry of the interested party referred to.

TORONTO, December, 1846.

EGERTON RYERSON.

## 2. OPINION OF THE SOLICITOR GENERAL, ON THE TAXING POWERS OF MUNICIPAL COUNCIL.

It is my opinion, that a District Council, incorporated under the provisions of the Municipal Act, 4th and 5th Victoria, Chapter 10, has the power to assess the inhabitants in localities, or School districts, for the purpose of raising the funds necessary for the Erection, Enlarging or Repairing School Houses for such localities respectively, providing such Council keeps within the limit prescribed by the Act. It appears to me, that, by the 39th clause of the Statute, to which I have referred, this power is fully given in these words :—

"For providing for the establishment of, and a reasonable allowance for the support of Schools." And, subsequently, in the same clause, the Council is authorized to raise, assess, levy and appropriate, such monies as may be required for the purpose of carrying into effect all, or any, of the objects, for which the Council is empowered to make By-laws.

When a power is given to a Corporate Body, to establish and support Schools, and to raise money by an assessment on the inhabitants for the purpose, I am at a loss to understand how any doubt can arise as to whether such a Body could provide for the erection of School Houses.

The Act of 4th and 5th Victoria, Chapter 18, (which, with the exception of three and four clauses, which do not bear upon the present subject, has been repealed by the 7th Victoria, Chapter 29.) provided that, the Municipal Council of each District should be a Board of Education for such District, and, among the duties which they had to perform as such Board, they were

"To apportion and cause to be assessed on the inhabitants of such School district a sum, not exceeding Fifty pounds, for the erection of a School House in each School district, in which none exists."

This provision, perhaps, restricted their general power, by limiting the amounts to be raised for the purpose to Fifty pounds, but, when the law was repealed, the restriction was of course removed.

It is evident on perusing the 6th Victoria, Chapter 29, that the Legislature intended to alter the Municipal Council Act very materially, by creating Township Councils and Courts of Wardens, who, no doubt, would have been entrusted with the power of raising money by assessments, for the purpose of erecting School Houses,—a power which, as I have already shown, can be exercised by the District Council, subject, however, to the directions contained in 7th Victoria, Chapter 29. For example, by the 49th clause of this last mentioned Act, all sums to be raised within any School district, for the erection or repair of the Common School House

therein or for the necessary appendages thereto, are to be paid to, and expended, and accounted for by the Trustees for such School district, in such manner as should be appointed in any By-law of the Township, Town, or City, Council, and such School House is to be erected on ground owned, or to be acquired, by the Township, Town, or City, Council, for that purpose; and the erection and repair of all such Common School Houses, shall be according to the plans and specifications adopted by the Township, Town, or City, Council, and until an Act be passed for constituting Courts of Wardens in the several Counties, Township, Town, or City, Councils, or in the several Townships, Towns, and Cities, the 68th clause provides:

"That all the powers which, by the preceding Sections, would be vested in the Court of Wardens for any County, or in the Township Councils, for any Township, shall be, and are hereby, vested in the District Council for the Municipal District, in which such County, or Township may be; and such Municipal District shall be substituted for such County, or Township, for the "purposes of this Act."

While I feel clear as to the power of a District Council, to raise money by assessment to build and repair School Houses, I must say, I entertain strong doubts as to their having any right to delegate the power to be exercised by any other person, or persons. The By-Law Number 36 (enclosed) appears to be in conformity with the provisions of the Act, under which District Councils receive their authority,—but By-Law Number 39 seems to me, to exceed the powers which were intended to be conferred upon them by the Legislature.

TORONTO, December, 1846.

HENRY SHERWOOD.

### 3. POWERS OF COMMON SCHOOL TRUSTEES TO IMPOSE SCHOOL RATES ON PROPERTY.

In reply to an enquiry from Mr. James Wallace, Common School Trustee of Whitby, as to the taxing powers of Common School Trustees, the Chief Superintendent replied as follows:—

I have to acknowledge the receipt of your letter of the 31st ultimo, . . . requesting my opinion in that clause of the Common School Act of 1846, which relates to the powers of Trustees to impose a School Rate upon property.

I regret that I can give you nothing but the darkest view of the case affected by your inquiry. The provision of the present Act is the same as that of the late School Act of 1843 on this subject. The Trustees have authority to impose a Rate Bill upon the parents and guardians of children attending the School and upon no other persons.

This capital defect in the Law I pointed out to the Government last February in my Report on the old School Act of 1843, and proposed a Draft of a new Bill.\* I showed the impossibility of having good and efficient Schools, generally, under such a provision in the law,—that a few individuals could, at any time, or for any offence, or whim, involve the Trustees of a Common School in great embarrassments and difficulties; and that, as all the resident householders of a School district had a voice in electing Trustees, so should the Trustees have authority to impose a School rate on all of such resident householders of their School division, in order to be enabled to fulfil their Trustee engagements, and that—then all the children of such School division would have an equal right to attend the School, as long as their conduct conformed to its rules, and that thus the Trustees would be secured from temptations, on the part of discontent, or others, to divide the School district, or to secede from it . . . —The burden of supporting the School would be divided among all the inhabitants of the School Section, and all the children resident in it would have the opportunity of obtaining a good Common School education. The Government adopted my recommendation and brought in the School Bill accordingly; but Mr. Robert Baldwin and his friends, and some Members on the opposite side of the House of Assembly, united to oppose this clause of the Bill, and it was lost, and the provision of the old Bill, on this point, was retained in the new one.

I know of no remedy, but in an application to the District Council,† stating your case, and praying the Council to impose an assessment upon all the householders of your School Section, so as to enable you to fulfil the engagement which, on their behalf, you have made with your Teacher; or praying that the Council would apply to the Legislature for the amendment of this clause of the School Act. I shall renew my best endeavors to accomplish the same object.

TORONTO, 9th of November, 1846.

EGERTON RYERSON.

\* See page 75 of this Volume.

† See the Solicitor-General's opinion on this point on page 290 of this Volume.

#### 4. EXCELLENCIES AND DEFECTS IN THE SCHOOL LEGISLATION OF 1846.

In a Letter addressed by Mr. Hamilton Hunter, the experienced Local Superintendent of Common Schools for the Home District, (Counties of York and Peel), he thus expressed his opinion to the Chief Superintendent on the new School Act of 1846 :—

I have read over the new School Act with some care, and I think it an admirable engrafting of some decided improvements upon the old trunk. Nothing could be more wanted than the Provincial Board of Education and the Normal School. I am much pleased with the Act, and think it will work well. I was sorry that the clause regulating the Rate Bill and powers of School Trustees to impose rates, did not pass, as it appeared in the original Bill. It was a most excellent provision.

In looking over the Act I do not find that there is any provision made, by penalty, or otherwise, in the case of School Trustees making false returns of the number of children residing in their School Sections; frauds committed in such cases here would vitiate the whole apportionments of moneys to the several School Sections, and thus cheat the honest Trustees and School, for assuredly frauds will be committed, when there is not so good an opportunity of detecting them as existed when the Township School Superintendent was residing in the vicinity.

TORONTO, 13th of May, 1846.

HAMILTON HUNTER.

#### 5. PAYMENTS TO UNQUALIFIED TEACHERS AND SUBSTITUTES AND OTHERS UNLAWFUL.

The School Superintendent of the Eastern District, Mr. Samuel Hart, having reported a case of proposed payment to unqualified Teachers and asks advice on the subject. The case is explained in the following reply of the Chief Superintendent of Education to Mr. Hart :—

I have the honour to acknowledge the receipt of your letter of the 13th instant. You say—“ We have Schools in this Township, particularly one,—in which a British subject, having obtained a Certificate of Qualification, was employed by the Trustees and took charge of several classes in the School; but, at the same time, left an Alien to teach several of the higher branches. Such teachers have likewise left the whole charge of the Schools for a length of time to Aliens. In such circumstances, will I be warranted in paying the orders of the Trustees in favour of such Teachers ?”

In reply, I have to observe that technically, the Report and the order of the Trustees of a School district are the District Superintendent's authority for paying a Teacher. If the Report of the Trustees states that a School has been kept the prescribed time by a qualified Teacher, and, if the order is signed by the Trustees, and presented by a person holding a Certificate of Qualification, the Superintendent has the technical authority for paying the money apportioned to such a School district. But, should the Superintendent have reason to doubt the correctness of such Report, or should he have good reason to believe that all the money thus demanded is not paid for the compensation of a qualified Teacher, he ought not to pay the money; and, in case of difference, let the appeal be made to the Head of the Department. The 19th Section of the School Act of 1846, requires expressly that all the money paid to each School district shall be applied in paying for the compensation of a qualified Teacher; as also that the School shall be taught by such Teacher.

For one person to get a Certificate of Qualification, and then to employ another person, having no such Certificate, to teach, is a manifest evasion of the whole letter and spirit of the School Law, in respect both to the authorizing and paying of qualified Teachers; and to employ Aliens as Teachers, in such cases, is an evasion of another section of the Law.

The School Law clearly contemplates two things :

1st. That none but persons who have been examined and received Certificates of Qualification shall be recipients of any part of the Legislative School grant.

2nd. That none but *bona fide* British subjects shall be employed as Teachers in our Common Schools, aided by the Legislature.

OF 1846.

Local Super-  
intendent (Peel),  
New School Act

The cases of which you speak are obvious evasions of these great objects of the law ; and, however desirous I am of adapting as far as possible the application of the law to the exigencies of particular places, I cannot countenance the setting aside of its provisions, by consenting to the payment of any part of the School grant to Foreigners. . . .

TORONTO 19th of August, 1846.

EGERTON RYERSON.

#### 6. LICENSING OF ALIEN GERMAN COMMON SCHOOL TEACHERS.

The School Superintendent for the District of Wellington enquires if Alien German can be licensed as Common School Teachers? He said :—

In the District of Wellington, the Townships of Waterloo, Woolwich, Wilmot, and Wellesley, are settled generally by Germans ; and, from the circumstance of their speaking the German language in their families ; and as their religious services are conducted in that language, the great part of the Teachers instruct the children in that language. These Teachers are all Aliens ; and, if the School Act of 1846 be rigidly enforced, competent Teachers cannot be procured to supply their places. By the 37th Section of the School Act, Superintendents of Schools are prohibited from giving Certificates of Qualification to Aliens after the 1st of this month.

In the event of any alteration in the School Act I would take the liberty of suggesting that the Schools should be taught at least six months in the year to entitle the School district to a share of the Public Money. In some districts the School is taught for only three months, or so long as the public and assessed money defrays the expense, and that too, where the scholars are numerous and the parents perfectly well able to pay a rate bill. Longer than six months might prove a hardship in small School districts.

PRESTON, 24th of January, 1846.

ALEXANDER ALLAN.

#### 7. THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

The difficulty to which you refer was not anticipated by the framers of the Common School Act of 1846, or that it was intended to apply to Aliens from the foreign Countries of Europe. But still the difficulty exists.

The only remedy that I can devise, will be to submit the case to the Government . . . and, if necessary, get the Act amended during the ensuing Session of the Provincial Legislature, so far as it relates to Aliens teaching Schools in the German and French languages.

If any of the Teachers alluded to by you have received Certificates of Qualification from the County Superintendent, such Certificates are valid, until revoked. I do not imagine that there will be any difficulty in obtaining the modification of the law so as to meet the case of the Teachers and inhabitants mentioned by you. In the meantime, during the present quarter, I think it would be desirable to employ them as usual, but, of course, with the uncertainty of the absence of any present law in their favour. . . .

COBOURG, 29th of January, 1846.

EGERTON RYERSON,

#### 8. NECESSITY FOR HAVING TRAINED TEACHERS FOR THE COMMON SCHOOLS.

The Reverend William Hamilton, in writing to the Chief Superintendent on the subject of the " Classical Reader," (page 286,) added the following in regard to the great desirability of having trained Teachers for the Schools. He said :—

Allow me to add a few words on a subject which has frequently occupied my thoughts since I came to Canada. To you, of course, it is equally familiar ; and, with your experience I almost despair of suggesting anything new. It is the necessity of having Teachers trained under a Professor of the Theory and Art of Education. I have heard of the County Model Schools that have lately been established in some places in Upper Canada. They do not meet my views at all. Their Teachers require themselves to be trained. . . . The extent of school literature is not so great, that it requires the labour of a man devoted exclusively to the study to collect, condense, and systematize what has been done. Hence I infer the necessity of a Professorship of Education, but I would also venture to suggest that those small Model Schools be all or nearly all abolished and that a great Teachers' College be established, at which the best qualified teachers of Common Schools in the Province should be, in certain number and succession according to merit, allowed to improve themselves at the expense of the State. I would

send the best first, after careful and repeated examinations, and on their producing testimonials as to their moral character and efficiency, in order to stimulate both the Teachers themselves to emulation and the public to competition for their services. This, I conceive, would have a two-fold effect in raising the standard of education in the country.

WILLIAM HAMILTON.

PICTON, 17th of January, 1846.

#### 9. THE REPLY OF THE CHIEF SUPERINTENDENT TO FOREGOING LETTER.

I quite concur with you in regard to the necessity of training Teachers. I despair of witnessing any great improvement in the Common Schools, until we can supply them with Teachers trained in a Provincial Normal School.

By a Communication which I lately published in *The British Colonist* newspaper of this City, you will perceive that my views, as to the propriety of selecting the most promising young men of the Country as the first subjects for Normal School training, are similar to those which you have so lately expressed. (See also page 237 of this Volume.)

Although my attention has been directed to all the points referred to in your Letter, yet your observations,—the result of much experience, [as one of the Masters of the Belfast Academical Institution], as well as reading,—tend to strengthen me in the convictions at which I have arrived, and to which I am preparing to submit for the consideration of the Government, I, therefore, thank you most sincerely for them.

EGERTON RYERSON.

COBOURG, 27th of January, 1846.

#### 10. EXCLUSION OF COLOURED CHILDREN FROM THE COMMON SCHOOLS OF AMHERSTBURG.

Mr. Isaac J. Rice, on behalf of the coloured Ratepayers of Amherstburg and Trustees of School district Number three of that Village, presented the following cases of the exclusion of coloured children from the School of that district:—

The undersigned citizens of Amherstburg School District, Number 3, of this Village, after struggling through many difficulties in regard to education, and deprived of our Law-granted rights, have at last resolved to appeal to you, Sir, for advice which we know you are able to give and for that interference which shall secure to our citizens their rights.

It doubtless is not known to you that to the administration of the Common School Act there is, in this section of country, great objection, insomuch that it has not been nor is it now acted upon in most Towns in this part of the Province. The Trustees and citizens often say that "sooner than they will send to School with niggers they will cut their children's heads off and throw them into the road side ditch."

We took our children to school, as we supposed it was our privilege to do; but we were told, that no coloured children were allowed to come, as it was a Private School, and not a Government one; we therefore waited for a Government School to be established by our White neighbours, who were somewhat in the majority and put in White Trustees; but, at the same time they told us that the children should not go according to the Act, as they would not "send their children with Niggers." Therefore we have no Public, or Free, Schools for the children as required by the Law of the School Act. Finding that our neighbours were only organizing a private school, we went forward at the time and place of the School Meeting, and appointed the Trustees for the Common School, and carried to the Reverend Robert Peden, Town Superintendent, the report, or minutes of the Meeting. We then found that . . . the others had represented their School Meeting as a legal one, and their School as a Government School. We then sent our children to their School and they refused them admittance. The Teacher, said that her Trustees told her not to allow the coloured children to come to the School. We told her she could draw no public money then, she said she could not help that, and then turned them out doors. We went again and were served the same way. We went on with our School nine months of the year, average number of Scholars 35, number in the district 70. We have in vain appealed to Mr. Peden, Town Superintendent for Amherstburg, and now appeal to you for our rights.

ISAAC J. RICE, Secretary.

AMHERSTBURGH, January 23rd, 1846.

11. NOTE. This Letter having been sent on the 9th of February, 1846, to the Reverend Robert Peden, School Superintendent of Amherstburgh, for report, he replied as follows :

I received your Communication of the 9th instant, enclosing a Letter of complaint from the Coloured people of this place, regarding the Schools. In regard to the complaint, I am ready to acknowledge that it is not without some reason. The prejudice in this part of the Country is exceedingly strong against the Coloured people ;—and the great proportion of the White people are opposed to the admission of the Coloured children into Schools along with the Whites.

To prevent as much as possible the injury to the Coloured race arising from this prejudice, I designed School district Number 3 in Town, principally for them. There are, however, a good many White people,—chiefly French,—residing in that School district, who succeeded, at the Annual Meeting in January, 1845, to elect School Trustees for that district from among themselves. These Trustees would not recognize the Teacher of the Coloured School as the Teacher of that district any longer,—which was tantamount to a rejection of the Coloured people from the benefits of educational grant.

Under these circumstances, some of the Coloured people, residing in School district Number 21, (for a few of them reside in that district,) resolved to send their children to the School in district Number 2, but the Teacher of that district refused to receive them. The Coloured people complained of this grievance to me. I told them that I would call the attention of the Teacher of Number 2 to the clause in the Act, which expressly states that no class, or description, of persons are to be excluded from the benefits of the Common School.

The Teacher, however, still refused to admit the Coloured children. I then took upon myself to write to the Trustees of Number 2 district, stating that the Teacher had rejected Coloured children from his School ; that, in doing so, he was contravening the Law ; and that I would not run the risk of paying the government allowance to a Teacher who thus acted inconsistently with the requirements of the School Act.

Things went on for some time in this uncertain state,—the Teacher being afraid lest he might lose his allowance, yet he still refused admission to the children. I received, however, some time after, a Letter from the Clerk of the Town Council, stating that the Teacher, (Mr. Ince), had been complaining of my threatening to withhold the Government Grant from his School—the Clerk, at the same time, stating to me,—with the concurrence of the Solicitor of the Council,—that the law did not empower me to punish, in the way which I threatened ; that I had no power to refuse to pay the Order of any Teacher, when that Order came from the Trustees. This being the case, I regarded the matter as resting with the Trustees more than with me, because it lay with them to give the Order.

I saw that if the Coloured people are to be benefited by a School, it must be in some other way than the way attempted. I explained to them that, if they would take a Separate School, they might have one in the 3rd School district,—with a Protestant Teacher,—seeing that the Teacher in that District was a Roman Catholic,—but they became more determined the more they had been opposed, and seemed bent on having their children on the same footing as the White children.

In this manner, they have been deprived of the benefits of a Common School for the past year ; but I have reason to think that they will be able to have a School this year. At the last Annual School Meeting in January, the Coloured people met at the place I appointed, and chose their own Trustees ; but, I understand, that the French people met on the same day, but not in the place, which I had named, and chose Trustees also ; but I should be led to consider that the Coloured Trustees have the legal right to be regarded as the proper Trustees.

One thing might obviate the difficulty,—if there would be School districts not having a local boundary, and embracing a particular class of persons, such as the Coloured people.

As I have removed my residence a mile from Amherstburgh, I am now no longer Town Superintendent, but the office is now entrusted to Mr. James Kevill, Post Master, with whom you may hereafter desire to correspond, instead of with me.

AMHERSTBURG, 23rd of February, 1846.

ROBERT PEDEN.

## 12. REPLY OF THE CHIEF SUPERINTENDENT TO THE FOREGOING LETTER.

In reply to your Letter of the 23rd ultimo, to thank you most sincerely for the explanations you have given, and for the humane and Christian feelings you have manifested ; also for the pains which you have taken to protect the rights and promote the interests of the Coloured population in the Town of Amherstburgh.

The conduct of the Trustees of School districts Numbers 2 and 3 was clearly at variance with the letter and spirit of the School Law, as was that of the Council in virtually sanctioning it; but, as an Officer of the Council, you could not do otherwise than obey its orders. I hope the election of the Trustees, as you have stated, will prevent a repetition of the evils complained of during the present year; and that, before the commencement of the next year, a remedy will be provided against their recurrence.

I regret that you are no longer School Superintendent. I hope your successor will respect the British and Christian principles, on which you have endeavored to act.

COBOURG, 5th of March, 1846.

EGERTON RYERSON.

### 13. THE CHIEF SUPERINTENDENT'S REPLY TO THE COLOURED PEOPLE, AMHERSTBURG.

Before expressing any opinion on the subject of your complaint I thought proper to enclose your Letter to the Reverend Robert Peden, School Superintendent, for his explanation. Having received his answer, I have now to say . . . that the exclusion of your children from the Common School was at variance with the letter and spirit of the law; and the ground of that exclusion is at variance with the principles and spirit of British institutions, which deprive no human being of any benefit which they can confer, on account of the colour of his skin.

But Mr. Peden, who seems to have been your friend throughout, could not have done otherwise than he did, in paying the Order of the Trustees,—especially as he was required to do so by the Council whose Officer he was.

I understand from Mr. Peden that, at a time and place, which he had appointed you have elected Trustees, who will protect your rights for the present year. Any other Trustees elected at another place are, of course, only private, not the, School district Trustees. Your Trustees are, in law, entitled to the Government Grant for School district Number 3 during the present year. Before the commencement of the next year, I trust a sufficient remedy will be provided against the recurrence of the injuries of which you complain.

COBOURG, 5th of March, 1846.

EGERTON RYERSON.

## CORRESPONDENCE IN REGARD TO INDIAN SCHOOLS.

### 1. PETITION FROM THE INHABITANTS OF ALNWICK TOWNSHIP, RE INDIAN SCHOOLS.

A Petition having been sent to the Chief Superintendent of Education from the inhabitants of the Township of Alnwick, he addressed the following Letter on the subject to the Reverend William Case, Superintendent of Schools for that Township:—

I have this day received a Petition from the Inhabitants of the Township of Alnwick, complaining that in consequence of the Indian children being included with the number of White children by the Township Superintendent of Common Schools, in his Annual Report, the sum granted and raised by assessment for the support of Common Schools has been greatly increased, "and that, nearly the whole burthen of the School Assessment devolves upon the White population, as the Indians are assessed only on their chattel property, but that the said Superintendent has reserved a large portion of the said School Fund for the benefit of the Indian children, which, in the opinion of your Petitioners, they are not entitled to."

The Petitioners, therefore, pray that the "Superintendent of Education will represent their case to His Excellency the Administrator of Government" (Earl Cathcart), which I propose to do, in a Letter to the Provincial Secretary. . . .

COBOURG, 14th January, 1846.

EGERTON RYERSON.

### 2. LETTER TO THE PROVINCIAL SECRETARY, IN REGARD TO THE FOREGOING PETITION.

I have received a Petition from the inhabitants of the Township of Alnwick, complaining that the returns of Indian children are included with the returns of White children by the Township Superintendent of Common Schools in his Annual Report;—that the Indian School has received a portion of the Township School Fund;—that in consequence of this, the inhabitants at large are more heavily taxed than they would otherwise be, while the Indians, who pay no land tax, share equally with the White inhabitants in the distribution of the School Fund. The inhabitants, therefore, pray that I will "represent their case to His Excellency the Administrator of the Government in Council."



Before complying with the prayer of the Petition, I thought it advisable to write to the Township Superintendent, acquainting him with the purport of the Petition, . . . and stating that I would forward it for the consideration and decision of His Excellency. I take the liberty at the same time to make a few remarks on the affair.

The Township of Alnwick is thinly settled ; it contains only 111 children between the ages of 5 and 11,—59 of whom are Indian children. At the request of the inhabitants, and in accordance with the recommendation of the Township Superintendent, the District Council exempted them from the payment of School taxes on their lands in 1844. . . . The Indian Village, forming the only School district in the Township in 1844, the Indian School was entitled to the whole amount of the Government appropriation to the Township for the past year, according to the directions of the County Superintendent.

But the Township Superintendent, anxious that the White inhabitants of the two newly formed School districts in Alnwick should participate also in the benefit of the appropriation for 1845,—though they had not complied with the requirements of the law, in having a School in each district during three months of the previous year,—recommended at a public meeting the adoption of a Petition to the County Superintendent to that effect.

The County Superintendent, with the concurrence of the Acting Chief Superintendent, sanctioned this departure from the letter of the law for the benefit of the White inhabitants of Alnwick, and, on the recommendation of the Township Superintendent.

From the Petition of the White inhabitants of the Township, it now appears that they are unwilling to allow the Indian children to be considered at all in the distribution of the Township School Fund.

On the whole case, I beg to observe that the Township Superintendent . . . appears to have acted according to the directions of the County Superintendent, and with an earnest and generous desire to relieve and benefit the inhabitants of the Township, and, that, but for his suggestions, they would have received no part of the School Fund during the past year, and, therefore, that he is more entitled to the thanks, than to be complained of by the petitioners. I have also reason to believe that the Reverend William Case, the Township Superintendent, employed a good deal of persuasion to induce the inhabitants to consent to the formation of new Common School districts, and to establish Schools in them, in order that they might be entitled to a share of the School Fund. The District Council, having also taxed for School purposes all the personal property of the Indians, they have doubtless a fair claim to share in the distribution of the Township School Fund.

But the principle questions appear to be, whether the District Council ought thus to tax the Indians, and whether the Indian School ought to be considered as a Common Township School ?

The Indian lands are not taxed ; and I think, under all the circumstances, it would be advisable to recommend to the District Council to exempt them from School taxes. If authorized, I would write to the Warden, or Clerk, of the District Council to that effect.

I think also, that the Indian School ought not to be considered as a Common Township School. The Indian Village is the Head of a Mission of the London Wesleyan Missionary Society. It happens, in this instance, and at the present time, that the Missionary is the Township Superintendent, and, therefore, can arrange the School districts, and get the Trustees elected, and manage the School, according to his own views and wishes, and according to his duty to the Wesleyan Missionary Society. But, in the event of another person being appointed Township Superintendent, and another division of the School districts being recommended, and other Trustees being chosen, and another Superintendent visiting, and attempting to control the School, I am persuaded that the Society would not permit such interference, nor would they consent to the School being under any other control than their own.

The Indian School is a Missionary School of the London Wesleyan Missionary Society ; and, as such, I think it ought not to be recognized as a Common Township School, although I am confident that Mr. Case has acted with the most benevolent intentions, and with a desire, as he has assured me, to assimilate the Indians to the White inhabitants, as much as possible, and to make them feel as the ordinary subjects of Her Majesty.

Should the Government permit the District Council to tax the Indian Lands for School purposes ; or, should the Indian Department be authorized to pay to the Township School Fund an equivalent for the land tax, there would be no objection to including the Indian with the White children, in the annual Reports of the Township Superintendent, and then, probably, no difficulty would arise in respect to the Village of Alnwick remaining a School district by itself.

COBOURG, 26th of January, 1846.

EGERTON RYERSON.

## 3. REPLY OF THE PROVINCIAL SECRETARY TO THE FOREGOING LETTER.

I have the honour, by command of the Administrator of the Government, to acquaint you that His Excellency has had under consideration your Letter of the 26th of January, with a Petition . . . from the Inhabitants of the Township of Alnwick, complaining that the Indian children are included with the White children by the Township Superintendent of Common Schools in his Annual Report, and that the Indian School has received a portion of the Township School Fund.

His Excellency, having caused inquiry to be made into the matter, is informed that a separate school for the education of the Mississaga Indians of Alnwick has been established in the Village of Alderville, to the support of which £100 is annually contributed from the funds of the Tribe; and, that under these circumstances, it appears to His Excellency to be preferable that the Indian children should be instructed in their own school, rather than in the Common School, attended by the white children.

I am therefore to request that you will take such steps as may facilitate the arrangements preferred by His Excellency.

MONTREAL, 21st of March, 1846.

D. DALY.

The Chief Superintendent of Education having sent a copy of the foregoing Letter to the Reverend William Case, local Superintendent of Schools for the Township of Alnwick, Mr. Case replied as follows.

## 4. LETTER TO THE CHIEF SUPERINTENDENT FROM THE SCHOOL SUPERINTENDENT OF ALNWICK.

I have the honour to acknowledge the receipt of your Note of 1st instant, containing the decision of His Excellency the Administrator of the Government. I had a few days before received His Excellency's decision, as also an inquiry as to "why the Indian children attend the Common School, in preference to that established in their own Village for their own use." To which I have replied, a copy of which I herewith enclose for your information.

ALDERVILLE, April, 1846.

WILLIAM CASE.

## 5. ENCLOSURE: LETTER FROM MR. CASE TO PRIVATE SECRETARY HIGGINSON.

I have the honour to acknowledge the receipt of your Letter, containing the decision of His Excellency the Administrator of the Government on the Petition of certain inhabitants of Alnwick:

"That it appears to His Excellency to be preferable, that the Indian children should be instructed in their own School rather than in the Common School attended by the White children." I also desire to acknowledge your note of the 9th of March last, conveying an inquiry of His Excellency:

"Why the Indian children attend the Common School in preference to that established in their own Village, and for their use?"

To which I beg leave to remark, that, in the absence of more definite explanation, His Excellency was not made acquainted with the real facts of the case, as will appear from the following statements.

1st. The Indian children have always been instructed in their own School, in the Village of Alderville; and the School is in no way connected with the Schools for White children, other than that it forms one of the Common Schools of the Township: School district Number 1 embraces the Indian Settlement alone; no White settlers reside in it, nor are they included in the School district returns, and no Indian children attend the Schools of the White settlers.

2nd. That, after the Indian School has been seven years in operation in the Township of Alnwick, the District Council, in February, 1844, called for a Report of the Schools in the Township for 1843. In compliance with the request of the Council, I reported, that there was but one Indian School,—that it was confined to the Indian Settlement—defined the boundary of the School district, and that the White inhabitants did not wish to be formed into School districts, as they were unable to build School Houses, or to support Schools.

3rd. That the District Council approved of the organization of the School district Number 1, and ordered the lands of the Indians to be taxed.

4th. That the Indians paid taxes on their personal property. In their taxes were included the School rates, which they also paid.

5th. That the £100 which is paid from the Indians annuity is not for Common School purposes; no part of the Teacher's salary is paid from it, but it is applied solely for the board and clothing of a certain number of the Indian children, who are taken into the Mission family, and instructed as well in the business of the farm, as in the ordinary teaching of the School.

6th. That the objection which the White inhabitants seems to have felt to the Indians having a share of the Common School fund, was that they paid no taxes on the lands which they occupy,—that, if the Indians were to pay their school rates on their lands, as well as on their chattel property, they would not object to their having a share of the School fund.

I have only to remark, in conclusion, that no objections are taken to the decision of His Excellency, neither to the course adopted by the Chief Superintendent of Education. For, if the Indians are to be exempted from paying rates on their lands, it seems proper they should not participate in the advantages of the School fund. Though I remain of the opinion, that it would very much facilitate the civilization and improvement of this Indian community, if they were to be placed on the same footing as their White neighbors.

ALDERVILLE, April, 1846.

WILLIAM CASE.

## CHAPTER XV.

### GENERAL REGULATIONS AND INSTRUCTIONS, FRAMED UNDER THE COMMON SCHOOL ACT OF 1846.

The "Forms" prescribed by the Chief Superintendent, under the Common School Act of 1846, being legal and technical in their character, are not inserted in this Chapter. The General Regulations and Instructions, however, being more important, as well as more permanent in their nature, are inserted as follows. Those relating to Religious Instruction in the Public Schools were prepared by the Chief Superintendent, after consultation with some representative men—including Bishop Strachan, Bishop Power and the Reverend H. J. Grasett, Rector of Toronto,\*—They are, in substance, practically the Regulations, in regard to Religious Instruction which are observed in the Public Schools of to day :—

#### I. THE CONSTITUTION AND GOVERNMENT OF THE COMMON SCHOOLS, IN RESPECT TO RELIGIOUS INSTRUCTION.

1. As Christianity is the basis of our whole System of Elementary Education, that principle should pervade it throughout. Where it cannot be carried out in mixed Schools, to the satisfaction of both Roman Catholics and Protestants, the Law, since 1841, has provided for the establishment of Separate Schools. And the present Common School Act of 1846, securing individual liberty, as well as recognizing Christianity, provides :—

"That, in any Model, or Common, School, established under this Act, no child shall be required to read or study in, or from, any Religious Book, or to join in any exercise of devotion or Religion, which shall be objected to by his or her parents or guardians;" (Section xxxi.)

"With this limitation, the peculiar Religious Exercises of each School must be a matter of understanding between the Teacher and his employers. This must be the case in regard both to Separate and Mixed schools.

2. In Schools which are composed of both Roman Catholic and Protestant children, the Commissioners of National Education in Ireland have made the following Regulations which are worthy of imitation wherever desired and practicable in Canada :—

One day in each week, or part of a day, (independ. ntly of Sunday,) is to be set apart for the Religious Instruction of the children, on which day, such Pastors, or other persons, as are approved of by the parents and guardians of the children, shall have access to them for that

\* "Ryerson Memorial Volume," page 79.

purpose." . . . "The Managers of Schools are also expected to afford convenient opportunity and facility for the same purpose on other days of the week. But, where any course of Religious Instruction is pursued in a School, during School hours, to which the parents of any of the children attending it, object, the Managers are to make an arrangement for having it given to those who are to receive it at a stated time, or times, and in a separate place; so that no children, whose parents, or guardians, object to their being so, shall be present at it." The Commissioners of National Education in Ireland also observe in their Second Report, that—

"In the National Schools of Ireland the importance of Religion is constantly impressed upon the minds of the children, through the works calculated to promote good principles, and fill the heart with love for Religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians. The children are thus prepared for those more strict Religious Exercises, which it is the peculiar province of the Ministers of Religion to superintend, or direct, and for which stated times are set apart in each School, so that each class of Christians may thus receive, separately, such Religious Instruction, and from such persons as their parents, or pastors, may approve, or appoint."

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

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

#### THE GENERAL LESSON (ON RELIGIOUS INSTRUCTION) OF THE IRISH NATIONAL BOARD.

1. Christians should endeavour, as the Apostle Paul commands them, "to live peaceably with all men," (Romans xii, 18) even with those of a different Religious Persuasion.

2. Our Saviour Christ, commanded His disciples to "Love one another." He taught them to love even their enemies, to bless those that cursed them, and pray for those who persecuted them. He himself prayed for his murderers.

3. Many men hold erroneous doctrines; but we ought not to hate, or persecute, them. We ought to seek for the truth and hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Our Saviour Jesus Christ did not intend His Religion to be forced on men by violent means. He would not allow his disciples to fight for Him.

4. If any persons treat us unkindly, we must not do the same to them; for our Lord Jesus Christ and His Apostles have taught us "not to return evil for evil." If we would obey our Saviour Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

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

6. We ought to show ourselves followers of our Saviour Christ, who "when he was reviled, reviled not again," (I Peter ii, 23) by behaving gently and kindly to every one.

For a more detailed exposition of this important subject, all parties concerned are referred to the "*Report on a System of Public Elementary Instruction for Upper Canada*," (inserted on pages 138-211 of this Volume.)

\* For full particulars of the Regulations for Religious Instruction in the Church of England "Voluntary National Schools," and the "Voluntary Schools" of the other Religious Denominations in England, in 1898, see a "*Report on Popular Education in England, 1897, 1898*," by the Editor of this Documentary History, in Appendix N. to the Report for 1898 of the Minister of Education for Ontario, pages 191-259.

## II. HOLIDAYS AND VACATIONS IN THE COMMON SCHOOLS

1. Every alternate Saturday shall be a Holiday in each Common School.
2. There shall be a Vacation of eight days at Christmas, and another of eight days at Easter, in each year.
3. There shall be a Vacation of two weeks during some part of the Quarter ending on the 30th of September, at such time as the District Superintendent of Schools may direct; or, if he shall not direct any particular time, it may be at such time as shall be preferred by the Trustees and Teacher.
4. Each District Superintendent of Schools shall have authority, when he may think proper, in visiting the Schools, to give the children a Holiday for general good conduct and general attendance at School.
5. All Agreements between Trustees and Teachers shall be subject to the foregoing Regulations; and Teachers shall not be deprived of any part of their salaries on account of allowed Vacations and Holidays.

## III. DUTIES OF TRUSTEES OF COMMON SCHOOLS UNDER THE ACT OF 1846.

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

2. The Trustees employ the School Teacher;—agree with him as to the hours of daily teaching; the period during which he teaches; and the amount of remuneration; but the mode of teaching is with the Teacher. On the expiration of the term of agreement, Trustees can dismiss a Teacher, if they are not pleased with him; but, subordinate to the General Rules and Regulations provided under the School Law of 1846, the Teacher has a right to exercise his own judgment in teaching the School; and the District Superintendent of Schools and the School Visitors alone have the right to advise him on this subject. The Teacher is not a mere machine; and no Trustee, or Parent, should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible. To interfere with him, and deprive him of his discretion as a School Teacher, and then, as is often the case, to dismiss him for inefficiency, is to inflict on him a double wrong, and a double injury, and frequently injures the pupils themselves, and all parties concerned. While a person is employed as a School Teacher, it is essential, both to his character and his success, that he, and not others, should be the Teacher of the School. It is, nevertheless, the duty of the Trustees to see that the School is conducted according to the Regulations provided for them, under the School Law.

3. It is, therefore, important that Trustees should elect a competent School Teacher. The best Teacher is always the cheapest. He teaches most, and inculcates the best habits of learning and mental development, in a given time, and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a School Teacher fairly and punctually, and treat him properly, will seldom want a good Teacher. To employ an incompetent person, because he offers his incompetent services for a small sum,—though at a higher rate than a competent person,—is to waste money, and mock and injure the youth of the neighborhood. The National Board of Education in Ireland remarks:—

“A Teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but also be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which patrons of schools, when making choice of a Teacher, should anxiously look.”

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

5. In the selection of Text Books to be used in the School, the Trustees should see that but one series of Reading Books, one Arithmetic, or one for the beginners and another for the more advanced pupils, one Geography, etcetera, should be used in any one School, in order that the scholars may be classified in the different branches which they are studying. Heterogenous School Books, (however good each may be in itself, like each of several old coach wheels), render classification impossible, increase the labours and waste the time of the School Teacher, and

retard the progress of the pupils. Both the Teacher and the pupils labour at, perhaps, not less than a hundred per cent. disadvantage, when they are compelled to use School Books which are as various as the scholar's names. The series of Readers, and other School Books, published by the Board of National Education in Ireland, and recommended by the Canadian Board of Education, are doubtless the best, and will be the cheapest series of Canadian School Books sold in Canada. as may be seen by referring to the list of prices (on page — of this Volume).

6. The Trustees, should, also, see that their School is furnished with a Visitors' Book, in which the remarks of School Visitors may be entered.

#### IV. EXPLANATORY REMARKS TO SCHOOL TRUSTEES IN REGARD TO FINANCIAL MATTERS.

1. The Secretary-Treasurer of the School Trustees should take a receipt from the School Teacher for all moneys paid to him. The taking and giving receipts for money paid will prevent errors and misunderstandings. . . .

2. The Trustees can impose any School Rate Bill upon property which they may think necessary for renting, and repairing and furnishing a School House. They are thus invested with all the authority necessary to promote the School interests of their Section. See the several clauses of the 27th Section of the Common School Act of 1846.

3. As the School Accounts of each year must be kept separate by the Chief Superintendents of Education, so must the School Rates imposed by the School Trustees. . . .

#### V. DUTIES OF TEACHERS OF COMMON SCHOOLS UNDER THE ACT OF 1846.

The 28th Section of the Common School Act of 1846 prescribes the General Duties of Teachers, and the discipline to be maintained by them, according to the Regulations and Forms prepared by the Chief Superintendent of Education. . . .

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

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

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

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

4. To observe themselves, and to impress upon the minds of the pupils, the great rule of regularity and order—a time and a place for everything, and everything in its proper time and place.

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

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

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

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

N.B.—The classification of the children (referred to in the foregoing third Rule,) applies to all Schools, whatever Text Books may be used in them. But the National School Readers, as well as other Books of the National Board in Ireland, afford peculiar facilities for doing so,

as the Readers are numbered 1, 2, 3, 4 and 5, and are formed upon the progressive principle,—“that is, each Lesson made a little more difficult than the preceding one, (the one rising above another, like the steps of a stairs). It will be necessary to divide each class into divisions, to correspond with the progress and proficiency of the children. For instance, the first division of the first class Reading Book will be learning the Alphabet; the second, Monosyllables; and so on.” The Intellectual System of Education is the method inculcated in the Prefaces of those excellent School Books, while the Books themselves are so much superior to the common class of Text Books, and contain so much information on subjects seldom brought within the reach of the mass of the people, that they form a sort of library themselves, and require careful and diligent study, on the part of the best Teachers, in order to teach them intellectually to others.

#### VI. GENERAL REMARKS IN REGARD TO THE STATUS OF SCHOOL TEACHERS.

1. Common School Teachers may be naturally divided into three classes. A Teacher of the first class receiving a general certificate—according to the form prescribed:—one of the second class receiving a special certificate, permitting him to teach in a Township named:—one of the third class receiving a special certificate, limited to a single year, and to a single School Section, and that, too, at the special request of the Trustees of such Section. Certificates of this last class may be granted by any two School Visitors, as well as by the District Superintendent of Schools.

2. The line of demarkation between these three classes of certificates must, at present, be left to the judgment of each District Superintendent of Schools. Further consultation and preparation are desirable before making the legal classification of Teachers as contemplated in the 41st section of the School Act of 1846. But it is recommended, except under very peculiar circumstances, that no certificate of qualification be given to a person who is not competent to teach English Grammar—including orthography and orthoepy, as well as syntax and prosody—Writing, Practical Arithmetic, Book-keeping by Single Entry, and the Elements of Geography. In all cases in which the Teacher possesses a knowledge of these subjects in a higher degree, or of any of the several other subjects mentioned and recommended in the “*Report on a System of Public Elementary Instruction for Upper Canada,*” it should be mentioned in his certificate of qualification. (See pages 138-211 of this Volume.)

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

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

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

#### VII. DUTIES OF COMMON SCHOOL VISITORS UNDER THE ACT OF 1846.

1. All Clergymen recognized by law, all Magistrates, and District Councillors are School Visitors; and their duties are clearly pointed out in the 15th and 16th Sections of the Common School Act of 1846.

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

3. The District Superintendents are School Visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 4th division of the 13th Section of the School Act of 1846. While each District School Superintendent makes the

careful inquiries and examinations required by law, and gives privately to the Teacher and Trustees such advice as he may deem expedient, and such counse' and encouragement to the Pupils, as circumstances may suggest, he will, as the Irish National Board direct each of their local Superintendents,

" Exhibit a courteous and conciliatory conduct toward all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of Managers and Teachers of Schools."

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

N.B.—There is nothing in the School Law of 1846 against Visitors being elected Trustees ; and the same person may often serve most usefully both as a Trustee and a Visitor,—filling the latter office *ex-officio*, and the former by the choice of his neighbours.

#### VIII. APPEALS TO THE CHIEF SUPERINTENDENT OF EDUCATION UNDER THE COMMON SCHOOL ACT OF 1846.

1. All parties concerned in the operation of the Common School Act have the right to appeal to the Superintendent of Education ; and he is authorized to decide on such questions as interested parties may think proper to refer to him. But, for the ends of Justice,—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Superintendent :

(1) To furnish the party against whom they may appeal, with a correct copy of their Communication to the Superintendent, in order that the opposite party may have an opportunity of transmitting also, any explanation, or answer, that such party may judge expedient.

(2) To state expressly, in the appeal to the Chief Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Superintendent will decide, or form an opinion, on any point affecting differing parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing.

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

TORONTO, 1846.

EGERTON RYERSON.

### CHAPTER XVI.

#### REMINISCENCES OF SUPERANNUATED COMMON SCHOOL TEACHERS, 1842-1847.

These " Reminiscences " of the old Teachers of Common Schools in Upper Canada have present a very graphic picture of the Schools of this Province, "as they were in the early days," and at the various stages of their history. I have therefore, grouped them in periods in these Volumes, so as to correspond with the dates of the several Volumes of this Documentary History. In this way, the chronological sequence of the " reminiscences " is kept in view.

In very many cases the Teachers who have furnished " reminiscences " fail to give the name of the places in which they have taught ; and even the dates are, in some instances, omitted. It is only by reference to the records of the Department that some of these omissions have been supplied.

\* Provision for Common School Libraries was made in the Common School Acts of 1850 and 1853. See note on page 210 of this Volume.



1842. I have taught twenty-nine years in Ontario.—from 1842 until 1871. The School Houses, at that time, being chiefly log and frame buildings. I received my education in the National Schools of Ireland; and, when the Reverend Egerton Ryerson was appointed Chief Superintendent, he recommended (in 1846) the National series of School Books for use in the Upper Canadian Schools.

Some Sections in which I taught School in my time had in them old frame School Houses; now the Trustees of one of them have built a beautiful brick School House, with a Bell on it, and beautiful seats in it, not the old-fashioned ones nailed around along the sides of the School House as formerly. In my time, the Examiners of Teachers were Township School Superintendents, appointed by the District Municipal Councils.

GANANOQUE, April, 1896.

MICHAEL GALLAGHER.

1842. I do remember commencing teaching in one School, where the forms, or seats, appeared to be all of the same size and height. I, therefore, got a saw and cut a part of the feet off one, or more, of them, so that the smallest children could sit on them, and rest their feet on the floor. In some Schools there would be no Blackboard. When employed in such a School I advised the Trustees to get a Board of the kind, and they usually did so. I used the Blackboard in teaching Arithmetic, so far as the Rule of Three, or Practices. As for the Maps, I cannot say much about them; but I think, the Maps of North and South America were in the Schools, in which I taught. The 1st, 2nd, 3rd, 4th and 5th Reading Books were used in these Schools for learning to read.

GARVAGH, June, 1896.

ADAM ROBINSON.

1843. In 1843, I was engaged to teach in Nelson Township,—then known as School Section Number 6, on Dundas street. In the next year the Reverend Doctor Ryerson had become Chief Superintendent of Education; and the Irish Series of National School Books came into use in 1846; they were considered very good—the best in their day. In about the same time all the School Teachers of the Township of Nelson were notified to appear at the Office of the Township Clerk, in order to undergo an examination and receive a Certificate of Qualification, if approved of,—thus enabling such Teachers to receive a share of the Government grant made for the support of Public Schools, then called Common Schools.

The School House in School Section Number 6 was built of logs, and, at the Teachers' Examination, I and another, alone, out of twelve candidates, received Certificates of Qualification; the other ten Teachers were recommended to study up diligently for three months, and then reappear for examination. I remained in Section six for five and a half years, not quite continuously, however. I made it my duty to treat the sons and daughters of the honest farmers of those days with kindness and respect, and they always treated me with courtesy and respect in return. There were no School Desks in the old log School House of those years, such as are to be found in use now in all the School Houses erected during the past thirty, or thirty-five years. The Writing Desk then consisted of a wide board, or plank, fastened against the wall, at a certain angle, with a long bench in front of it, for the children to sit on. It was without any back to it, to lean against; the children, however, made the best of the situation, and were generally easily managed.

WATERDOWN, May, 1896.

J. BREMNER.

1843. I came from England in 1843, and soon commenced teaching a Common School in Windham. I taught two Schools in that Township, and two in Townsend, both in the County of Norfolk. The School Houses were all frame buildings, and would be a credit even at this time. I and the pupils were proud of them. We used to have "bees" for cleaning the House; and, when it was cleaned, the stove, its drum and pipes, would do for mirrors, and the Desks, Seats and Floor would rival it when new; it was not painted, so it was no small job to clean it.

I used to "board-round" with the pupils, and found it very agreeable. I did not have to board more than four, or five, places in a School Section; and there used to be a little rivalry in these places as to who could do the best for the Teacher.

The pupils' ages varied from five years to thirty; in one or two Schools there were married pupils; in one case, there were five sisters in the Spelling Book, three of whom did not know their letters; in some cases there were whole families going to School; in one School there were seventeen, out of sixty-five, pupils older than myself.

At that time the School Text Books were of great variety; the Bible and Testament were used for lessons in reading; writing paper was unruled. For pens, goose and turkey quills were used; it took much time ruling paper, making pens and writing copy head lines. A great many of the School books used were American. I remember that one Grammar had sixteen moods.

In 1845, or 1846, I thought that I would quit teaching, and go home and work on the farm, which was in West Zorra, Oxford County, School Section Number one. Soon after, the Trustees of the Section came to me to see if I would take the School, saying that they had engaged four, or five, Teachers in about a year; one had been thrown out of the door by the pupils; and another had taught a few days and was thrown out of the window; but they thought that I could manage the big boys, since there was a swamp close by where I could get any quantity of blue "beech-bitters," if the pupils needed any floggings, and they were not in favour of "sparing the rod and spoiling" their boys and girls. I agreed to try the School for three months, which lengthened finally into between four and five years,—until our family moved to Ingersoll. I found the pupils mostly well behaved and anxious to learn; there were a few that seemed bent in making mischief, but a few doses of "beech bitters" made them submissive and teachable.

The School House was old, and made of rough logs. It was about twenty by thirty feet in size, with windows on three sides,—two feet high, and ten feet long, or wide. There were three long desks on the three sides of the School Room, and moveable forms covered with carved figures. The Reading Books were mostly the Bible and Testament; and Spelling Books for Juniors. The Arithmetics, were mostly those which the parents of the pupils had used in Scotland; the Grammars were Allan's, Lennie's and Murray's.

The Reverend Donald McKenzie of Embro was the Township School Superintendent; and he often told me that my pupils knew their "Shorter Catechism" the best of any class he had examined.

INGERSOLL, April, 1896.

JAMES ELLIOTT.

1843. I emigrated from England to Canada in 1842. I was then seventeen years of age; had received my education at home; settled with my parents, about three miles from Bradford, in West Gwilliamsbury, in the Fall of 1843. I then went into the Township of Innisfil to teach, at a place then called "Jimby's Corners." In going there I had a terrible journey to get through the swamp; it was a bad road made with logs, or trees, cut down to pass over, from log to log; all through there were woods on each side, with only, here and there, a small clearing. I found the poor settlers were very anxious to have a School, but they were too busy clearing to spare time then to build a School House.

The Township Superintendent, the Reverend S. B. Ardagh, had told the people that if they could get a Teacher, he would grant remuneration from the School fund. There was an old small Shanty on a hill, which some one had put up and left, which I used as a School House, seeing the anxiety of the settlers. I sought a place to board at, and opened School in the little log Shanty on the hill. I had about fourteen scholars; the little children had only an alphabetical Book each. I taught them until some were able to go into the first part of the old Primer; some were able to repeat the Addition and Multiplication Tables. There was only one window of six small lights in the House, or Shanty; a fire-place, made of sticks, straw and mud; the roof was covered with bark, and it was a "delightful time" when the rain came down on us now and then. After teaching nine months, the Township Superintendent would not make us the grant, because we had not twenty-five pupils of school age (between 5 and 16 years of age), so I had to pay my board and leave. It grieved me to leave the dear children. Years afterwards it became a Government School; and, to-day, it has a large brick School House, and is known as the Church-Hill School.

I next taught at Coulson's Corners, West Gwilliamsbury; there was a good log School House in the Section, with four windows in it; no apparatus, and but a few School Books and Slates. We had the 1st, 2nd and 3rd National Readers; no Maps, but we had a stove. I next taught in Tecumseth, on the 8th Concession Line, in a small log School House, with one window in it. We had no apparatus, only a few School Books.—the 1st, 2nd and 3rd Readers, a few Slates, Spelling Books and Table Book. There now stands in the place of the old log building, a large brick School House, with every necessary apparatus, Maps, Globes, etcetera;—in fact, every requisite for educating children. It is now known as the Beeton School, in the Village of Beeton.

I taught for years in various School Sections; they were all equipped as already described. But to-day, most of them have either fine frame, or brick, Buildings, with warm, well-plastered, comfortable rooms and fittings for both Teachers and pupils. In our time of teaching, in the early forties, we sometimes had two, three, or four miles to walk to our Schools,—in mud, snow, rain, or heat, and through almost pathless woods. My last School House was in the middle of a thick dark Wood, of tall pine trees. We had to wear coarse clothing to stand going through the brush wood and briers. Both Teachers and children endured thirst, hunger, cold, heat, and other hardships, going to and returning from School. There were long distances to walk so that to get to the School in time, clean our School House, and in winter, light our School fires, we Teachers dearly earned our small wages.

In some School Sections we had to "board-round" with the children, and sometimes we found that not very pleasant. Our salaries were from \$100, \$175 up to \$200, or \$275 a year; or a Teacher with a first Class A Certificate might get \$350 in Towns, rather than go back into the woods.

I am proud to see the great educational change in the country now;—the fine School Buildings. The staff of Teachers in 1896 have pleasant times in comparison with those of 1846; they have good salaries, and no hardships to suffer. Under the present School System the tuition of children in the back Townships of Ontario is a pleasurable employment. My heart is ever delighted in viewing the progress made since 1843 in Education throughout Ontario. Schools, fifty years ago, were mostly all as I describe them,—poor, comfortless log huts. We, old Teachers, had to do as well as we could, or no Schools would have set up in the wild woods of Canada. Patience, perseverance and endurance was the motto with School Superintendents and Teachers.

PHELSTON, April, 1896.

PATIENCE S. COURTNEY.

1843. I commenced teaching in the Township of Hope, School Section Number 10, in 1843. The Reverend Doctor Shortt was Township School Superintendent. In Clarke Township, Number 10, the Reverend William Ormiston was Superintendent; in Manvers Township, the Superintendent was the Reverend William Logan. All the Public School House were of log in those days.

I taught in four different Schools: One in the Township of Hope—a frame School House; two in Clarke, one brick and one frame; one in Manvers, a log School House. The buildings were very cold, and inferior to what they are at present. There were no Maps nor Blackboards in them. The subjects taught were Reading, Geography, Arithmetic, Grammar, Spelling and History. I had only two weeks vacation at midsummer, and every other Saturday.

CLARKE, April, 1896.

JAMES ROBINSON.

1844. The first School in which I taught was in November, 1844. I was engaged for six months;—was to get three shillings and nine pence (75 cents), per pupil, per Quarter, and the Government Grant, and my board. I had to "board-around" among the people, who sent children to the School; some places would be fully two miles from the School House. I had a very good School, and a pleasant time and always good board. I was pretty well acquainted with the neighborhood.

The School House in which I taught was a frame Building nearly new; the desks for writing on were placed against the wall, on either side, so that the pupils had to sit with their backs to the Teacher, when writing, or "ciphering"; the seats ran the same way,—each row being raised some 8 or 10 inches above the front seats. We had no maps or black-boards in the School. We had a "Spelling School" one night in each week, at which many of the parents attended and took part in the spelling. The Reading Book used in all the schools was called the "English Reader." Walkingame's Arithmetic and Kirkham's Grammar were the other School text-books.

The next School I taught in was  $1\frac{1}{2}$  miles west of Oshawa. The School House was brick; the seats and desks were the same as in the other. No Maps, or Blackboards in the School. I had a Blackboard made, which cost me \$6.00, and I left it in the School House, when I left it. The next School in which I taught was in the Township of Pickering; this School House was frame; the desks and seats were the same as in the others,—only the floor, on which they were placed, was on a level. The seats, or benches, were made to suit the length of the legs of the pupils,—the little fellows being in the front, and the larger ones at the back. We had a Blackboard in this School, but no Maps. During the first six months I got 75 cents per quarter per pupil and the Government Grant. I got a rise to 80 cents per pupil per quarter for the next six months, but I would not remain for less than Sixty Pounds a year, which the Trustees would not give.

WHITBY, April, 1896.

J. W. PALMER.

1844. I taught for two years in North Gower in 1844. I then left and came to School Section Number 2 North Elmsley. The Building was a little log School House, with but two windows, and no desks. The School Books used were same as usual. I left at the end of a year, and came to the Township of Bastard, School Section Number 8, where I now live.

There was a frame School House in this Section pretty well seated, with desks all around the walls. In addition to the School Books used in other Schools, I found a class in Grammar and one in Geography. When I left this School I returned to the School in North Elmsley, Number 2. Here I got the Trustees to fix up the School-House, make new desks and put in

more windows. I taught here for three, or four, years; worked hard, and, when I left, the scholars were well up in Arithmetic and Grammar. I could not induce them to take up any other School Book. The Books used then were Mavor's Spelling Book and the English Reader. They were exclusively used. I afterwards taught in School Section Number 1, Township of Bastard, (New Boyne) There was in this Section a small School House, but in it, were a few good desks. The scholars were very backward. The same School Books were used as in the other Schools. Out of my own pocket I purchased a lot of National School Books; some I sold, and more of them I gave away. I worked hard for one year, then left, and came to School Section Number 2 Bastard. I taught in this School for two years. The Building was very poor; furniture bad and the scholars far back. Rallied them up, and got in the National School Books; formed classes in Grammar, Geography and English History. Did well, left and went to Township of Kitley. I taught School in Kitley in a log Building. The Desks were pretty good. The National School Books were used exclusively. I then went to the Township of Elizabethtown. In the Section there was a frame School House. I taught there for nearly two years, and used the National School Books. The School was well seated, and we had a Blackboard from the first. The subjects taught were: Spelling, Reading, Writing, Arithmetic (Sangster's,) Grammar, Geography and History. I left this School and went to Bishop's Mills, where I taught for two years. We had there a log Building, and middling furniture. The classes were the same as in Elizabethtown School. I went back again to New Boyne, and finally wound up in School Section Number 3 in Bastard. There was here a Brick building well seated; and the National Series of School books were used. I taught here for two and a half years, where I was superannuated. I taught in some other School Sections, in which there were poor buildings, poor scholars, and poor accommodation.

HARLEM, April, 1896.

WILLIAM GORMAN.

1845. In 1845, I was appointed the Teacher of the Bath Public School. The Building was rough cast, two stories high; the lower story was divided into two rooms. In the one room was the Public School Department, and in the other, was the Grammar School. In both these Departments, the fittings were similar to those in the first School I taught but the pupils were more advanced. In a short time the Irish National System of School Readers, Arithmetics, Grammars, etcetera, was introduced; and after this were Maps, Anatomical Plates, Orrery and Tellurian were added. All these were of great benefit to the pupils.

FERGUS, April, 1896.

ROBERT PHILLIPS.

1845. I came from Ireland in 1845, and obtained a 1st class Certificate of Qualification from the City School Superintendent in Toronto. Teachers were poorly paid then; and School was kept during only a part of each year.

The School Houses, Seats, Books and Teachers in new districts of the Province, were poor; there was no uniformity of School Books, Maps, or Historics; Dictionaries were not used in poor School Sections, as the people had not money to buy them. The old Settlements of the Country were better provided with School Houses, and their requisites—including the Teachers. I was fortunate enough to get a School in a rich old settlement; and, in addition to a comfortable house for my family, with ten acres of land attached, I got a good salary. The Trustees were Irish, and were glad that an Irish immigrant was able to a first class Certificate of Qualification, as Teacher.

Such was the state of Schools, etcetera, until the Reverend Doctor Ryerson obtained a copyright of the Irish National School Books, and formed a good School System, which soon improved so much that the Ontario School System is now as perfect as that of any other Country in the World and is, I think, much better than the Irish School System.

KINKORA, June, 1896

PATRICK O'SULLIVAN.

1845. In 1845, I engaged in a School Section near Bytown, (Ottawa,) for two years, my name being held in high estimation as a Teacher I, therefore, went to that School Section, where I stopped for two years. The School was well supplied with School furniture. I was then engaged by the School Trustees at Metcalfe village for two years, and had a comfortable School room, which was also well furnished.

The School Books used at my School were Jackson's and Morrison's Book-keeping, Murray's English Grammar, and Thompson's and Walkinghame's Arithmetic.

My next engagement was at School section Number eight, where I taught for eight years, in a new and well furnished School House. These different School Sections were all in the vicinity of Ottawa,—(Township of Osgood and Gloucester). I was then invited to come to Ottawa City,—and take charge of one of the Common Schools there. I taught School under the Ottawa School Board for fifteen years; and, at the termination of that time, my School was

examined by the City School Superintendent, by the late Honourable William Stuart, Member of Parliament, the Mayor of the City of Ottawa and other Members of the Board of School Trustees. My School was well furnished with desks, forms, etcetera, by the School Board.

SOUTH ENGLEWOOD, April, 1896.

JOHN MONAGHAN.

1846. I could say much of the Schools in the good old times, for I taught in many. A Teacher, in those days, who remained more than a year in a "deestric" was considered quite a veteran. Almost uniformly Teachers made the School merely a stepping-stone to something more profitable. There were always vacancies to be filled; and no training whatever was required to be "qualified" as a Teacher.

My first School was in the Province of New Brunswick, at Cole's Island, on the beautiful Washademoak in Queen's County, Parish of Johnston, where, at the county Town I received my license, (at the mature age of 16), to "teach the young idea." It was not only my first School; but I was also the first Teacher in it, and, in fact, we were all new together.

There were just seven families in the School district, and the sum total of the scholars was 21. They paid me £12 (\$48) and the Government money £20 (\$80), a year, and I "boarded round." The Building was new, and about large enough to hold us all. It was what they called "puncheon built" and shingled all over.

The Books consisted of the New Testament, Primer and Walkingame's Arithmetic. About a fourth of the scholars had been introduced to the "three R's;" the rest were in the alphabet.

The pupils were generally docile and intelligent; and, at the end of my scholastic year, they could read about as well as many in the neighborhood. I left them with regret; I could have stayed had I wished; and I look back on that time as the pleasantest of my teaching years,—being a succession of junketing, shooting, fishing and "polishing off rough diamonds."

My first Ontario School was a more pretentious affair, but not so agreeable. It was in 1846, —just 50 years ago—that I engaged at a place called "Hartman's Corners," in the Township of Whitechurch, York County. Joseph Hartman, afterwards M. P. was School Superintendent of the Township,—immediately preceding Hamilton Hunter, who became the County Superintendent. In the neighborhood they were all pro-Yankee in feeling—called "United States: "the other side." All their previous Teachers had been Yankees, and "they had no use for a Blue-nose."

Their School Books were all Yankee, and so was their pronunciation. The Geography was Morse's, in which Canada was barely alluded to; the Arithmetic contained all the currencies in the various States in £. S. D. before the advent of the \$'s, but nothing of Canada, or even of England. Their history was of the United States, in which the battle of Lundy's Lane was a grand "American" victory.

The School House in which I taught was not log for a wonder, but much worse, for many frame "clapboards" had departed. The walls were innocent of all ornament. One long desk and four benches ran the whole length of the room, the bark still clinging to the legs of the latter. These formed the entire furniture; the Stove was as red as a fox, and as it was cracked, and had only three legs it tumbled over several times, and always when at its hottest. The wood for it was sparingly supplied by any farmer kind enough to do so, after repeated solicitations. It was invariably green and was, as invariably, in cordwood lengths, which I had to cut and split with a very dull axe.

And yet, strange as it may appear, there was a tradition that a Teacher, in the dim ages of the past, had actually "graduated" from this seat of learning; but the story was so wrapped up in fable, that it became as mythical as the journey of Jason after the golden fleece.

My salary was \$20 per month,—the Government money being about one-third more. The balance had to be collected by myself, in proportion to attendance, much of which I never received. Board was \$5.00 per month.

At length things came to a crisis. An indignation meeting was held by the Trustees and I was arraigned. The chairman complained that I called the last letter in the alphabet "zed," which ought to be "zee"; another asserted that the writing of the pupils was very bad; this was a fact, for the pens were made from quills torn fresh from the goose; and a third said that there was too much of the verb "to love" in the grammar I taught, and that "the girls wanted no 'education' on that point." So I resigned; and, next day, between walking and riding, I went to, and returned from, Toronto, a distance of fifty miles there and back, with a first-class certificate in my pocket from Mr. Hamilton Hunter, who had just been authorized, as District School Superintendent, to give them at his own discretion. I was the first applicant. The examination lasted fifty-five minutes. I believe I was the first Teacher in Upper Canada to hold that grade of Certificate.

TILBURY, April, 1896.

PRINGLE SHAW.

1846.—I commenced teaching School in the Township of Mountain on the seventh day of June, 1846, and taught twenty-six years in five different School Sections in the Township of Mountain. I found the condition of the School Buildings not so good as might be; some were old log buildings, a few were frame and one was stone. There were no School Apparatus in any of them. The School Books used were: The English Reader, English History, and Mavor's Spelling Book. Seats and desks were bad in most of them. We had no written copies for the children to write after. Teachers wrote the copies for the children to write after.

I made it a general rule to give two Reading lessons in the forenoon, and one Spelling lesson; and the same in the afternoon, before dismissing; and sometimes we would have what we called a "Spelling School." They would choose two champions; and these two would choose all of these that could spell, and then see which had the best side in spelling; this I found useful in helping the children in spelling.

JAMES J. CLARK.

MOUNTAIN, April, 1896.

*Kingston.\** Mr. A. Shaw, School Trustee, writes to say that:

The Reverend John Stuart opened an Academy in May, 1786.

The Collegiate Institute began its career as a Grammar School in 1792.

The Honourable Richard Cartwright established a School for his sons in 1800, with Mr. John Strachan,—afterwards the celebrated Bishop Strachan.—as Teacher, allowing him to take ten more scholars, at £10 each per annum.

The following attended this School:—Four sons of the Honourable Richard Cartwright, Chief Justice Robinson, Chief Justice Macaulay, the Honourable George Markland, Bishop Bethune, the Reverend William Macaulay, Captain England, Justice McLean, Colonel John Clark, James and Samuel Hamilton.

About the same time Mr. Donovan opened a private School in Kingston to teach Reading, Writing and Arithmetic, charging \$1.00 per month per pupil.

The Kingston "Gazette" of 1815 announces that "The Public School will be opened on the 12th of September, 1815. No excuse for absence will be received, unless it appears to have been unavoidable."

August 1st, 1815. A meeting of the President and Trustees of the Midland District School took place to formulate rules for the governing of such. The following were present: The Reverend Doctor Stuart, President; Messieurs. Allan McLean, Thomas Markland, Lawrence Herchimer, and Thomas Strickland, Trustees.

A. SHAW, Trustee.

KINGSTON, March, 1894.

\* Particulars of Schools in Kingston in 1814, 15, are given on pages 83, 4 of the First Volume of this Documentary History. See also pages 127-129 and 167 and 202 of the same Volume.

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## APPENDIX TO THE SIXTH VOLUME.



ARMS OF THE EDUCATION DEPARTMENT, 1846-1876.

After the union of Upper and Lower Canada, in 1840, the Public Departments had Seals, Letter Heads, or other Symbols of their Governmental character, or functions.

On the organization of the Education Department, in 1846, I suggested to the Chief Superintendent of Education, that it would be well to adopt some design that would be suitable for the Education Department of Upper Canada. He readily agreed to my suggestion, and intimated that he would furnish the motto for it—one which he had used when Editor of the *Christian Guardian* years before. He authorized me to prepare such a design as I thought would be appropriate. I accordingly did so, taking as a basis the outline of a neat Book Mark, which I had that year engraved in Dublin. On an outline Shield of this Book Mark, I traced a copy of the Arms of Upper Canada, and made some alterations in it, as described in the following Memorandum, furnished to me by a Gentleman on the ornamental Window, which had been placed at the end of the central passage of the Departmental Library in 1896. From it I select the following description of this Educational Coat of Arms:—

“The Arms used by the Education Department prior to Confederation, and, indeed, up to 1876, was an adaptation of the device stamped upon the old copper coins of the Bank of Upper Canada. This represents the two Cornucopie of Plenty, above which are Axe, Sword and Anchor, bound together by the Cable and surmounted by the Imperial Crown. Above the Shield is the Canadian Beaver, standing upon a Mural Crown. In the centre of the whole, like a Shield of Pretense is the first Union Jack, or the Jack of James I, which became the National Ensign in 1606.

“The reason this is used is, that the First Parliament of Upper Canada met under the Constitutional Act of 1791, so that the first Union Jack here represented was the one which was then known and used. It differs from the second, or present Flag, in not having on it the red saltire of St. Patrick. The first Flag signified the union of England and Scotland, and showed the red cross of St. George, with white border, and the silver saltire of St. Andrew, upon the blue ground. It was not until 1801, that the Union Jack, as we know it, came into existence. The alteration being made when Ireland entered the Union.”

The motto for the Arms of the Department furnished by Doctor Ryerson is the one inscribed upon it, as above: “RELIGIO, SCIENTIA, LIBERTAS.”

Doctor Ryerson was equally happy in his selection of a motto for Victoria College in 1842-1844, when he was President of the College. It was:  
IN SCIENTIA EXCELLERE PULCHRUM EST; SED NESCIRE TURPE.

TORONTO, 29th July, 1899.

J. G. H.

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#### ERRATA.

Page 14 for "videlicet," read videlicet.

" 35 in Note for "Bill," read Act.

" 37 for "Kings," read King's.

" 50 for blank, at top of page, read 50.

" " for "Gowar," read Gower.

" 150 for "tons les jour," read tous les jour.

" " " " pas entier," read pas entière.

" " " " vous supposiz," read vous supposez.

" " " " car it n'y." read cal il n'y.

" " " " quond la longue," read quand la langue.

" " " " loire a mettre," read livre à mettre.

" " " " d'ailleurs pleine," read d'ailleurs pleine.

" " " " sans couleur," read sans couleur.

" " " " repansue d'un bont," read répandue d'un bout.

" " " " fail pour," read fait pour.

" " " " moral et religieuse," read moral et religieux.

" " " " Ecrivres, avre," read Ecritures avec.

" 184 " "Gowinlock," read Gouinlock.

" 186 " "Stowe," read Stow.

" 203 " "Wester," read Western.

" " " " corporeal," read corporal.

" 212 " "1844," read 1843.

