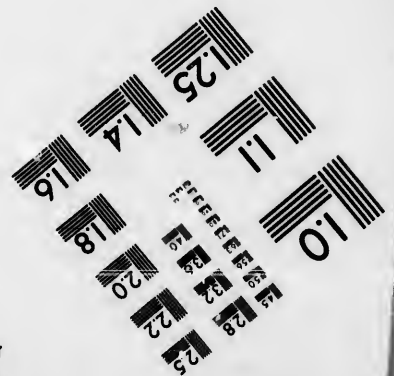
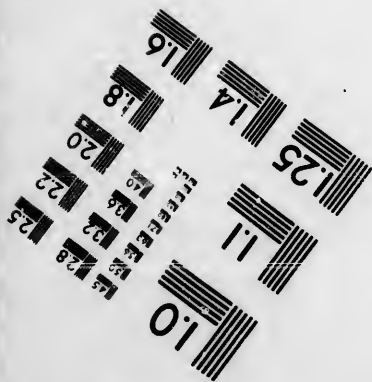
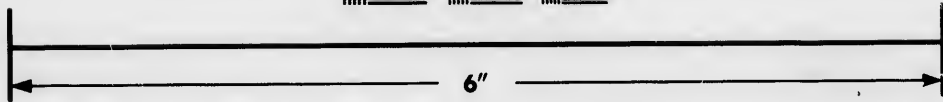
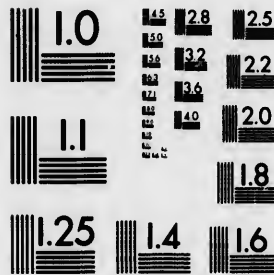


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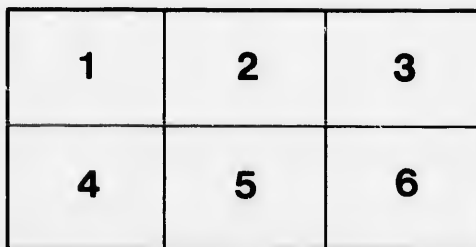
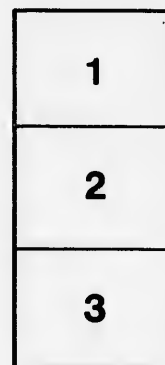
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Education in Upper Canada,

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

VOL. XVIII., 1863-1865.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

**J. GEORGE HODGINS, I.S.O., M.A., LL.D.**

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER  
OF EDUCATION ; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.



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## PREFATORY NOTE TO THE EIGHTEENTH VOLUME.

This Volume deals principally with two Questions which attracted a good deal of attention, and was largely discussed, during the years 1863, 1864 and 1865. The more important one was the effort made by the University Commission to settle the University Question on the broad and comprehensive basis, which they had outlined in their Report to the Government on the subject.

In addition to the popular discussion of this question in the Public Press, the subject was taken up by the various Churches and was somewhat exhaustively treated by the Presbyterian Church (of Scotland), representing Queen's College, by the Methodist Church, representing Victoria College, but not so fully, in regard to details, by the Church of England, representing Trinity College. The (Free) Presbyterian Church and the Congregational Churches took the other side of the Question, and opposed dealing with the Question as proposed by the University Commissioners.

The Presbyterian Church (of Scotland) and the Methodist Church both took strong ground in favour of what was, by them, regarded in the light of "University Reform", as proposed by the University Commissioners, especially that part of their Scheme which sought to make the affiliation of the outlying Colleges with the University of Toronto a practical reality, made certain, and more satisfactory, by the proposed granting of a fixed sum by the Legislature to each affiliated College, instead of the uncertain and indefinite proposal on the subject, contained in the University Act of 1853.

Both the Presbyterian Church (of Scotland) and the Methodist Church had prepared and had printed in pamphlet form, an elaborate defence of the Scheme proposed by the University Commissioners. With a spice of humour and a touch of irony, the Paper prepared on the subject by the Principal of Queen's College was headed "Defence of the Plan of University Reform, proposed by the Senate of the University of Toronto." This "Plan of University Reform" was in reality nothing more than the "Answers to Questions proposed to the Senate by the University Commissioners." When the Report of the Commissioners was published, quite a number of Members of the Senate sought to repudiate the views which had been expressed in these Answers, and took active steps, not only by holding a Public Meeting in the City on the subject, but also, by a series of Resolutions in the Senate, to censure the proceedings of the Commissioners, and to entirely condemn the University Scheme which they had elaborated. The series of condemnatory Resolutions of the Senate would have been carried, (as additions were being made to it to accomplish that object), had not the Attorney-General forbid the Senate to proceed to deal with the Commissioners' Report, which he stated was made to the Government and not to the Senate, and which the Government alone, and not the Senate, could discuss and approve, or dissent from, at its discretion.



The Pamphlet on this Question, prepared by a Special Committee of the Methodist Conference, was headed: "University Reform Defended, in reply to Editorials in *The Globe* and *The Leader* newspapers. It was written by Doctor Ryerson, and fully approved by the Special Committee.

So divided however, was public opinion on this question at the time, that all efforts to have a Bill passed by the Legislature, to give effect to the Suggestions of the Commissioners failed, and so the matter rested for the time.

The other public matter, which absorbed a large share of attention in the year 1865, was a renewal of an agitation on the Separate School Question. Efforts were made by individuals and a certain portion of the Press favourable to Separate Schools, to repudiate the Separate School Act of 1863, which was designed, and intended, to be a "finality" on the subject. An elaborate pamphlet, entitled "Remarks on the New Separate School Agitation" was prepared and published by Doctor Ryerson, in reply to these attacks on the Act, as passed; and a persistent effort was made to show that the Act, instead of being a "finality" was, after all, regarded as only an "instalment" towards a satisfactory settlement of the Question.

The unsatisfactory state of the Grammar Schools, for some years, as shown by the successive Reports of the Grammar School Inspectors, led to the preparation and final passage through the Legislature, under special circumstances, of an "Improved Grammar School Bill in 1865. It also led to a revision of the Grammar School Regulations and to the adoption of an extended Programme of Studies for these Schools. The Municipalities and Local Boards of Trustees were fully informed of these important changes.

There are several Chapters in this Volume which may be regarded as of special interest, videlicet:—

1. Proceedings of the Legislature of Canada, in regard to the University Question in Upper Canada. 1797-1860.
2. The Educational Resources of Canada, 1864. A full and exhaustive statement on the subject.
3. Facilities for the Study of the Law in Upper Canada, 1864.
4. Facilities for the Study of Medicine in Upper Canada, 1864.
5. Report of the Reverend James Fraser, (afterward Bishop of Manchester,) British Educational Commissioner to America, on the School System of Upper Canada, 1863

There are other Chapters in the Volume of special local interest.

The Volume also contains the usual Reports of the Universities, of the Chief Superintendent of Education, of the Grammar School Inspectors, and the Educational Proceedings of the Legislature, and also of the various Churches on University Matters.

J. GEORGE HODGINS,

Historiographer to the Education Department of Ontario.

TORONTO, June, 1907.

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## CHAPTER I.

## PROCEEDINGS OF THE LEGISLATURE OF CANADA, IN REGARD TO THE UNIVERSITY QUESTION OF UPPER CANADA, 1797-1860.

Any one who has carefully studied the history of the Collegiate, or University, System of Upper Canada since its commencement in 1797, must be deeply impressed with the fact, due largely to Governor Simcoe's idea of a single, or State, Church for the Provinces with a single College, or University, under its control. That idea lingered for a long time in this Province. The State Church was practically established by the Clergy Reserve Sections of the Constitutional Act of 1791, promoted, as they were, by Governor Simcoe, while he was a Member of the Imperial Parliament in that year. It ceased to exist in 1854, by the repeal of the Clergy Reserve Sections of that Act. The State Church University, (afterwards known as King's College,)—which Governor Simcoe strongly recommended to the Duke of Portland in 1796, as he was leaving Canada,—was chartered by the King in 1827, and was largely popularized by an Act of the Provincial Parliament in 1837. In 1828, it was endowed, from the original Royal Grant of Lands of 1797, as urged by Bishop Strachan, with 225,944 acres of those Lands.

The granting of so large a portion of the original Royal Gift of Lands, as an endowment of a single College, while no provision was made, by way of endowment, of the Grammar Schools, as was primarily provided for in that original Royal Grant of 1797, having been objected to by the House of Assembly, in a Resolution adopted on the 21st of December, 1831, the Executive Council explained that the reason why, up to that date, the endowment of Grammar Schools had not been made, was that the inferior character of the School Lands was such that "it was not possible to realize a Fund large enough to provide for a Grammar School in any one of the Districts of the Province." The Council also stated that they had recommended that the School Lands, consisting of 240,000 acres, should be placed under the direction of the "General Board of Education for the Superintendence of Education throughout the Province." . . . Subsequently, in 1839, an Act was passed by the Legislature on the subject, in which a grant of 250,000 acres of the Waste Lands of the Province was made to the Grammar Schools.

Although it was not a matter of practical, or Provincial, importance at the time, yet it is surprising that the shrewd public men of those days did not note the fact that, in the Endowment of King's College in 1828 and of Upper Canada College later, as well as in the grant of 250,000 acres of land to the Grammar Schools in 1839, the whole of the Imperial Grant of 1797 was exhausted, leaving nothing of it for the Establishment in due time of Seminaries of a larger and more comprehensive nature, (practically in the form of Colleges or Universities), as was specifically pointed out and provided for in the original Royal Grant of 1797.\*

\* It may be noticed that each of the early Governors of Upper Canada probably referred to the Imperial Grant of lands in 1797 as having been made for "Grammar Schools and Colleges."

It is a singular and notable fact, that, in dealing with the University Question in subsequent years, it had become practically a localized one in the public mind. I have become more and more impressed with the belief that, in the oft-times heated discussions on the subject, the original facts connected with the history of the question have been obscured, or really lost sight of. The fact was ignored that the Imperial authorities of 1797 took a wider, and more extended general, view of the future educational wants of this Young and growing Country. They did not adopt, as I have shown, the narrow and circumscribed views expressed in the Address to the King. The Reply, therefore, to that Address was not, (as is usual in such cases,) a mere echoing response. No. The larger insight into the future of the country by the Advisers of the King dictated a wiser and a more statesmanlike answer to that Address. In that reply, the principle of prospective University Expansion was emphasized by specifically providing for the establishment, in due process of time, of Seminaries, or Colleges, of a larger and more comprehensive nature than the County Grammar Schools,—a principle which in the prolonged controversy of 1846-1849, and especially in the later one of 1859-1863, was entirely ignored, if not, purposely lost sight of.

In consequence of this localized and purely sectional feeling in University Matters, we are apt to forget that elsewhere, and in Great Britain, especially, a demand has lately arisen for the multiplication of Universities, as great centres and sources of scientific truth and progress. This state of public opinion and feeling has had its expression in the recent expansion of the functions of the London University,—in the establishment of the unique, but comprehensive, University of Birmingham, and in the consolidation, with increased powers, of the Colleges of Manchester, Leeds and Liverpool into Victoria University.

In speaking of the New University of Birmingham, no one has sketched with so masterly a hand the object and functions of such a University, as a commercial necessity of the present day, as has Mr. Chamberlain, who has been the active promotor of that University. He regarded it as a great School of Universal Instruction, not confined to any particular branch of knowledge, but taking all knowledge as its province, and arranging regular courses of complete instruction in all the great branches of information. "If they looked to Germany, the argument for such a scheme was greatly strengthened. Education was made in Germany," he said, and it had twenty-one Universities to give effect to such a comprehensive scheme as that which he had here sketched.

It was not until the return of English scientific experts, who were sent to Germany in 1896, that the movement in England, in favour of a more diffused system of higher scientific training by means of Universities took form in that Country. The scientific experts, to whom I have referred, state in their Report, that, as far back as forty, or fifty, years ago, Germany began to prepare herself for the coming industrial struggle of to-day. But this opens up too wide a field to be discussed in this Chapter.

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I will now give a brief historical sketch of the proceedings of our Legislature in the matter of Collegiate education.

In July, 1797, the Upper Canada Legislature, in terms of Governor Simcoe's Letter to the Duke of Portland, Colonial Secretary, petitioned the King "to appropriate a certain portion of the Waste Lands of the Crown as a Fund for the establishment and support of . . . a respectable Grammar School in each District, and also of a College, or University," etcetera.

It is a singular and notable fact that although the King responded graciously to the Petition of the Legislature, yet the Grant made was a much more far-seeing and comprehensive one than that asked for by the Legislature. The Despatch on the subject by the Colonial Secretary, dated the 4th of November, 1797, states that His Majesty made the Grant:—

*First*, for the establishment of Free Grammar Schools. . . .

*Secondly*, "in due course of time," for the "establishment of other Seminaries of a larger and more comprehensive nature, for the promotion of Religion and Moral Learning, and the Study of the Arts and Sciences,"

Which have always been considered as the functions of a College, or University.

It is clear from the very comprehensive terms of this Royal Grant that the Province, in accepting it, was bound, "in due course of time," to promote the establishment of other Seminaries, (in addition to its single College, or University,) of an equally large and comprehensive nature, by making Grants out of the original Fund to Colleges, in various parts of the Province. This it did in the shape of Parliamentary Grants to Colleges for many years; but its failure to distribute any of the Surplus Fund of the University in 1858-1860, as provided for by the University Act of 1853, led to the prolonged discussion of the University Question at Quebec in the latter year, and afterwards to the issue of a Royal Visitorial Commission on the subject in 1861. The Commissioners, after an exhaustive inquiry, presented to the Government a comprehensive Report in 1863, in which they sought to have carried out, in effect, the terms of the Royal Grant, especially in regard to the larger Seminaries therein referred to, by seeking to have them affiliated with the University already established.

The Provincial Act of 1837, amending the Charter of King's College, failed to give satisfaction, chiefly from the fact that, although liberalized in its provisions, yet, like the Charter of Simcoe's time, it was continued as a single College, or University, for the entire Province. The result of the agitation which followed on the subject, was, that Victoria and Queen's Colleges were both established soon afterwards, in 1842.

With a view to still further popularize King's College, and practically to give the New Colleges a voice in the management of that College, a University Act was passed in 1849, changing the name of King's College to that of the University of Toronto, and authorizing these out-lying Colleges to appoint Representatives on the Senate of the University. As no result followed this apparent concession, a more comprehensive University Act was passed in 1853, providing, among other things, for a direct affiliation of the



out-lying Colleges with the University of Toronto, and also providing that any Surplus remaining over, after paying the expenses of the University and University College, should, by the Legislature, be devoted to the promotion of Collegiate Education in Upper Canada.

Soon after this Act was passed, it became apparent to the friends of the outlying Colleges that the Senate of the University had so largely increased the expenditure that apparently no Surplus would be available for distribution by the Legislature. The consequence was that the Authorities of both Victoria and Queen's Colleges made such strong representations to the Legislature on the subject, that the House of Assembly, in 1860, appointed a Select Committee to inquire into the matter. This Committee having heard a large amount of evidence on the subject was nevertheless unable to come to any conclusion, and failed, therefore, to make any report to the House on the subject. The result of this failure to settle the University Question was, that in 1861, the Government appointed a Visitorial Commission of three Members to take evidence on the subject and endeavour to do so,—one from the University of Toronto, and one from each of the Universities of Victoria and Queen's College. That Commission, having made an exhaustive inquiry into the various details of the University Question, submitted to the Government an elaborate Report, in which they made a number of practical suggestions, in the following form:—

1. *In Regard to the Senate.*

1. That the Senate be reconstituted, and consist for the future of a fixed number, videlicet: First, of the Heads of Affiliated Colleges. Secondly, of one Member from each Affiliated College, elected by the Corporation thereof; and Thirdly, the remaining one-third to be appointed by the Government.
2. The elected Members continue in office for five years and be eligible for re-election.
3. That an Annual Meeting be held, in rotation, at the Seats of the various Colleges, and that the other Meetings be held at any place deemed most convenient by the Senate.
4. That the Senate have control of the Bursar's Office.
5. That the offices of Chancellor and Vice-Chancellor be continued, the former to be appointed by the Government, the Vice-Chancellor, as at present, to be elected by the Senate.
6. That no Scholarships be founded by the Senate, but that a sum not exceeding \$1,000 be annually appropriated for competition at General Examination of all Affiliated College Students, the successful Competitors being distinguished as "honour men."
7. That the name of the University be changed to the University of Upper Canada, and University College to King's College, Toronto.
8. That the Library and Museums be regarded as belonging to King's College, Toronto.
9. That the Senate make annual Returns to Government.
10. The Senate shall have power to establish a Common Curriculum of Study for all Affiliated Colleges.
11. That the Senate shall appoint Examiners, and provide for the payment of the same.
12. That the Senate have power to provide for the actual travelling expenses of the Members thereof, while attending the Sessions.

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2. *In Regard to Affiliated Colleges.*

1. That the Affiliated Colleges be the Chartered Colleges which come within the requirements of the Act, provided that they accept the conditions which may be hereafter imposed.

2. That the Affiliated Colleges with University powers confer no Degrees in Arts, except on such Students as have passed an Examination by Examiners appointed by the Senate of the University of Upper Canada, and that the claim to all public aid be forfeited, if this condition be violated.

3. That all Students who have passed the Examination prescribed by the Senate, and have graduated in their respective Colleges, shall be entitled to rank as Graduates of the University of Upper Canada.

4. That the University Examinations of Candidates shall be held at the respective Colleges, where also the Degrees shall be conferred.

5. That in the case of King's College, the Bill shall provide that Corporate powers be conferred upon this Institution, with provision for the appointment of Professors, regulation of Salaries, Expenditure, etcetera, and for conferring Degrees on all the Faculties, subject to the same conditions as in the case of the other Incorporated Affiliated Colleges.

Also that the necessary powers for conferring Degrees be provided in the case of Regiopolis College, Kingston.

6. That no Degree shall be conferred on any Candidate who has not passed through a Course of Study and attendance in some Affiliated College, prescribed by the Senate of the University of Upper Canada.

7. That the Apportionment of Public Funds to the Affiliated Colleges be fixed and equal, except in the case of King's College, and that King's College have an Annual Appropriation from the General Income Fund not exceeding \$28,000.

8. That \$500 be allowed to each College for Scholarships, or Prizes to be awarded by competitive College Examinations, as in the case of the Queen's Colleges, Ireland.

9. That each College shall annually furnish to the Government a detailed statement of its Income and Expenditure.

10. That the University of Upper Canada shall confer no Degrees excepting through the Affiliated Colleges.

11. That the Senate shall have a right to accommodation at each Affiliated College.

12. That the Religious Denominations, and private individuals, shall have power to found Scholarships at each of the Affiliated Colleges, under such Regulations as may receive the sanction of the Governing Body in each.

13. That the Library and Museum of the Toronto University be transferred to, and become the property of, King's College, Toronto, and, in consideration of the very great advantages thereby conferred, each of the other Affiliated Colleges should receive a liberal Grant for founding, or enlarging of a Library and Museum, irrespective of any annual appropriation.

Such an outline of Suggestions which the Commissioners venture to believe may be moulded into a System of Affiliation, calculated to give the fullest practical effect to a desideratum of the greatest importance to our Country, a really National University.

MR. CROOKS' SERIES OF RESOLUTIONS, CONDEMNATORY OF THE REPORT OF THE UNIVERSITY COMMISSIONERS, MARCH, 1863.

On the publication of the Report of the University Commissioners, Mr. Adam Crooks, who was a Member of the University Senate, gave notice, on the 4th of March, 1863, that he would move the following Resolutions in condemnation of the Recommendations for the settlement of the University Question, which it contained:—

1. That the Commissioners appointed by His Excellency the Governor General under the Royal Commission, dated the Twenty-eighth day of October, 1861, for examining into and reporting upon the financial affairs of the University and University College, have exceeded the authority and powers conferred upon them by the said Commission, in assuming to examine into and report upon questions affecting the organization and constitution of the University, as established by the University Amendment Act of 1853.

2. That the Senate on, or about the Fourteenth day of March gave certain Answers to the interrogatories submitted to them by the said Commissioners, which Answers are appended to the said Report, and that the said Answers were so given by the Senate in ignorance of the real powers of the said Commissioners, and under the misapprehension that the said Commissioners, the Chairman thereof being the Vice Chancellor of the University, had full authority to submit the said interrogatories to the Senate.

3. That the Report of the said Commissioners is opposed to the true opinion and intent of the Senate, when it submitted such Answers to the said Commissioners, the opinion of the Senate being emphatically declared to be based upon the enactments contained in the University Act of 1853, which preserves to the University and University College such an Endowment for the purposes of a Collegiate Education, free from Denominational, or sectarian, control, as may be required by the Province for all time to come, and that it is only after such wants have been adequately supplied that there can be any Surplus of the Income of the Endowment applicable to other purposes, in accordance with the Fifty-fourth section of the said Act, whereas, on the contrary thereof, the Report sets forth and recommends a scheme of Partition of the Endowment for the benefit of the Denominational Colleges therein mentioned, which is entirely opposed to the opinion of the Senate, and is utterly subversive of the principles contained in the University Act of 1853, and the whole course of Legislature with respect to the University of Toronto and its Endowment.

4. That a Memorial, in accordance with the above, be presented to His Excellency the Governor-in-Council.

With a view still further to emphasize their disapproval of the Report of the Commissioners, Mr. Crooks and other Graduates of the University, called a Public Meeting in Toronto on the day following the giving of the notice of these Resolutions. The record of the proceedings of this Meeting will be found on page 133 of the preceding Volume of this Documentary History.

## CHAPTER II.

### HISTORY OF THE PROPOSED DISAPPROVAL OF THE REPORT OF THE UNIVERSITY COMMISSIONERS' REPORT BY THE SENATE OF THE UNIVERSITY OF TORONTO.

In order to give an official sanction and character to the Resolutions of censure, which were passed at a Public Meeting in Toronto in March, 1863, upon the Report of the University Commission, the Promoters of that Meeting applied to the Government to have such of the Movers and Seconders of those Resolutions appointed to the Senate of Toronto University as were not already Members of that Body. Their request was granted, and on the 12th of March, Messieurs. "J. H. Morris and D. E. Blake and the Reverend A. Fyfe" were appointed to the Senate, as requested. The result was that these new Members joined their forces to those who, in that Body, supported Mr. Adam Crooks in his proposed series of Resolutions of censure on the

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Report of the University Commissioners. The details of this hostile movement in the Senate are fully given in a number of private and confidential Letters, which were written to Doctor Ryerson at the time by Vice-Chancellor, the Honourable James Patton, who was the Chairman of the University Commissioners.\* It will also be seen that the Honourable the then Attorney-General, John Sandfield Macdonald, interposed his veto, in two instances, against the proceedings of the Senate in this matter. One or two Letters from other parties, dealing with the same question, are included in the series.

**1. LETTER OF ATTORNEY GENERAL J. S. MACDONALD TO DOCTOR RYERSON, WITH COPY OF COMMISSIONERS' REPORT.**

I send by this Post one of the four copies of the Printed Report of the University Commission sent to me in advance, by the Printer, for your early perusal. I have been so pressed for time that I have not been able to look over the pages. I expect the Honourables Mr. Sicotte and Mr. W. P. Howland in two, or three, days, as they reached Halifax yesterday. I cannot say just yet what will be the fate of the Imperial Government Road to Halifax, but I take it that we cannot legislate on it this Session. I will be glad to hear that your health continues good, and that it promises to continue so during the current New Year.

QUEBEC, 10th January, 1863.

J. S. MACDONALD.

**PRIVATE CORRESPONDENCE IN REGARD TO THE PROPOSED DISAPPROVAL BY THE SENATE OF THE COMMISSIONERS' REPORT IN REGARD TO THE UNIVERSITY OF TORONTO, 1863.**

**LETTER FROM VICE CHANCELLOR PATTON TO DOCTOR RYERSON.**

It is of the utmost importance that you should be at the Meeting of the Senate next Thursday evening, (12th.) as you will see by perusing the Resolutions to be brought forward by Mr. Adam Crooks, and herewith enclosed.\* It became necessary to call a Meeting for the adoption of the Annual Report and for the appointment of a special Medical Matriculation Examiner, and at the close of the proceedings, Mr. Crooks gave notice that he would move his proposed Resolutions at the next Meeting. The Senate wished to adjourn only to Monday evening, but I succeeded in obtaining until Thursday evening, the 12th, by which time I earnestly hope that you, Doctor Leitch, Vicar General McDonell and Doctor Nelles will be able to attend.

If these Resolutions are carried, the Commissioners' Report will receive a fatal blow, and I trust that you will kindly communicate with these Gentlemen at once. I will mail copies of the Crooks' Resolutions to Doctor Leitch and Doctor Nelles this evening.

The new Chancellor, Doctor Skeffington Connor, presided last evening for the first time, and, on my motion to appoint a Substitute, (Doctor Willis,) for the co-examiner in Ethics, (Doctor Nelles having declined to act,) it was moved in amendment by Doctor Croft, and carried, that Doctor Beaven should be appointed. In vain I pointed out that the Senate had, two years since, affirmed the principle that, in deference to public opinion, the Examiners, as far as practicable, should have no connection with University College.

The Undergraduates have called an "Indignation Meeting" for this Evening in the Saint Lawrence Hall, to condemn the Commissioners' Report.†

TORONTO, March 5th, 1863.

JAMES PATTON.

\* These Private Letters from the Vice-Chancellor of the University of Toronto and Chairman of the Commissioners, reveal the inner, or secret, history of the unprecedented action of a portion of the Senate to officially sit in judgment on a Report prepared for the Provincial Government. The Attorney-General held that such a proceeding was "out of order," and that it was for the Government alone "to deal with the Report." See page 8 herewith.

† For a copy of these Resolutions, see page 5 herewith.

‡ The proceedings at this meeting are reported on page 133 of the preceding Volume of this History. That meeting was the precursor of the present action of the Senate in the matter.

## 2. TELEGRAM FROM THE VICE CHANCELLOR TO DOCTOR RYERSON AT QUEBEC.

Your attendance next Thursday absolutely necessary to prevent the Senate from condemning the Report of the Commissioners.

TORONTO, 7th March, 1863.

JAMES PATTON.

## 3. TELEGRAM FROM THE ATTORNEY GENERAL TO CHANCELLOR CONNOR.

Crooks' proposed Resolutions now before me, in reference to Report of Commissioners. Such a motion would be out of order, as founded on no authority by Statute. Individual Members can say and do as they please; but it is for the Government, and not for the Senate, to deal with the Report.

QUEBEC, March 9th, 1863.

J. S. MACDONALD.

## 4. LETTER FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

I heard yesterday from a Member of the Senate, and also from another Person, that a great effort will be made to oust Mr. Patton from the Vice Chancellorship. The scheme seems well laid, I am told, and the prospects of carrying it out appear fair. The Member of the Senate, to whom I refer, seemed to think that they had the countenance and aid of the Government in this Scheme—at all events the Government have given the opponents of the Vice Chancellor . . . the means of doing it. They have got the Government to appoint five new Members, hostile to the affiliation scheme, so that when the time comes, no outsiders will be able to outvote them. . . . These appointments was step the first, which was well planned and carried out. The second step was the public Meeting against the Report in the St. Lawrence Hall. This went off to their liking, and on it step number three will be based. That is for Mr. Crooks to propose a vote of censure on Mr. Patton. He will seek to carry it in such a way that Mr. Patton will be forced by the insult to resign, and thus their triumph will be complete. The movement against Mr. Paton seemed to me so vindictive, that I went to Mr. Patton to-day to let him know about it. He was aware of it, and read to me the proposed Resolutions of censure. He is most anxious that you would be there and Principal Leitch and Doctor Nelles, as he regards the present as the crisis of the University Question, brought on, in a great degree, by the action of the Government. I told Mr. Patton that I did not think you could come up, as you would have to go down again, and that he ought to try to get the Meeting postponed. This I believe he will try to do.

I suppose you have seen an account of the Meeting in St. Lawrence Hall. Some of those present attacked the Model Grammar School. Mr. Marling, who had prepared the particulars, replied and was warmly seconded by Doctor Lillie.

I do not see why Doctor Fyfe should be appointed to the Senate as Head of a Baptist affiliated Institution, and the Reverend Albert Carman, Head of the Methodist Episcopal affiliated Seminary left off. I think his appointment would aid the cause, for the necessity of their Institution must make Doctor Carman favourable to a real affiliation scheme.

TORONTO, 7th March, 1863.

J. GEORGE HODGINS.

## 5. DOCTOR RYERSON TO J. GEORGE HODGINS.

I have just received yours of the 7th instant, and am not surprised at what you state as to the designs and efforts of certain parties in the Senate. I have received Telegrams from Doctor Nelles and Vice Chancellor Patton,—also a Letter from the latter, enclosing a copy of Mr. Crooks' proposed Resolutions of censure. I have sought to checkmate these parties by getting the Attorney General to telegraph to Doctor

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Connor, the Chancellor, that the Resolutions are not in order, etcetera. I also got him to-day to write to Doctor McCaul to the same effect, and that such a proceeding was suicidal on the part of the Senate, as well as usurping a function that belongs to the Government. He read to me his Letter to Doctor McCaul, which was very strong. He also gave me a copy of the Telegram to Doctor Connor. I sent a copy of it yesterday to Mr. Patton.

(NOTE. This Telegram is given as Number three on page 8 herewith.)

I have written to Mr. Patton requesting him to write to me on Thursday night, after the Meeting of the Senate, the result of the proceedings; also for him to request you to telegraph me on Friday the result. I hope you will request Doctor Nelles to write to me, as I wish to know all the particulars, and the temper and aspect of the parties concerned.

QUEBEC, 10th March, 1863.

EGERTON RYERSON.

#### 6. VICE CHANCELLOR PATTON TO DOCTOR RYERSON.

As requested in your last favour, I hasten to inform you of the result of the Meeting. Mr. Adam Crooks proceeded to enlarge upon his Resolutions and had spoken some five minutes, when I rose to a point of order and drew the Chancellor's attention to the provisions of a Statute of the Senate, requiring ten days' notice of a special Meeting; that the Meeting of the Fourth instant was a special Meeting, called for the three-fold object: *First*: Of adopting the Annual Report. *Second*: Of appointing a special Medical Matriculation Examination. *Third*: Of disposing of any unfinished business. And the Notices sent out to each Member specified these objects, so that no business could be brought up other than mere routine, unless specially set forth in the Notice so given,—that the Meeting of to-night was only an adjournment of the Special Meeting, and, consequently, only for disposing of the unfinished business of which such special Notice had been given. The Chancellor concurred in the objections thus raised to the legality of our proceedings. Mr. Crooks so far modified his course as to agree that his Resolutions should stand as a Motion for any special Meeting, or for the next Meeting of the Senate, whenever it might take place.

Mr. T. A. McLean then demanded of the Chancellor that he should call a Special Meeting in ten days, but the feeling of the Senate was averse to such an unusual course, and he finally moved that the Chancellor be requested to call one. To this he replied that he would be governed by what appeared to him to be for the best interests of the University. It was then demanded by others that copies of the Commissioners' Report should be furnished to every Member of the Senate, and that then they would be able to take up the question. To this the Chancellor replied that he would this evening write to the Attorney General on the subject, and he felt that he could not well refuse the apparently general request of the Senate that a Special Meeting should be called, adding, however, that it could not be for a fortnight, as he would be engaged in Court.

Here then, I would draw your attention to the necessity for the Attorney General, at once telegraphing to the Chancellor not to call any Special Meeting. The regular Sessions of the Senate will commence on Tenth of May, and there is now no business whatever remaining over to call for a Meeting any sooner. It would be highly desirable also for him to write to Mr. Cockburn asking him to oppose the discussion even of the Resolutions. If the Attorney General has influence with Professor Wilson, Professor Croft and Professor Cherriman, a similar request to them would be of great service. But, under any circumstances, he should be requested to write to the Chancellor, Doctor McCaul, and Mr. Cockburn on the subject.

The animus existing may be inferred from the fact that Mr. D. E. Blake moved, seconded by Mr. Adam Crooks, that the Bursar's Letter, relative to the excess of the Expenditure of the University over Income should be referred to a Committee, con-

sisting of Doctor McCaul, Professor Cherriman, Doctor Lillie, Mr. Crooks, Doctor Smith, and Doctor Aikins. On Doctor Willis observing that my name was omitted, (when it appears on every other Committee,) Mr. Blake added the names of the Chancellor and Vice Chancellor to the Committee, at the same time remarking that, as I was a salaried Officer, it had been omitted, and that the recommendations of a former Committee had only been partially carried out,—alluding to the non-reduction of the salary of the Vice Chancellor from £200 to £100. I have been told that their object is to drive me from the Vice Chancellor's Chair, and to get in that office one of their own views, and that they are determined to force me into a resignation, but, being forewarned, I have made up my mind not to fall into the trap, as my duty to you and to the other Members of the Senate, who have acted with me is not to give up a position which to a great extent gives me a controlling power,—at least in many things.

In this move also, I checkmated these parties by suggesting that, as the Bursar's Letter referred to the Endowment, which was of a joint character, that the expenditure of University College also should form the subject of report, and that the Committee should confer with any Committee of the College Council, which may be named by that Body. Doctor McCaul stated that a similar Communication had been addressed to that Council, and was laid before them. He suggested the withdrawal of his name and Mr. Cherriman's from the Senate Committee. Doctor Willis and I think Doctor Leitch were, therefore, chosen as their substitutes.

Now the object of this Committee was only to re-echo the former recommendation as regards the salary of the Vice Chancellor, but, as it now stands, the College Authorities will have to stand on the defensive. And now that I see the force and character of the opposition which is waged against me, I will, at the proper time, pay particular attention to the subject of increased Salaries, Fees, and Expenditure on College Buildings, etcetera.

I have thus given you full particulars of the Meeting, in order that you may be fully alive to the feeling which has been excited at the Meeting at which there were twenty-four present.

At the last Meeting, (on the 4th March,) there were fourteen present, and it was looked upon as a very large Meeting, so that the "drumming up" process had been resorted to.

I am truly obliged for the very great interest you have taken in this matter, and I earnestly hope that, when the question does come up, we will have your powerful aid. Pray urge the Attorney General to telegraph, or write, at once.

TORONTO, March 12th, 1863.

JAMES PATTON.

#### 7. THE VICE CHANCELLOR TO J. GEORGE HODGINS.

Doctor Ryerson, in his Letter to me of yesterday, desires that the result of last night's Meeting should be telegraphed through you. Will you kindly call at my office during the day, so that I may inform you of what took place.

TORONTO, March 13th, 1863.

JAMES PATTON.

#### 8. TELEGRAPH SENT BY J. GEORGE HODGINS TO DOCTOR RYERSON.

Resolutions deferred on point of order. Crooks urged so strongly to call Special Meeting that unless the Attorney General immediately telegraphs him that it is an inadvisable proceeding, he may do so. The Vice Chancellor has written you.

TORONTO, 13th March, 1863

J. GEORGE HODGINS.

#### 9. VICE CHANCELLOR PATTON TO DOCTOR RYERSON.

At a Meeting of the Senate on the 12th of March (1) Mr. Adam Crooks gave notice: "That at a Special Session of the Senate to be called for the purpose, or at the next regular Session of the Senate, (on the 10th of May,) he would introduce the Resolutions of which he has already given notice at the last Meeting."

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(2) Moved by Mr. T. A. McLean, seconded by Doctor L. W. Smith: "That the Chancellor be requested to call a Special Session of the Senate for the purpose of considering the Resolutions of which notice has been given by Mr. Crooks."

(3) Moved by Mr. Adam Crooks, seconded by Mr. D. E. Blake: "That the Letter of the Bursar's referring to the excess of the Expenditure of the University over its Income be referred to a Committee consisting of Doctor McCaul, Doctor Leitch, Doctor Aikins, Mr. Crooks, Professor Cherriman, Doctor Lillie, Doctor Smith and Mr. Blake, to report upon the matter,—with instructions to suggest measures for the reduction of such Expenditure."

Here the Motion ended, when I pointed out that, so far as the University was concerned, there was no excess of Expenditure over Income, that it was the College Expenditure that was in excess, and that the Bursar's Letter only referred to the Endowment generally.

The object of Number three of Mr. Adam Crooks' Resolutions is to report against the salary of the Vice Chancellor, and this is done for the purpose of forcing me to resign, so that one of the opponents of the Commissioners' Report may be named to fill the Vice Chancellor's Chair. No doubt the Committee will report that the Salary should be done away with, and recommend the Senate to pass a Statute repealing Section Six of Statute Number Four, under which the Vice Chancellor receives £200 per annum, but even should it pass the Senate, (and that is not improbable, with the large hostile vote lately added,) it will have to be confirmed by the Government, and I very much doubt if the Attorney General, when made aware of the spirit and animus of the motion of these Gentlemen, will sanction it, and, if he does not, it will be a dead letter.

Any one knowing anything whatever of the nature of the Endowment must be aware that University College absorbs the larger share of it,—the Expenditure of the College being \$30,000, against the University of \$13,000, and that, while great reductions were made in the cost of Scholarships, in Examiners' Fees, etcetera, no reduction, whatever, has been made in the College Expenditures. (See pages 80 and 93 of the Commissioners' Report.)

Unless the Government interferes, another \$1,000 will be added in 1863 to the Expenditure of the College, by their own answers, (page 80 of the Report,) for the purpose of giving Doctor Wilson, Professors Cherriman, Hincks, Chapman and Doctor Forneri an additional salary of \$200 each, as if the \$2,200 already received by them were not sufficient for the services rendered by them; and that for only eight months, out of the twelve, in the shape of work,—a perfect *otium cum dignitate*! Surely the Government will interfere to stop such reckless Expenditure as this, at a time when the College Income does not equal the demands upon it! should nothing be done before the 31st of March, they will all five have received a quarterly payment at the increased rate. One word from the Attorney General to the Bursar would cause him to refuse payment of this newly increased allowance. It is one thing to increase the salaries of Professors, and another to seek, from unworthy motives, to reduce one only,—and that one not a Professor.

There were present at the Meeting of the 12th March, twenty-four members, but, as a general rule, the number in attendance does not exceed ten.

9. My Letter of last night will have given you all the particulars of the adjourned Meeting, and this afternoon Mr. Hodgins telegraphed the result, as well as to ask you to see the Attorney General and have him telegraph at once to Judge Connor, the Chancellor, not to call a Special Meeting. I trust that he will act upon your suggestion, so that the matter may be kept *in statu quo* until the regular Session of the Senate, commencing on the tenth of May.

Can you not induce the Attorney General to approve the Statute, in regard to the travelling expenses of Members of the Senate residing outside of Toronto, which has been so long in the possession of the Government? This would provide for the payment of the travelling expenses of Doctor Leitch, the Attorney General, and Doctor Nelles, and



would add but a trifling sum to the expenses of the University. We would then be able to have continuous sittings of the Senate, under the provisions of your Statute.

Doctor Leitch, Doctor Nelles and the Vicar General very kindly called at my Office this forenoon, and we had a lengthened consultation on the position of things. We all felt that a Senate's swamping process had been resorted to, and that some "evil genius" in the Cabinet had suggested the appointments of the new Members. Now, the only remedy is to counterbalance these by fresh appointments, and the following were, therefore, recommended:—

1. The Reverend J. H. Mackerras, Presbyterian, Bowmanville; 2, The Reverend F. Walsh, Roman Catholic, Toronto; 3, The Reverend S. D. Rice, Methodist, Hamilton; 4, The Reverend T. B. Fuller, Church of England, Toronto; 5, Doctor Berryman, of Rolph's School, Toronto; and if we could get in another, either Doctor Anson Green, Methodist, or the Reverend William Bain, of Scarboro, (Presbyterian). These appointments would counterbalance the late appointment of a Chancellor and five Members, videlicet:—1, Reverend William McClure; 2, Reverend R. A. Fyfe; 3, D. E. Blake; 4, C. F. Eliot; 5, Mr. J. H. Morris. So that if we could get the other five appointed the additional debating strength in the Senate would enable us to hold our own. I would be glad if you would press upon the Attorney General the justice of such a proceeding. . . . and he will thus have an opportunity of remedying matters.

It is only right that the Rolph Medical School should be represented on the Senate, and Doctor Berryman would be the most likely to attend. Doctor Rolph would hardly do so, I fear, but if he would, his presence would have very great weight. If at all practicable, we should endeavour to secure the able debating aid of the Reverend S. D. Rice.

Herewith, I will enclose a Memorandum, which, at first, was only intended as a copy of the notices and motions still pending in the Senate, but before I was aware of it three pages of my Letter had assumed the appearance of a Brief. Possibly, however, they may be of some service to you.

Doctor Leitch mentioned that the Honourable Alexander Campbell had been engaged to prepare a Bill, to be introduced during the Parliamentary Session, and, had it not been for this Meeting of last Evening, he and Doctor Nelles, together with the Vicar General, would have been *en route* for Quebec, but they decided that they would not now leave until after the recess. They were regretting that they will thus lose the great benefit of your counsel and influence,—but the result of last evening's proceedings could not have been foreseen, and they did well to attend. . . .

TORONTO, March 13th, 1863.

JAMES PATTON.

#### 10. NEW MEMBERS OF THE SENATE OF THE UNIVERSITY OF TORONTO.

Owing to the preponderance, as Members of the Senate, of Representatives of the Toronto University and of University College, Doctor Ryerson, while in Quebec in 1863, submitted to the Government, in the following Letter, the names of five additional Members, connected with various Educational Institutions, instead of four of those suggested by the Vice-Chancellor:—

1. The Right Reverend J. J. Lynch, D.D., Roman Catholic Bishop of Toronto, (subsequently Archbishop,) or the Very Reverend John Walsh, Vicar General, representing St. Michael's College\*; 2, Mr. T. J. Robertson, A.M., Trinity College, Dublin, Head Master of the Normal School for Upper Canada. 3, the Reverend W. F. Checkley, A.M., Trinity College, Dublin, Rector of the Model Grammar School for Upper Canada; 4.

\* Afterwards Bishop of London, and subsequently Archbishop of Toronto.

Reverend Albert Carman, D.D., Principal of the Belleville Seminary; 5, Reverend Mr. Bain, A.M., Presbyterian Minister, Scarboro; or Doctor Berryman, Professor in Doctor Rolph's School of Medicine.

1. No remark need be made in reference to the Roman Catholic Bishop of Toronto, or his Assistant, the Reverend Mr. Walsh, Vicar General.

2. Mr. Robertson has been Head Master of the Normal School since its establishment in 1847. He has two sons in the University; one of them was last year the first Scholar in University College,—having attained two Scholarships,—one in Classics, and the other in Mathematics. The other son Matriculated last Autumn,—obtaining a Classical Scholarship. They both owe their early training to their Father, and have been pupils since their childhood in the Model School at Toronto.

3. Mr. Checkley, as Head Master of the Barrie Grammar School, has prepared many pupils for the University who have obtained Scholarships. The Principal of the Upper Canada College, (a higher Grammar School,) is a Member of the Senate; so undoubtedly should be the Rector of the Model Grammar School for Upper Canada. The Heads of the National, Normal and Model Grammar, Schools ought not to be included, but should be recognized and honoured in their important public positions.

4. As the Belleville Seminary is affiliated as a College of the Toronto University, Doctor Carman, the Principal, ought certainly to be a Member of the Senate, as much as Doctor Fife, the Head of the Baptist Seminary at Woodstock.

5. Mr. Bain is a man of ability and learning. Doctor Berryman is a most accomplished man, Doctor Aikins, of the Toronto School of Medicine, is a Member of the Senate; so ought a Professor of the other School of Medicine in Toronto, to be; especially as it is important to assimilate the different Medical Schools, as well as Colleges, in one system in connexion with the University.

I have never conversed with any one of the Gentlemen above named on the University Question. I only know them as Scholars and as Gentlemen of character and of moderation.

QUEBEC, March 17th, 1863.

EGERTON RYERSON.

#### 11. PRINCIPAL LEITCH TO DOCTOR RYERSON.

I had an interview on University matters with the Honourable John A. Macdonald, Mr. Alexander Campbell, the Bishop of Huron, and Vicar General McDonald. Mr. John A. McDonald's advice was not to move in the University matter, but I fear this advice is given with a view more to his convenience than to the success of the cause. Doctor Nelles, I find, is inclined to push the matter, and to go down as a Deputation to Quebec to press the matter on the attention of the present Government. There is, I suppose, no hope of doing anything this Session; but Doctor Nelles thinks that it may be well to get pledges from the Members of the present Government for future support. I send you a pamphlet on the University Question, which I have written at the request of our Board. (See page 150 of the preceding Volume of this History.)

It will be circulated among the Members of the Legislature.

KINGSTON, April 17th, 1863.

WILLIAM LEITCH.

#### 12. VICE CHANCELLOR PATTON TO DOCTOR RYERSON.

Until this morning, I was not aware that the Chancellor, Judge Connor, would persist in calling the Senate Meeting for Monday, March 27th, instant . . . as I had occasion to leave for Barrie on Thursday last, and, having been informed by Mr. Moss, the Registrar, that he had received directions to call the Meeting for that day, I told him to see the Chancellor and point out that Monday would be a very inconvenient time for Doctor Leitch, for the Vicar General, and for Doctor Nelles to attend, and that Wednesday would be more appropriate. Mr. Moss informed me that he had suggested

Wednesday, but that Doctor Forneri replied that it would not suit Mr. Crooks and Mr. Blake, as they would be out of Town on Chancery business, shewing clearly that he had been persuaded by Monsieur Blake, Morrison and Crooks to call the Meeting, in opposition to the wishes of the Attorney General. Still I requested him to see the Chancellor and to state that, as the Resolutions were directed against me, I felt that I should not be called upon to stand on the defensive, unsupported by my friends, and that my impression was that they could not reach Toronto before Monday midnight, unless, indeed, they came up on the Saturday. . . .

You will see that the 1st, 2nd and 3rd items relate to matters of routine, and there was no necessity for calling the Meeting, as I should have allowed them to stand over.

The object of the Meeting is two-fold. First, to pass an Address to the Governor revoking the Senate's decision on the matter of last Spring.

Secondly, to endeavour to bring about my resignation. Now I believe that, unless the Attorney General can be induced at once to make additions to the Senate, that the Resolutions and Address against the Report of the Commissioners will be carried by a large majority. The influence in the Senate of University College is such that the Graduates, almost to a man, will re-echo the "spoilation" cry, and I feel more convinced than ever that it is absolutely necessary for us to checkmate their moves. The argument is strong that in adding the Friends of other Colleges to the Senate, affiliation is so much nearer obtaining.

Will you then kindly see the Attorney General and bring under his notice the names already suggested for Members of the Senate. Nearly all of those whose names have been suggested by me promise debating talent, and as it is hard to say what may be the next adverse move, on the part of the College Professors, we should be prepared.

At the Meeting of Monday next, unless the Vicar General McDonell, Doctor Leitch, Doctor Nelles, Very Reverend Vicar General Walsh, Reverend W. F. Checkley, and Mr. J. Robertson are present, I shall stand alone, and I earnestly hope that, on receipt of this, you will write to these Gentlemen and urge them to attend. And, should the Attorney General see fit to make the appointments, they could be notified of their being gazetted, and of the time and place of the Meeting. It is somewhat strange that Doctor Connor should allow his better judgment to be swayed by the counsels of Mr. Blake and others. . . .

Have Doctor Leitch and Doctor Nelles returned yet? If not, please communicate to them the contents of this Letter and ask them either to return for the Meeting, or to write to the Chancellor, requesting him to postpone it for a few days. Unless you have decided on proceeding with the University Measure, I imagine that they will have left Quebec ere this. . . .

TORONTO, April 20th, 1863.

JAMES PATTON.

### 13. VICE CHANCELLOR PATTON TO DOCTOR RYERSON.

As I understand that Doctor Nelles is still in Quebec, I write to urge you to communicate with him on receipt of this, and, if not there, to write to him at Cobourg, and request him, as a special favour, to attend the Senate Meeting of Monday next. . . . Then again, Thursday has always heretofore been the day for assembling, but to suit Messieurs Blake and Crooks, (as they were to go out of Town on Wednesday,) Monday is named, and that in opposition to my request that a day might be named which would enable distant Senators to attend.

Would you have any objection to write to the four new Members of the Senate and request their attendance in view of the extraordinary character of the Resolutions, and the attempt to reverse the deliberately expressed and unanimous opinion of the Senate of last Spring.

Will it not be possible to have a few more Members gazetted? I would be very glad to see Mr. J. George Hodgins appointed, as he is a warm friend to the movement,

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and, being an Episcopalian, he would be regarded as a representative man. Mr. S. B. Harman would probably be quite as good as Doctor Bovell, could we get him appointed.

Assailed as I am by my quondam supporters in the Senate, you can well imagine that I feel myself placed in a very embarrassing position, and that, unless my Friends sustain me on this occasion, I cannot hope to discharge the duties of my office either to my own satisfaction, or to the advancement of the higher Educational interests of Western Canada. . . . I feel your absence very much, (although sensible that you can be of more service by remaining where you are,) as I know full well that many who will assail you would not do so successfully in your presence. Trusting, however, that you will kindly do what you can in the interval.

TORONTO, April 22nd, 1863.

JAMES PATTON.

#### 14. VICE CHANCELLOR PATTON TO DOCTOR RYERSON.

The Senate met at the University Buildings to-day at 2.30, and, after a good deal of discussion, it was decided to adjourn over until Friday Evening next, (1st of May.) at 7.30 at Upper Canada College. Doctor Nelles moved, seconded by Mr. Robertson, to adjourn it over to the regular Session, (14th of May,) but on Doctor Wilson stating that he would leave for England on Tuesday next, his Resolution, seconded by Doctor Smith, was carried without a division.

There were twenty-one Members present, and had the division taken place then, it would have stood three to one against us.

Now that the adjournment has taken place, and as the battle is yet to be fought, can you not manage to be present?

It is all very well to say that any action of the Senate really amounts to nothing, but with every Meeting our opponents are becoming more and more emboldened by their success, and they will soon carry everything with a high hand. This was shown to-day, when Doctor McCaul proposed a Resolution that any vacancy in the list of Examiners should be left to me to fill up, as there would be no time to call a Special Meeting, but Doctor Wilson suggested that the appointment of Examiners was too grave and responsible a matter to be left unassisted and that a Committee should, he thought, in future, be named for the purpose of selecting Examiners, and Doctor McCaul had to withdraw his motion. Doctor Wilson feels that as he is backed up by so many, he can pursue an aggressive policy. Last year, and while you attended, he was very quiet.

. . . but he evidently feels now "Master of the situation." He spoke against the adjournment to suit your convenience, and said that he felt his arrangements were of quite as much importance as yours. Had it not been for him, the adjournment would have been as desired by Doctor Nelles. The Chancellor was unwell, so that I occupied the Chair.

As the battle will be fought out on Friday Evening, we feel that you and the Vicar General should attend, and Doctor Nelles and I sent off a telegram to that effect at six o'clock, but as the line has been down for two or three days, it is possible that our Letter will be your first intimation of what has taken place. Mr. Crooks and Doctor Wilson both alluded to your action in connection with University affairs in highly disparaging terms, so much so that you really should be present, if for no other purpose, than to vindicate your position. Personally I am extremely anxious to have your powerful support, as I am placed in a very unpleasant position by the attacks of my old Friends, and I look to you and others for assistance under the trying circumstances. Surely you and the Vicar General could come up for a few days.

Doctor Willis informed Doctor Nelles to-day that he had sent in his resignation as a Member of the Senate, on account of the objections raised against him as an Examiner, but it would be well if the Attorney General would decline it by telegraph, and also request him to attend the Meeting on Friday night. . . . A telegram from the Attorney General would give us his powerful aid, and enable us to prolong the debate.

It will, without doubt, be adjourned from mid-night on Friday to the following day, so that if you could manage to reach here, even by Friday mid-night, it would be in time.

Would not the Attorney General consent to the appointment of Mr. C. J. Campbell, of Toronto, brother of Mr. Speaker Campbell, and the Reverend S. D. Rice, and the Reverend Mr. McKerris? If so, they could be telegraphed to, and I know that Mr. Campbell will go with us. Doctor Fuller, it seems, will not attend just now, as the Bishop is still opposed to the Commission's suggestions, and Doctor Fuller has been advised not to thwart him in the matter.

I can think of no plan by which the action of the Attorney General can be invoked unless he was to telegraph to Doctor Wilson and the others, and they would turn Mr. Crooks, Mr. Blake and Mr. McLean from their purpose. Doctor Jennings said he thought nothing should be done now by the Senate, that he was with Mr. Crooks in his Resolutions, but that the time for action had not arrived, and this, I believe, is also Mr. Cockburn's opinion.

Would you also kindly ask Vicar General Macdonald to telegraph to Vicar General Walsh and ask him to attend?

Fully relying on your attendance as well as the Vicar General on Friday night.  
TORONTO, April 27th, 1863.

JAMES PATTON.

#### 15. VICE CHANCELLOR PATTON TO DOCTOR RYERSON.

Many thanks for your favour, but, as you will have heard ere this that the Chancellor died yesterday morning, and the Meeting of to-morrow evening will, of necessity, be adjourned if not broken up. I hold that the Senate cannot legally assemble and transact business, there being no Chancellor, as the Third Section of Upper Canada Consolidated Statutes, Chapter 62, provides that "The Chancellor, Vice Chancellor, and other Members of the Senate for the time being shall constitute the Senate of the said University," and, throughout, the Chancellor is named as a Separate Functionary. The Senate acted upon this view on Judge Burns' death, (for although he had resigned, yet his resignation had not been accepted,) and the Session of that Senate was broken up, nor did any Meeting take place until after the appointment of his Successor. To be perfectly assured, I telegraphed to the Attorney General, and he has replied: "The Senate having already decided that, when there is no Chancellor, you could not preside, I am of same opinion. I hope soon to appoint one." Accordingly I have instructed the Registrar to telegraph to you, the Vicar General Macdonald, Reverend Doctor Nelles, and Reverend Doctor Leitch not to attend. From what the Registrar has stated, I apprehend, however, that Mr. Crooks will attempt an adjournment for Monday Evening to allow Doctor Wilson to have his say, but I cannot imagine that he and his associates will proceed to business in defiance of law and courtesy.

It is to be hoped that the Attorney General will appoint either Mr. J. C. Morrison, or Mr. VanKoughnet, to the Chancellorship, as they are the only two, as far as I can judge, holding views at all favourable to our views. Mr. Morrison, I incline to think, would gladly accept, as "John A." wished it while Attorney General. I wrote to the Attorney General yesterday strongly urging one, or other, of these gentlemen, and also requesting, as a personal favour, that he would appoint either four, or eight, more Members already named, to the Senate.

Now I feel no hesitancy in pressing for these appointments, as we ought to have a sufficient number in the Senate to hold our own. . . . Will you oblige me, then, by urging the appointment of a Chancellor and additional Members of Senate.

The Vicar General Walsh was with me to-day, and I was much pleased with his views. He is quite in accord with us, and will attend regularly.

With many thanks for your kind Letter, which I will read to Doctors Nelles and Leitch, when we meet,—or rather that part of it, in relation to our plan of action.

TORONTO, April 30th, 1863.

JAMES PATTON.

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## 16. TELEGRAM FROM THE ATTORNEY GENERAL TO THE VICE CHANCELLOR.

My opinion is that the Senate should not proceed to do any business until a Chancellor is appointed.

QUEBEC, 1st May, 1863.

J. S. MACDONALD.

## 17. THE REVEREND W. F. CHECKLEY TO DOCTOR RYERSON.

Allow me to thank you for your Note of the 29th ultimo, and for the information which it contained. Even without that information, which certainly strengthened my purpose, I should, however, have guarded against appearing to consent to the Resolutions of Censure of the Commissioners' Report, proposed by Mr. Crooks, which I look upon not only as impolitic, but as based upon a false assumption of authority on the part of the Senate, and upon an entire misconception as to the nature of the Commission.

The consideration of the Crooks' Resolutions by the Senate has been again adjourned until Wednesday Evening next,—on account of Chancellor Connor's death,—we had a specimen of the temper likely to be exhibited in the discussion, in the fierce onslaught made by Doctor Wilson on the Vice Chancellor's remarks, as to the object of the Crooks' Resolutions.

Had any business been done on Friday evening, these Resolutions would have been carried, against the votes of certainly not more than three, or four; as it is, I think the Senate is determined to stultify itself.

I see by *The Globe* that a Sub-committee of Finance, with Mr. George Brown as Chairman, is now examining the Expenditure for Educational purposes in Canada West.

From all Mr. Brown's antecedents, and from his intimacy with Mr. G. R. R. Cockburn, I think it likely that he will not only endeavour to give a great deal of unnecessary annoyance, but will direct his chief efforts against the Model Grammar School, which I look upon, for many reasons, as the most assailable part of our Institutions.\*

I have carefully considered the matter, and because I feel confident that you would use all the means in your power to protect the rights of every one connected with that Institution, I think it more especially due to you to say, that none of the principal Masters of the Model Grammar School would feel at all aggrieved by its dissolution, (I do not include Mr. Ambery,) provided the Government gave us, as in other cases, a fair compensation.

If, in addition to the usual allowance of a year's Salary,—I was myself permitted to hold the office of Inspector of Grammar Schools at a salary of say £500, (this sum to include travelling expenses,) I should consider myself fully compensated, and, would, in some respects, be even glad of the change, as my present hard work in the School, and ceaseless anxiety are beginning to tell upon my health.

I have thought it right to deal with perfect frankness in this matter and to relieve you, if I could, from the embarrassment, or hesitation, you might otherwise feel, and it has occurred to me that you might, under certain circumstances, deem it prudent to disarm opposition by taking the initiative yourself.

I scarcely think any Committee would hesitate at the question of a year's compensation, or at doubling the small amount now allowed for Grammar School inspection, when, by the abolition of the Model Grammar School, such a large permanent reduction of Expenditure would be effected.

Pending the decision of the University Question, I am convinced that an attack will be made upon us, both in and out of Parliament, and I think you ought to be, and to feel yourself, free to act in the matter exactly as you think best.

I see the sum of \$4,000 for Trinity College, in the Estimates. I conclude, therefore, that we shall not have the pleasure of Mr. Ambery's company much longer. He has been offered the Classical Mastership there.

TORONTO, May 4th, 1863.

W. F. CHECKLEY.

\* At the Public Meeting held in Toronto on the fifth of March to condemn the Commissioners' Report an attack was made upon the Model Grammar School. See page 133 of the preceding Volume of this History

## CHAPTER III.

THE COMMISSIONERS UNIVERSITY REFORM DEFENDED, IN  
REPLY TO EDITORIALS IN THE GLOBE AND THE LEADER,  
BY A COMMITTEE OF THE METHODIST CONFERENCE, 1863.

In addition to the Resolutions of censure, proposed in the Senate by Mr. Adam Crooks, the leading Newspapers in Toronto joined in the attack upon the Commissioners' Report. In reply to these strictures, an elaborate defence of the suggestions in the Report was prepared by a Special Committee of the Methodist Conference and published in pamphlet form. The following is a copy of this Defence:—

The Committee appointed by the Wesleyan Conference to advocate a National System of University and Collegiate Education, upon the basis of equal rights to all Denominations and classes of the community, feel ourselves called upon to vindicate the University Commissioners and the Denominations advocating University Reform, from the strictures of *The Globe* and *The Leader* newspapers and to present a summary view of the equitable and patriotic grounds on which that Reform is advocated.

*Importance of the Question; its History.*

The great importance of the question is such as to invite the best attention of every friend of his Country, of education, of Religion. And when we speak of Religion, we speak of it not in reference to any Religious Persuasion, but in relation to those great principles of truth and morals which are common to all Religious Persuasions, and which form the chief elements of individual and national character, the only basis of confidence between man and man, and without which no neighborhood, or Country, can be happy, or prosperous. Religious Persuasions are the only agencies of teaching these principles, and are, therefore, the greatest benefactors of society. To employ towards them terms of opprobrium and contempt must be the offspring of a feeling opposed to the principles and practice of religious truth and morals.

The University Question presents itself historically and practically as follows: In former years the public Endowment for higher education was employed in establishing one College, virtually in the interests and under the control of one Church. This caused great dissatisfaction; to remove which the Legislature passed an Act, in 1849, extinguishing the very name of the College, and establishing a College under the name of an University, excluding all recognition of Religion, and prohibiting every kind of Religious Worship in the Institution. It was as revolting to the feelings of the people generally to exclude all Religion, as to establish one dominant Church. What the Country needed, and what was largely demanded, was, not the exclusion of Christianity from our System of University Education, but the comprehension of all the influences of Christianity through the Religious Persuasions upon equal terms to all, upon equal conditions, without the exclusion or domination of any. This was the origin and object of the University Act of 1853, as stated in the preamble, and as avowed by Members of the Government who introduced it. Both the Acts of 1849 and 1853 sought the affiliation of all the Colleges of the Country in one University. The preamble of the second Act states that no College had affiliated under the first Act, and, therefore, proposed other provisions for the attainment of that object and the wider diffusion of Collegiate Education in the Country. But the mode in which the Act of 1853 has been administered, or rather mis-administered, has virtually perpetuated the repealed Act of 1849. Hence the dissatisfaction with the present system, and the renewed advocacy of University Reform.

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*The Practical Nature of the Question.*

The practical question now is, whether our System of University Education shall include one endowed College only, or several Colleges in one University, teaching the same subjects of Literature and Science, and up to the same standard, yet varied in their religious oversight and modes of instruction, suited to the different sections of the community, and adapted to secure a wholesome emulation; whether all the means provided for Collegiate education, should be expended in supporting one set of Professors for all Upper Canada, or several sets of Professors; whether one College,—that is, a School next higher than a Grammar School,—with its Teachers, without emulation, without oversight, with Salaries secured independent of Pupils, or amount of labour, is likely to do more for either the quality, or diffusion of higher education in the Country, than several Colleges erected by voluntary effort, and developing and combining the influence and energies of Religious Persuasions, and their several bodies of Teachers animated to duty by mutual emulation, and largely depending upon their exertions and success for their remuneration, and guaranteed to the community as to character and principles, as well as ability, not by a Government appointment, but by the character and oversight of the Religious Persuasions establishing Colleges interested in their efficiency and success. This is the practical question at issue in the present discussion. All the dust raised about “sects,” “spoliation,” “vandalism,” etcetera, are the mere tactics employed by partizanship to prejudice the question in the minds of the misinformed, just as Reformers were called Revolutionists, and the advocates of equal rights used to be called spoliators, in former days in this Country. What the Country at large, and what every good friend to it, is interested in, is not whether Collegiate education shall be given in Toronto alone, or in other Towns also, or by any one, or more, Religious Persuasion, or by no Religious Persuasion, but how, by a given amount of public aid, can the means and influences in behalf of University Education be most extensively developed, and University education most widely imparted, with the best precaution and provision possible for the principles and character of the young men educated. Such is the practical question for the reader’s consideration and decision.

*Proceedings of the Wesleyan and Other Churches on the University Question.*

The Wesleyans, as a Body, and some other large Religious Persuasions, believe that several emulating Colleges will do more work and educate more youth, than one monopolist College; they believe that youth are more likely to be good and useful citizens if they are religiously taught and watched over at the same time that they are secularly instructed; and, believing this, they believe the past and present system of expending the University Endowment is unjust and impolitic, and that a one-college monopoly is at variance with the best interests of the Province, and with the just rights of large sections of the community. They embodied the expression of their convictions in Petitions to the Legislature, and asked for inquiry. Inquiry was granted, and proofs were adduced in support of the justice of their complaints. A Commission was issued to investigate the management of the University Endowment, and the working of the University System, and report the results, with such recommendations as the investigation might suggest. That Commission has reported. The Report has been printed, and attacked by the advocates of monopoly. We now proceed to answer these attacks.

*Reply to Attacks on the University Commissioners.*

*The Globe* of the 20th ultimo says:—

“The chief result of the inquiry seems to us to be the establishment, almost beyond question, that Messieurs James Patton, of Toronto, John Beatty, of Cobourg, M. D., are the most impudent men that the Province contains. The only doubt which remains on our mind, arises from the question whether Messieurs Patton, Beatty, and Paton are



really the Authors of the Report bearing their name, or whether they have not been used as the plastic tools of Doctor Egerton Ryerson, whose hand may, we fancy, be traced in many of its pages."

We can state, in reply, on the best authority, that "Doctor Egerton Ryerson" did not write, or suggest, one line of the Report, and that every line of it was suggested and written by one, or the other, of the Commissioners themselves.

Mr. Paton is a scholar and Member of the Senate of Queen's College; Doctor Beatty is a Member of the Senate of Victoria College; and Mr. Patton is Vice Chancellor of Toronto University,—made so, not by Government appointment, but by election of the Senate, and against Mr. Langton, who was proposed and stoutly advocated by Doctor Daniel Wilson. Such a Commission could not have been more fairly selected. *The Globe* of the 30th ultimo makes repeated and lengthened attacks upon Mr. Paton personally. *The Globe* represents Mr. Paton as a "self-appointed Member" of a Committee of which he was not a Member at all, and at not one meeting of which he was ever present. *The Globe* also sneers at the "Honourable James Patton" for receiving \$800 per annum for "doing the little bit of formality" of conferring Degrees on Students entitled to receive them; but *The Globe* does not mention that Mr. Langton had received the same sum per annum during four years for performing the same duties of Vice-Chancellorship; and which duties involved the preparation of all business for the Senate and conducting all Correspondence in behalf of the University.

It is also just to observe that Mr. Patton, after two years of service in the office of Vice Chancellor, has, within the last two months, been unanimously re-elected to that office by the Senate, on motion of Doctor McCaul, (President of University College), seconded by Mr. Adam Crooks, Barrister-at-Law.

The Commissioners acted quite within the varied objects, and Visitorial powers of their Commission. *The Globe* cannot object to the Questions they proposed, or the fairness of their selection of parties of whom answers to the questions were requested; yet *The Globe* calls the Commissioners the "most impudent men that the Province contains," because they adopt the suggestions which the replies to their questions warrant, and make those suggestions almost in the very words which the Senate of the University had unanimously adopted. *The Globe's* imputation, therefore, upon the Commissioners, is most unjust and unfounded, whether it comes, or not, from "the most impudent men that Canada contains."

#### *Reply to Attacks on the Wesleyan and other Petitioners for University Reform.*

*The Globe* and *The Leader* can scarcely find epithets of odium strong enough to designate the Wesleyan and other advocates of University Reform. They are "greedy sects," "spoliators," "plunderers," enemies of our Common School System, and indeed everything that is selfish, mean and mercenary.

We may ask, in reply, whether the very Writer of some of these assailing articles in *The Globe* and *The Leader* is not a salaried Officer in the very College whose monopoly he advocates, and whether he is not largely profiting by that monopoly? We may also ask, whether *The Globe* and *The Leader* establishments have not also profited not a little by that same monopoly? Are these the parties to impute mercenary motives to others, and especially to whole communities? And is a resort to such imputations the proper style, and spirit, and method, to discuss the great question of the higher education of a Country? *The Globe* descends to personalities, and names three Heads of Colleges who have for several years been Members of the Senate, as objects of attack. He speaks of "the Reverends Doctors Nelles and Leitch, and the Very Reverend Vicar General McDonnell," as charging for their "board, lodging, and travelling expenses to the University fund" "every time they favour the Senate with their presence." Now, although nothing is more just and reasonable than Members at a distance should be paid their Travelling expenses, while attending the Senate,—although the Legislature

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provides for the payment of the Travelling expenses of its own Members,—although both Victoria and Queen's Colleges, and, we dare say, the other Colleges, pay the Travelling expenses of the distant Members of their Boards of Trustees and Senate, and do so as a matter of economy, as well as of justice, as the distant Members of such Bodies are generally more economical in the expenditure of the funds, than local Members resident where the funds are expended, and who may have some interest in their expenditure, yet those Toronto Members of the Senate who have wished to keep the control of University affairs in Toronto hands, have resisted every measure which has been proposed to pay the Travelling expenses of non-Toronto Members of the Senate, (although said Toronto Members have provided for paying the Travelling expenses of non-Toronto Examiners of the University), and neither Doctor Nelles, nor Doctor Leitch, nor Vicar General McDonell, has ever received a farthing from the "University fund" in payment of their "Board, Lodging, and Travelling expenses" while attending Meetings of the Senate. *The Globe's* statement is, therefore, as untrue as his attack is unworthy of a public journalist.

Then as to the Wesleyans being a "greedy sect, spoliators," etcetera, to whom do these epithets most justly apply? To those who largely profit by the monopoly which they advocate, or to those who advocate equal rights upon equal terms, among all sections of the community according to their works? The Wesleyans have ever been the earnest advocates of equal rights and privileges among all classes, and that long before most of their Assailants had a name, or a habitation, in this Country. Every time a Minister of any other Church than that of England, of Scotland, or of Rome, solemnizes matrimony in behalf of his own, or other, people, or performs a funeral service over their remains in Grounds regularly secured by law, he, together with all parties concerned, enjoys fruits of the many years' labour in the cause of civil and religious liberty of some of those very men, sustained by the Wesleyan Body, who have been most traduced by the advocates of monopoly as University Reformers. The Wesleyan Body has a character and a history in the Country which its Assailants may envy and asperse, but cannot destroy.

*Reply to Remarks of "The Globe" and "Leader" on the Commissioners' Report as to Expenditures.*

*The Globe* and *The Leader* both affirm that the Report of the Commissioners contains no proof of the extravagant Expenditure complained of. The Petitioners had complained that a large portion of the Capital of the Endowment had been spent, at variance with law, for the erection of College Buildings, and that much of the Income Fund had been lavishly expended. *The Leader*, as usual, deals in vague and general denials, and imputations of "monstrous vandalism." *The Globe* says:—"We are happy to find that the Commissioners, imbued, as they undoubtedly were, with the strongest desire to find fault, have been unable to point out a single case of either jobbery, or culpable extravagance, on the part of the Authorities of the University."

Neither the Commissioners, nor the Petitioners, had anything to say, nor any desire to say, anything about "the Authorities of the University." It was the expenditure complained of and investigated, without reference to those who directed it. The Commissioners state as follows in respect to the diversion of the Endowment for the erection of buildings:—

"Had the University Funds been always strictly applied to the purposes for which they were intended, namely, to create a permanent Endowment, the annual proceeds of which should be devoted to sustaining the cause of higher education in Upper Canada, the result would have been very different from that which we have now to consider. The chief diminution has arisen from the large Expenditure on the new University and College Buildings, Museums, and Library, amounting to \$355,907 for Buildings, and \$65,569 expended on Library and Museums.

"In the opinion of the Commissioners, the Act appears especially to provide that the Endowment should remain intact, and the only Expenditure from the permanent

fund appears to be authorized in clauses 78 and 84, where provision is made for 'maintenance and ordinary repairs of the property assigned for the use of the said University, or College, and for such permanent improvements and additions to the Buildings, as may be authorized by the Governor-in-Council.' Even a liberal construction of the clauses referred to, as well as of the spirit and tenor of the Act, would seem to afford grounds for doubt as to whether so large an Expenditure as has been permitted, was in accordance with Legislative enactment. A careful examination of the University Building has convinced the Commissioners that the expenditure has been upon a scale disproportionate to its uses and requirements, as well as inexpedient, when the necessity for public aid to sustain the higher educational interests of the Country is considered. Comfort and utility have, it is feared, been less studied than appearance and decoration; and even now, when the number of Students is far smaller than in this growing Country may reasonably be expected to assemble within its walls, complaints are made that the accommodation afforded to University College is greatly limited.

"It is obviously too late to offer further objections to this Expenditure, and the Commissioners merely point to the facts as showing that they afford some ground for dissatisfaction on the part of those other Institutions for Academical Education, whose claims to a share of the Surplus Income funds are provided for by clause 81 of the Act of 1853. The sum of nearly \$55,000, taken from the Endowment, is also invested, as already stated, in the Building occupied by the Branch Lunatic Asylum.

"The total amount realized from the sales of Lands is \$1,129,172, and according to the intentions of the Act, this should have been invested as the Permanent Fund, or Capital, of the University, and would have produced an annual revenue of \$67,750. This will be seen from a 'Statement of Capital invested and amount expended on account of the University of Toronto, up to the 31st December, 1861,' and from a Return, giving subjects of Expenditure and modes of investment. On looking, however, at investments productive of revenue, the Commissioners find that out of the above amount derived from the sales of Endowment Lands, the following five items form the chief sources of income:

1. Building rented to Medical School .....	value	\$ 7,020
2. Bank Stock .....	"	1,440
3. Mortgages .....	"	66,374
4. Debentures .....	"	354,047
5. From investments in property .....	"	41,001
		\$469,882

"Presuming that from the above five sources an income of \$28,188 is derived, it will be seen that the annual income of the University has been reduced to the extent of \$39,562 per annum."

Thus a vast Building for great show, but with slender accommodations, has been erected, when the law only authorized repairs and improvements in the existing Buildings; the Capital of Lands sold to the amount of twelve hundred and twenty-nine thousand dollars has been reduced to four hundred and sixty-nine thousand dollars; the Income Fund has been reduced to the amount of thirty-nine thousand dollars a year; and yet we are told these facts prove no "culpable extravagance" in the expenditure of the University fund! We may appeal to any candid man of any party, whether these facts do not more than justify and establish all that the advocates of University Reform have complained of and alleged in regard to unlawful and extravagant Expenditures of the University fund.

But these are only a part of the facts relative to extravagance. On the 16th page of the Commissioners' Report, we have the following statement:—

"As an instance of the want of proper adjustment of Expenditure to the Income actually collected, reference may be made to the first year in which a deficiency occurred, videlicet: 1859—when the excess amounted to the large sum of \$18,569.36. In this one year the following sums are charged to Income Fund.

Furniture for College residence .....	\$5,125 15
Grounds .....	6,256 20
Observer's Residence .....	4,340 00
	\$15,721 35

"Of the expediency of spending so large a sum on the Residence now occupied by only nineteen Students, and also upon the Grounds, at a time when the Income fell short, very great doubts may be entertained; and the Commissioners are strongly of opinion that the last item of expenditure, for the benefit of the Observatory, was not a legitimate application of the University Funds."

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Here we have Expenditures beyond the actual Income to the amount of upwards of Eighteen thousand dollars; of which upwards of Four thousand dollars was expended for an Observer's Residence, which has no more to do with the College than the Light House of the Toronto Harbour; upwards of Six thousand dollars was expended to ornament the College grounds; upwards of Five thousand dollars was expended in furnishing a Boarding Hall for the residence of Students, which first included fifty-five boarders, and last nineteen, and has now been abandoned as a failure! And all these expenditures are over and above the actual income,—in the teeth of the Act of Parliament, and reducing the endowment. This was in 1859; but, we learn from the fifteenth page of the Report, that in the following year the expenditure exceeded the income to the amount of \$8,777.96, and the year following again, to the amount of \$11,473.95,—since which time we have no returns; thus in three years, exceeding the Income, and reducing the Capital to the amount of \$39,606.77. What is all this but "extravagance," whether "culpable" or not?

We need not enter into further details of Expenditure, or remarks upon the recommendations of the Commissioners, as to reductions in regard to certain Professorships, Scholarships, etcetera. *The Leader* affects anger in regard to these matters; but the admissions of *The Globe* are ample to our purpose. In regard to the Expenditure on the Buildings themselves, *The Globe* of the 20th ultimo, concedes that "too much money may have been spent on the Buildings, and we certainly do not approve of the style of architecture adopted"; and in *The Globe* of the 28th ultimo, we have the following admissions:—

"It is a somewhat startling fact, that of the \$61,829 expended in 1861, only \$39,500 went for the support of University College, where the real work of education is done. The rest was spent in management of the Endowment, the support of Scholarships, and in the maintenance of what is called the University of Toronto. The sum of \$8,554 was spent in the Bursar's Department."—"Between \$12,000 and \$13,000 are expended on the University of Toronto, including \$5,719 on Scholarships; \$3,273 on Salaries; \$1,200 on Examiners; \$1,699 on stationery and printing, [a very large amount]; incidental expenditure, \$1,185. There is evidently room for great reduction in these items."—"The proposal that the Professor of Agriculture, who has never had more than seven matriculated Students in any one Session, and generally from two to four, should become an Officer of the Board of Agriculture, and give public lectures in various parts of the Province, is a judicious one."—"The University funds should also be relieved of the burden of providing Houses for the Director of the Observatory and paying a portion of his salary, in consideration of the very slight services he performs as Professor of Meteorology."—"We cannot help saying, that when the Province pays for Professors and Buildings, fuel and light, the friends of Students should pay for board and lodging. If Scholarships are to be given, however, in order to attract young men within the groves of the national University, they should be given, not to the sons of the rich, but to the poor. Hitherto it has not been so; it has been considered, we are told, 'inadvisable to affix the stigma of poverty to the holder of a Scholarship.' The simple answer to this is, that if a Student does not like the reputation or being poor, he need not accept a Scholarship. Poverty is no disgrace in this Country, and there are plenty who will receive with thankfulness the assistance of the State towards their education, even when coupled with the understanding that their parents are unable to provide for them during their University course. It is a practical absurdity that the University should be encroaching upon its Capital in order to pay the board of the sons of wealthy parents. Let the rich receive medals for proficiency, but let the Scholarships be given to those who need them."—"If the Income is systematically exceeded, the Capital will disappear, and University education will be left to the tender mercies of the Legislature, manipulated by the sects. We hope that condition of affairs so direful is far off. But there is no safety save in rigid economy. There ought to be no mealy-mouthed regard for the interests of individuals in this matter. If there are incompetent Clerks in the Bursar's Office, or useless Professors in University College, their services should be dispensed with. There is no money to spare for drones. We cannot afford to peril one of our most useful and important Institutions for the sake of individuals. The University Lands were set apart to afford higher education to the youth of Upper Canada, and not to give snug places to incapable servants."

We submit to any just man, whether *The Globe*, in the above quotations, has not admitted all that the Petitioners for University Reform have complained of, and whether

they have not, therefore, rendered signal service to the Country by bringing before the public and Legislature facts involving the greatest misapplication of educational funds which has occurred in America. In 1854, when the large sum was appropriated for Scholarships, in order to attract Students to University College, Doctors Ryerson and Nelles, (as was proved before the Committee at Quebec,) sought to get it reduced, and then to have it applied in aid of poor young men of merit; *The Globe*, after having abused them for years, now advocates the views as to Scholarships, which they pressed in 1854. They also contended at Quebec that the Senate of the Toronto University ought not to cost more than the Senate of Queen's University in Ireland, whose expenses of all kinds amount to only about £500 per annum; and now *The Globe* maintains the very same thing. It must be no small satisfaction to those advocates and Petitioners for University Reform who have suffered so much obliquely and abuse, to find the very *Globe* which exceeded all other journals in the severity of its attacks upon them, now admitting every material fact which they alleged, condemning the same extravagance and misappropriation of which they complained, and advocating the same reductions and retrenchment for which they contended.

On the score of Expenditures and extravagance, therefore, the case of University Reformers is established to the very letter, and beyond the letter, of their Memorials.

It only remains for us to consider the plan of University Reform proposed, and the objections which have been made to it.

Having shown by indubitable proofs, and the admissions of *The Globe*, that Expenditures of the University Funds unauthorized by law and extravagant in themselves, have been made, we now proceed to consider the plan of University Reform proposed, and the objections which have been made to it. The plan of University Reform proposed involves chiefly three questions,—First, the improvement and unity of the University fund; secondly, the affiliation of Colleges in one University; thirdly, the public aid to be given to affiliated Colleges.

### I. Improvement and Unity of the University Fund.

One of the most humiliating facts in the history of Upper Canada is, that the Capital of a fund set apart and consecrated to the higher education of the Country, has been misapplied and reduced to the amount of hundreds of thousands of dollars, and the annual Income of the fund has been, thereby, proportionably diminished. Apart from very large sums expended, as already shown, we may add that the part of the fund expended, in behalf of the Upper Canada College, (a Toronto Grammar School,) with interest which would have accumulated had the money been invested at six per cent., would amount to no less than three hundred and sixty-eight thousand one hundred and ninety-six dollars, (\$368,196).

It is of no use to inquire now when, and by what authority, the capital of the University Fund has been so deplorably reduced, and its annual Income so misapplied and exceeded; but every one must admit the duty of protecting, improving and economizing that fund in every way possible. The recommendations of the University Commissioners for that purpose, deserve the highest praise, instead of censure, whether each detail of their recommendations be thought best, or not.

One of the recommendations of the Commissioners is to capitalize the fund and convert it into public debentures, which, (without increasing the public debt), would at once put an end to further mismanagement of the fund and prevent its further reduction.

Another recommendation of the Commissioners is, that the Fund should be improved, not by adding to the original Endowment, but by regarding that Endowment as a sacred deposit and consecration to the higher education of the Country, and by, therefore, restoring to the Endowment what has been diverted from it to other objects, by

whomsoever contribute the feeling the Canadian educational funds the last fact which have educational up to our country such a future the public interest of abuse of public debt.

Every in our Country feel that the contradictory method of justice, making the highest act of reform; restoring the influence of University ing the loss from the day Act might have been dred thousand them, what moral and progress, of the wrong the University expenditure less benefits

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whomsoever such diversion may have been made. And we submit that nothing would contribute more to the dignity of the Country, to its noblest educational interests, to the feelings of self respect and patriotic pride of every lover of it, than the fact that the Canadian Legislature had stamped by its fiat the inviolableness of its highest educational fund,—repairing the breaches which have been made in it, and restoring to the last farthing the spoiliations which have been committed upon it, or the diversions which have been made from it. What a guarantee would such an act be to our every educational and social interest; and what a hope and future would it awaken and open up to our Country! In comparison of such a principle, such an object, such an interest, such a future, how utterly trivial and unworthy are the petty objections about increasing the public debt! Such an act would be only paying a debt to a wronged and abused interest of the Country, and would be one of the best preventatives against any future abuse of public trust, and improvidence in the contract and expenditure of public debt.

Every man competent to review the progress of Government, legislation and society in our Country, as well as in the neighbouring States, during the last ten years, must feel that the standard of the public virtue has been lowered, that the sense of public, in contradistinction to personal interests, has been blunted, that even the spirit and method of discussing public questions has declined, and the moral sinews of uprightness, justice, manliness, and patriotism in political procedures, from local elections up to the highest acts of civil polity have been greatly relaxed. There is, therefore, absolute need of reform; and the first step of reform, in a nation, as in an individual, is confession, restoring what has been wrongfully taken, and amendment of life. The language and influence of an act of reparation of the wrongs which have been committed against the University Endowment, would be of infinitely more value in girding up and strengthening the loins of public virtue in the Government and Legislation of the Country, aside from the direct advantages to higher education, than any sum of money which such an Act might require. When it is recollected that more than Ten hundred thousand dollars have been expended on contemplated public Buildings at Ottawa, and that Eight hundred thousand dollars more are intimated by Commissioners as necessary to complete them, what man of any sect, or party, impressed with the essential part and offices of moral and intellectual elements in rearing the noblest structure of civil and social progress, could hesitate as to the importance of restoring the spoliation and repairing the wrong which incompetency, or degeneracy, has, in past years, committed against the University Endowment of Upper Canada? A small part of the Ottawa Buildings' expenditure would restore to the University Endowment its integrity, and confer priceless benefits upon the Country in all time to come.

## II. *The Affiliation of Colleges in one University.*

The question of the affiliation of Colleges is entirely distinct from that of economizing and improving the University Endowment, and entirely distinct also from the question of public aid to Colleges. The Colleges have not asked, and do not ask, public aid upon the ground of affiliation, but upon the grounds of public justice, merit and usefulness. If the whole of the University Endowment were to be confined to one College at Toronto, it would not lessen one whit the necessity, the importance, the usefulness, the just claims of other Colleges to public aid. The question of affiliation is not, therefore, a means of getting aid to certain Colleges,—as has been so wrongly represented,—but a measure for improving the character and system of the higher education of the Country.

### *History of the Question of Affiliation.*

The question of affiliation of all the Colleges in one University is not of recent date. It reaches back to 1843. In 1840, Victoria College was incorporated as an University College, with a grant of £500 per annum; and Queen's College was incorporated

as an University College by Royal Charter the following year, and afterwards received similar aid from Parliament. In 1842, Victoria College was inaugurated as an University College, and Queen's College was opened the same year; and King's College, at Toronto, in 1843. The University Endowment was confined to King's College, with the Service and a Divinity Professor of the Church of England, and the Bishop as Visitor. Complaint was made against an Endowment for higher education in Upper Canada being applied to one College, and that the College of one Church, to the exclusion of all others. To remedy the injustice and liberalize the system, Mr. Draper, (then Attorney General,) brought in a Bill in 1846, based upon the principle of affiliation and unity of Colleges upon equal terms; but the Church of England advocates of the exclusive claims of King's College opposed Mr. Draper's liberal Bill, and he was obliged to abandon it, and he soon after retired from Parliament to the Bench. In 1849, Mr. Baldwin brought in a Bill, abolishing the very name of King's College, prohibiting all recognition of Religion, and establishing a secular University College, assuming that as Denominational Colleges refused to affiliate because the King's College was of one Church, they would affiliate because Toronto University was of no Church. The Toronto University, (for such King's College was then called,) was the antipodes of King's College, and was not less revolting to the feelings of the Christian public. Mr. Baldwin was so sensible of the mistake, that he afterwards introduced a Bill declaring the recognition of Christianity in the Toronto University; but a declaratory Bill of that kind had no practical effect. The Bishop of the Church of England, aided by liberal contributions in Canada and England, proceeded to establish Trinity College, and other parties so strongly opposed the Act of 1849, that it was repealed and superseded by the present University Act of 1853. The spirit and leading object of this Act of 1853 was to affiliate all the Colleges in the Country into one University, by removing the obstacles which had heretofore prevented it. These obstacles to affiliation were chiefly two,—first, the identity of the University with one College at Toronto, thereby giving that College an advantage over all others in the Constitution of the Senate; secondly, the exclusive application of the Endowment to the support of one College, thereby giving it an advantage over all others in the means of support. To remove the former of these obstacles, the Toronto University was entirely separated from University College,—the latter being a teaching Institution under the control of a Council, and the Act declaring that the former, under the control of a Senate, should contain no Professor, or Teacher, but simply examine Candidates and confer Degrees, and prescribe the Courses of Study, or conditions on which Degrees should be conferred in the several Faculties of Arts, Law and Medicine. Nothing, therefore, could be more at variance with the express objects and provisions of the University Act of 1853, than the later additions to the Senate so as to give the College at Toronto the virtual control of it, and identify the University as effectually with one College at Toronto as it had been by the repealed Act of 1849.

To remove the second obstacle to affiliation, the Act of 1853 provided that Expenditures of the University Endowment at Toronto should be confined to defraying current expenses of University College, and the repairs and improvements of its Buildings, and that the Surplus of the Endowment over and above these current expenses and expenses of repairs and improvements of the Buildings of University College, should form a fund for general academical education, as might be directed by Parliament.

Every man of common sense knows that to repair and improve Buildings, is not to erect new Buildings, much less to erect Observatory Buildings, ornament Grounds, etcetera, and, therefore, that doing the latter, instead the former, is an abuse of the provisions of the Act, and a misapplication of the University Endowment Fund.

The Bill, (which became the University Act of 1853,) as brought into Parliament, contained a clause providing for the application of a part of the Income of the Endowment to other Colleges than University College; and the Members of the Government of 1853, who are still in public life in Canada,—namely, the Honourable James Morris and the Honourable Malcolm Cameron,—declare that the Government intended to fill

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up the blank in said clause with the sum of Fifteen hundred pounds, to be paid annually to each affiliated College. But, when it was objected that the Income Fund was insufficient for that purpose, the Section was changed for the one providing for the expenditure of the Surplus of the fund, (after defraying the current expenses of University College, and of the repairs and improvements of its Buildings,) for the promotion of general Academical education as Parliament might direct,—leaving that part of the question to the future decision of Parliament.

The immediate friends of other Colleges than that of Toronto, were well aware that the University Income Fund would soon be sufficient to meet their just claims; they, therefore, awaited the result,—in the meantime, of course, reserving the exercise of their University powers, until they should be placed upon fair footing with the College at Toronto; and it was not until they found out beyond doubt, that the objects of the University Act of 1853, had been altogether disregarded, and the University Permanent and Income Funds were both being expended contrary to the provisions of the Act, that they opened anew the discussion of the whole question, and made their complaints to Parliament.

No sincere man can deny that the object of the University Act of 1853 was the affiliation of the Colleges of the Country, as also was that of the Acts repealed by it, when the very Preamble of it commences with the following words: "Whereas the enactments hereinafter repealed have failed to effect the end proposed by the Legislature in passing them, inasmuch as no College or Educational Institution hath under them become affiliated to the University to which they relate," etcetera. Nor can any man truly say, that it was ever supposed that any College would, or could, relinquish its own University powers to a Body in Toronto identified with another College, or until that Body should be impartially constituted, and each College impartially aided according to its works.

#### *The Nature of the Question of Affiliation.*

It being then clear that the affiliation of the several Colleges of the Country in one University, was contemplated by successive Acts of the Legislature, long before the present agitation of the question, and is, therefore, no recent device of certain Colleges, as has been so unjustly stated, let us now consider what is meant by it, and why it is desired.

The affiliation of several Colleges in one University implies two things; First, That there be one body called the University which shall not teach, but which shall prescribe what is to be taught in order to obtain Degrees and Honours, examine Candidates for such Degrees and Honours, and confer them, or authorize the conferring of them. Secondly, That the several Colleges affiliated shall teach what is prescribed by the University, and confer Degrees on no Candidates except those who have been examined and approved by the University.

In this plan it is, of course, assumed and required that the University shall be impartially constituted in respect to all the affiliated and competing Colleges; that such Colleges shall have a "fair field and no favour," so far as relates to the University, the Government and Legislature; that whatever advantages one competing College shall have over another shall arise from voluntary efforts, not from state patronage; that each College, irrespective of what is required to be taught by the University, shall equally prescribe its own Religious Instruction and discipline, and manage its own affairs.

In this plan there is unity in the required Science, Literature, and training of a University education, and there is liberty and diversity in what relates to financial management, modes of teaching, Religious instruction, discipline and oversight. The University body that prescribes what an University education shall be, and who alone shall be certified to the Country and to the world as having attained such an education,



has no teaching duty or competing interest in the work prescribed; the Collegiate Bodies that do the prescribed teaching and training work, have to submit the results of their work to the examination and judgment of a common tribunal. By this plan the Country has, of course, the best guarantee as to the character and value of the University education given; and the Colleges have all the freedom of action which the Religious condition of the Country requires, and all the promptings of mutual emulation and competition, in addition to the obligations of duty.

The affiliation of the several Colleges in one University has been considered so important, both as to the character and extension of University education, that it has been contemplated by successive Acts of Parliament for many years. The idea did not originate with any Religious Persuasion, or Denominational College, but with Statesmen immediately after more than one College became established. At the present time we have the American system,—almost every College is an University, and obtains more, or less, aid from the State, as influence and circumstances may favour. The plan of affiliation contemplates but one University, and Colleges aided upon an equitable system,—putting an end to Denominational Petitions, or “manipulation,” in respect to Parliamentary Grants in aid of Colleges.

It was, therefore, natural that the University Commissioners should direct their anxious attention to the important question of affiliation, as well as to that of Expenditure. The Commissioners addressed to the Heads of Colleges the following Questions:—

“I. Do you approve of the affiliation of the Colleges of Upper Canada to one University Board, and if so, state the advantages?”

“II. Do you consider the present system of affiliation to the University of Toronto unsatisfactory, and if so, state the reasons?”

“III. What system of affiliation would you consider most satisfactory, with special reference to the following points: (1.) The mode of securing an equal standard of education. (2.) The principle of the apportionment of funds from public sources. (3.) The exercise of University powers by the affiliated Colleges. (4.) The composition of the General University Board.”?

The Commissioners addressed the same Questions to the Senate of the Toronto University, through the Chancellor. The Senate referred the question to a Committee to prepare and report Answers to them. *The Globe* says the Committee was packed by the Vice Chancellor Patton, and names as Members of it, “Doctors Ryerson, Nelles, McCaul, Leitch, Vicar General McDonell, Doctors Lillie and Willis, &cetera, all of whom, (says *The Globe*) we have ascertained were on this Committee, although it included three scarcely ever seen at Meetings of the Senate before.” All of the gentlemen thus named on the Committee had frequently attended Meetings of the Senate; and as Heads of Colleges, (except Doctor Ryerson), it was important that they should be upon it. But *The Globe* omits other names which he could, of course, as easily have ascertained as those which he has given. The names of Members of the Committee omitted by *The Globe* are,—Honourable W. Cayley, Doctor Barrett, Mr. T. A. McLean, Mr. Adam Crooks. The Mention of these names would have disproved the statement of *The Globe* that the Committee was packed in the interest of Denominational Colleges against the Toronto University; for every one knows that the four Gentlemen just named, together with Doctor McCaul and Doctor Lillie (constituting a majority of the Committee), would not do anything prejudicial to the Toronto University. Fairness in the discussion of the question, and justice to all parties, required *The Globe* to mention the names which he has suppressed; and the omission of them argued a consciousness on the part of *The Globe* that his case required the use of unfair means in order to success. The Committee, after long discussion and deliberation, agreed unanimously upon the answers to be reported to the questions of the Commissioners. The report of the Committee was as carefully considered by the Senate, as it had been prepared by the Committee. The members of the Senate present at the final meeting when the report was adopted *nemine contradicente*,—first clause by clause, and then as a whole, (on motion of Doctor McCaul, seconded by Doctor Ryerson,) were as follows, as recorded by the Registrar: “The Vice Chancellor, Reverend Doctor McCaul, Reverend Doctor

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Willis, Reverend Doctor Ryerson, Mr. Jones, Doctor Barrett, Mr. Thomson, Mr. McLean, Doctor Smith, Mr. Crooks, Reverend Doctor Nelles, Reverend Doctor Lillie, Vicar General McDonell, Reverend Doctor Leitch, Reverend Doctor Jennings, Doctor Wilson, Mr. Cockburn, Mr. Cayley, Doctor Croft, Mr. Cherriman."

*The Leader* makes no mention of anything done by a Committee of the Senate, or by the Senate itself, on the question of affiliation; and *The Globe* omits the names of the lay Members of the Committee, and also the names of more than half the Members of the Senate present when the Report of the Committee was adopted. Now, the unanimously expressed opinion of the Senate on the subject, in answer to the above quoted three questions of the Commissioners, is as follows:—

"I. The Senate are of opinion that it is desirable to have one University Board for Upper Canada, which may be designated 'The University of Upper Canada,' to which certain Colleges, such as are hereinafter stated should be affiliated.

"Among the advantages of this arrangement may be mentioned; the fixing of the value of Degrees, the promotion of emulation among the affiliated Colleges, and the testing of the merits of different modes of instruction.

"II. The present system of affiliation under the Statute is unsatisfactory, as it is practically inoperative, no sufficient inducements are held out for those Colleges which possess University powers, to give up, or restrict them; the absence of limitation relative to the number and composition of the Senate is also objectionable.

"III. (1.) The Colleges affiliated under the University Board should be those which adopt a common Curriculum, prescribed by a General University Board, which submit their students for simultaneous examination by Examiners appointed by such Board, and should have a competent staff of Professors for giving instruction in the Curriculum.

"(2.) The Senate would suggest that whatever sums the Legislature may see fit to set apart in aid of the Colleges affiliated by the University Act, exclusive of University College, should be divided into three equal parts, two of these to be divided equally among such Colleges, the other to be distributed in proportion to the beneficial results effected by such College. It is to be understood that this suggestion is not intended to interfere with the Endowment of University College, it being the opinion of the Senate that University College has a first claim to a fixed Endowment amply sufficient to its support in its present state of efficiency; and that it should have the power to establish Faculties of Law and Medicine, with the same support which is granted to corresponding Faculties in other Colleges, and also that it should be placed as to University powers on a par with them.

"(3.) Such exercise should be limited to conferring Degrees on such of their Students as may have passed the prescribed Examination in the University of Upper Canada, except in the Faculty of Divinity.

"(4.) The number of the Members of the Senate should be determined by the number of affiliated Colleges, one-third to be Heads of such Colleges, one-third to be elected by the Graduates of each College, and one-third to be appointed by the Provincial Government.

"In connection with these Answers the Senate would further beg to suggest that in any new arrangement of the proposed University of Upper Canada, a Convocation should be created composed of the Graduates of the Provincial University, with such powers as the Legislature may seem fit to confer upon the said Convocation, and especially with that of the election of the Chancellor of the University."

The above unanimous expression of opinion and recommendations by the Senate of the Toronto University, (not published by *The Globe*, or *The Leader*), on the whole question of affiliation,—the unsatisfactory character of the present system,—the advantages of the affiliation of Colleges,—the principle on which such Colleges should be aided,—the composition of the Senate,—must be considered as impartial and intelligent, worthy of universal respect, and of the deepest consideration of Statesmen and Legislators.

### III. The Public Aid to be Given to Affiliated Colleges.

We now advance to consider the last question,—the public aid to be given to affiliated Colleges.

We have said that the claims of the several Colleges to public aid had no connection with their affiliation in one University,—that those claims to Legislative aid rested on the grounds of public necessity and justice, upon their merits and usefulness, whether they become affiliated Colleges, or remain as University Colleges.

We have also said, that, upon the principles of equity, all Colleges affiliated to a National University should be placed upon equal footing, so far as it relates to national aid, or patronage. The fairness of the view is as plain as day to every candid mind, and involves principles so home-bred and strong in the bosom of every just man, that it could not be long resisted by the advocates of monopoly, if perseveringly insisted upon and pressed upon the Legislature and the Country by the advocates of equal rights. The application of this principle could be the more strongly urged upon in the present case, inasmuch as one College has enjoyed an unjust and exclusive monopoly in times past,—it has the less claim to any advantage over any other affiliated College in time to come. But the advocates of the rights of the classes represented by other Colleges, have waived the advantage of this claim over the classes represented by University College; that as the Free Church, the Baptists and Congregationalists, and some individuals of other Churches, have expressed their preference for a Non-denominational College over any Denominational College, (although very many individuals in those three denominations think otherwise,) the advocates of University Reform concede what is desired by the Senate of Toronto University, that University College shall first have “a fixed Endowment amply sufficient to its support in its present state of efficiency.”

*Adequate Support to University College.*

The first condition, therefore, involved in the plan of public aid to affiliated Colleges, is that an ample and fixed sum shall be provided out of the University Endowment for the efficient support of University College at Toronto. This is asked, and all that is asked, by the Senate of the University itself. And Doctor Daniel Wilson, in his evidence before the University Committee of the Legislative Assembly at Quebec, as Representative of University College, expressed himself as follows on this subject:—

“Again let me say for myself and my Colleagues in University College, we have no desire to monopolize the Endowments of the Provincial University. Let the just and proper costs of maintaining the College in a state of efficiency be properly ascertained with some adequate regard to future requirements, and whatever may be the legitimate object on which to expend the Surplus funds, the College can advance no claim to them. The statements made to you with regard to the cost of our College represent it as nearly double what it actually is. But as for the Surplus, it is for the Legislature to determine what shall be done with it. I should be delighted to see an adequate specific Endowment set apart for us, in such a way that, if we exceeded the appropriation, we should make up the difference out of our own Salaries; but also with the proviso, that, if we were able to retrench, we should have liberty to expend the balance in improving the efficiency of the Institution. At present, it is provided, that if we save any money, it is only that thereby it may pass away for ever from the funds of the Institution to which we belong. We are men, and that must be an unwise system to place us under, which provides that the more we economise, the more we lose.”

In the above quotation, while Doctor Wilson, as the Representative of University College, explains the philosophy of the extravagance which has characterized the Expenditure of the University Endowment, he admits that that College has no claim to anything beyond an adequate support; and says he “should be delighted to see an adequate specific endowment set apart for us.”

It is, therefore, admitted by the extreme Advocates of University College, as well as unanimously proposed by the Senate of the University, that a specific sum shall be set apart for the support of University College. Against such authority the monopolist objections of *The Globe* and *The Leader* can be of little worth.

As for ourselves, we have not specified any sum, large, or small, which we think is adequate to support University College. We leave that to the justice and wisdom of the Legislature to decide. We simply advocate, and give authorities in support of that principle that there should be a fixed sum for that purpose; and that Doctor Wilson and his Colleagues, who, he admits, are, only “men” should not continue to be placed in the way of temptations which, experience has so fully proved, are too strong for weak humanity, and especially when such a system of temptations has caused such enormous losses to the University Endowment.

In regard to the public revenue, it has unanimity of opinion. The report should be supported. The Buildings of the College, Toronto, will be a great help. Each of the Colleges should be considered. The public revenue should be increased by voluntary contributions.

Saying that the Legislature, leaving the matter, we will see.

1. Public establishments have immense good been done by the amount of public advantage.

2. It is to University classes of the support should be their wishes.

3. It is the same higher according to true liberal public work, the same work.

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5. It is well stated and distinct the Colleges. duty, to work standard and in which each there would

*Public Aid to other Colleges.*

In regard to public aid to other Colleges, the Senate of the Toronto University itself has unanimously recognized the importance and advantages of such Colleges; and has even suggested the mode in which the funds set apart by the Legislature for their support should be apportioned to each of them. We shall not here specify the sum which should be set apart for that purpose, any more than we have specified the sum which should be adequate to the support of University College. But if, after the erection of Buildings and all the expense which has already been incurred in behalf of University College, Twenty-eight thousand dollars per annum be considered necessary for its support, will the objector himself say that the one-half of that sum is too much to aid each of the other affiliated Colleges, considering the work they have done and are doing; considering the population they represent, and that their Buildings have not cost the public revenue, or any public Endowment, one farthing, but have been wholly provided by voluntary exertion?

*Reasons for Public Aid to other Colleges.*

Saying nothing more as to the amount of public aid to each of the affiliated Colleges,—leaving that for decision to the justice, wisdom and patriotism of the Legislature,—we will briefly state some reasons why such aid should be given.

1. Public aid has been granted to all but one of these Colleges since their first establishment,—now more than twenty years. Although that aid has been insufficient, immense good has been done by it. If a comparison be instituted between what has been done by these Colleges with what has been done by University College, and the amount of public aid given to each, the result will prove a thousand per cent. of public advantage in favour of the public aid given to these Colleges.

2. It is just to grant public aid to these Colleges. If large public support is granted to University College, which represents the views and provides for the wants of certain classes of the community in a manner agreeable to their wishes, it is only just that support should be given to Colleges which represent the views and supply according to their wishes other large classes of the community.

3. It is liberal. The recognition of all Colleges as fellow-labourers, that do the same higher educational work, and entitled to stand on equal footing of public aid according to their work, whether of one Denomination, or of no Denomination, is the true liberality of Christianity and patriotism. Treat alike all Colleges doing the same public work,—aid all, or aid none. To aid one alone, to the exclusion of all others doing the same work, is bigotry, monopoly, injustice, intolerance.

4. It is best for the diffusion of higher education. Hundreds of young men who have been educated in the several Denominational Colleges, and are already doing good service to the Country as well as credit to themselves, never would have been thus educated at all, had there been no more than one College, or no such Colleges in Upper Canada. And never were they so largely useful as at the present time. Their efficient aid is, therefore, a matter of great public interest for the wider diffusion of higher education.

5. It is best for elevating the standard and character of higher education. This is well stated by the Senate of the Toronto University, as above quoted. One separate and distinct Provincial Board to prescribe the standard and subjects of teaching for all the Colleges, and they all,—stimulated by emulation and competition, as well as by duty, to work up to that standard in all the subjects prescribed, how greatly must the standard and character of higher education be improved, in comparison of a system in which each College would have no standard, or emulation, beyond itself, and in which there would be a dead monopoly of one College?

6. It is the best, and indeed the only, system, for developing voluntary efforts and powerful influences in behalf of higher education. It is never supposed, except by the advocates of a One-college monopoly, that public funds are to defray all the expenses of University Education. The sections of the community represented by the several Colleges, erect their Buildings, and largely sustain them, independent of public aid, which, however liberal, only supplements their own exertions. And the very influences which have contributed to provide these Buildings, are employed to fill them with Students. Such exertions and influences, developed and encouraged by public aid, must operate most beneficially upon both the character and extension of higher education. All such exertions and influences are discouraged and deadened by the Toronto monopoly system.

7. Uniting the University Endowment and all the appropriations made by the Legislature into one fund, and aiding the several Colleges from it, is the best for the integrity and economical management and expenditure of the Fund. All the sections of the community represented by the Colleges would have a common interest in conserving and improving the Fund, and in securing its most economical management and application,—the very reverse of what has been done under the Toronto monopoly system.

8. The plan proposed of aiding Colleges will put an end to the system of Annual Grants to individual Colleges, and to all the "manipulation" and inconveniences connected with it. These Grants are the only case in which aid to education is given by an annual vote, and not by a permanent Act of Parliament. By the plan proposed, the Colleges will be aided more effectually upon the principles of equity according to their works; no Denomination will be brought in contact with the Government, or Parliament; the efficiency of each College will be tested by the University Board Examination of its Students, and the public aid to it be determined accordingly.

9. It is the best for the interests of Religion. After all, Religion is the highest interest and only hope of the Country, as well as of each individual in it; and Religion exists only among and by the several Religious Persuasions. Notwithstanding the sneer of the scorner, no fact is more certain and important than this. Without the Religious Persuasions, there would be no Religion in the Country, and Canada would soon become what France was during the French Revolution,—a cesspool of vice, a volcano of anarchy, a field of blood. Every good Christian and patriot must desire that the best educated youth of the Country should be imbued with Religious principles and habits; and every wise Parent must desire his Son, while pursuing his education from home, should be under all the Religious influences which Christian example, instruction and oversight can exert upon him. Whether this is likely to be done in a College of no Religious Persuasion, or of some Religious Persuasion, can be decided by every reader.

10. Aiding several Colleges is the only system which keeps faith with the terms of the original Endowment. In the despatch of the Duke of Portland in 1797,—seventy years since,—communicating the intention of His Majesty George III., to set apart a portion of the Crown Lands for the purposes of higher education in Upper Canada, the object of the University Endowment is expressly declared to be, not for the establishment of a College, but "of Seminaries of a larger and more comprehensive nature," (than the Grammar Schools just before mentioned and provided for,) "for the promotion of religious and moral learning, and the study of the arts and sciences." Whatever, therefore, is alleged upon the ground of public faith as to the Endowment, must apply to the purposes for which the endowment was created.\*

11. To aid several Colleges is the only way to meet the higher educational wants of the Country. It is well known in Toronto, and is stated in the Commissioners' Report, that notwithstanding the vast expenditure in the erection of the College Buildings at Toronto, convenience has been so completely sacrificed to show and decoration,

\* For a copy of this Report see page 17 of the First Volume of this Documentary History

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that "even now, when the number of Students is far smaller than in this growing Country may reasonably be expected to assemble within its walls, complaints are made that the accommodation afforded to University College is greatly limited." It is known that the Buildings were specially erected for University College; that the name of the University was used as a means of getting a larger expenditure and more magnificent Buildings for the College. The Senate Chamber, so called, is the Council Chamber of the College; the Convocation Hall of the Senate, so called, is the Convocation Hall of the College. The Senate does not meet in the College at all, but in a Class-room in Upper Canada College, where even Degrees have been conferred on Students of the University. *The Globe* is right in saying that the Expenditure in relation to the cumbersome machinery of the University, as heretofore managed, is needless waste. Yet after all the Expenditure for College accommodations at Toronto, the College Class-rooms are already crowded to excess. Suppose then, that all the Students attending the several Colleges of the Country, were to come to University College at Toronto, as the Advocates of monopoly contend, where would they find room, and what one Professor could teach them all Classics, what other Professor could teach them all Mathematics? To deny aid, therefore, to other Colleges, is either to provide additional College accommodations and employ additional Professors at Toronto, or leave more than half of the now College going youth of the Country without any facilities of higher education, unless provided for them by voluntary exertion. *The Globe* has admitted, that "the University Lands were set apart to afford higher education to the youth of Upper Canada, not to give places to incapable servants"; but not one-half of the youth of Upper Canada now pursuing Collegiate education can be educated in the one College at Toronto, with its present accommodations and present corps of Teachers, notwithstanding the immense expense incurred in providing them. The only just and effectual, as well as most economical method of providing facilities for the higher education of all the youth of Upper Canada seeking it, is through the several Colleges appertaining to and established by different sections of the people.

#### *Objections Answered.*

A few words, in conclusion, in answer to objections.

*Objection 1.* "To aid the several Colleges is to encourage sectarian education."

*Answer.* Suppose this were the case, would it not be better that the youth of the Country, educated, or uneducated,—and the more so if highly educated,—should be carefully taught and trained in the doctrines, principles and duties of Religion, as believed by their Denomination, than to have no Religious tendency, or training, at all? What would soon be the state of our Country, if its youth were not nurtured in the doctrines, principles or practice of any Religious Persuasion,—for that is the simple import of the objection against what is called "sectarian education." If the youth of the Country are taught in Religious Doctrine and Worship at all, must they not be taught and trained in the Doctrines and Worship of some Religious Persuasion? Is there any such thing as Non-denominational Religion, or Worship? Have not all the great good men that have blessed Great Britain, or America, been Members of some "Sect," and received, earlier, or later, a "sectarian," that is a Religious, education? There is no such thing as Religious Instruction which is not given by the Member of some "Sect," that is a "sectarian." To oppose an education, which involves Religious Instruction by some Sect, is, therefore, to oppose all Religious Instruction of youth. If "sectarian" worship, (that is Worship, according to the forms of some Sect,) teaching, habits, are good on Sabbath, are they evil on other days? If a Parent wishes his Son to be nurtured in Christian Doctrines, Worship and duties, does he wish that Son to be without any such nurture, or even oversight, during four years of his education,—four of the

\* For what Mr. C. F. Adams, Overseer of Harvard University, says on the evils of overcrowded Colleges, see page 321 of the 15th Volume of this Documentary History.

most critical years of his life? Will the Objector answer these questions? Besides, are Classics, or Mathematics, or Chemistry, or Natural, or Mental and Moral Philosophy, sectarian, because taught in a Denominational College? Is not a bushel of wheat grown by a sectarian as good and worth as much as one of like weight and quality grown by a non-sectarian? And is not a given amount of Classics, Mathematics and other prescribed subjects of an University education, of as great value to the Student and to the Country at large, if taught in a Denominational College as if taught in a Non-denominational one? And is not the Religious Worship, Religious Instruction, and Religious oversight of a Denominational College as useful to a Student and likely to be as useful to the Country, as no Religious Worship, no Religious Instruction, nor Religious oversight of a Non-denominational College? When both Colleges teach the same subjects of Literature and Science and up to the same standard, if the College of no Religion is supported with both Buildings and Income, and the College of some Religious Denomination is denied even an income, is not the conclusion irresistible that no Religion is to be endowed and some Religion is to be proscribed when connected with higher education? For a man of no Religion to make the objection in question is quite consistent; but for a man professing Religion to make it, does it not prove beyond doubt that his bigotry to his own Denomination and his jealousy and hatred of other Denominations having Colleges are stronger than his convictions of Religion itself? When the Objector shall have answered these questions, we will be prepared to give a still more ample answer to his objection.

*Objection 2.* "To grant public aid to Denominational Colleges is inconsistent with the fundamental principles of our non-denominational Common School System."

*Answer.* The reverse is the case, as will presently appear. But observe, there is a wide difference in the circumstances of pursuing Common School and University education. In pursuing the former, the Pupil is with his Parents sixteen hours out of twenty-four, and the whole of Saturday and Sunday, and has, therefore, the security and benefit of ample parental and pastoral instruction and oversight; in pursuing the latter he is not with his Parents, or Pastor, from one month's end to another.

Now the objection is founded upon the assumption that the fundamental principle that our Common School System is Non-denominational,—an assumption founded upon an ignorance of the School Law; for that Law provides, and has provided during twenty years, that there may be a Denominational School in every School Section, if desired; it provides also that the Board of School Trustees may establish Denominational Schools, and Denominational Schools only, if they please, in every City, Town and Incorporated Village in Upper Canada. The Law leaves it with the electors and their Trustee Representatives in each of these Municipalities to decide for themselves whether their Schools shall be Denominational, or not. What is optional cannot be fundamental, but must be contingent, or incidental.

The fundamental principles of our Common School System are two. First, the right of the Parent and Pastor to provide Religious Instruction for their children, and that they shall have facilities for that purpose. For this express provision is made in the Law and General Regulations. Apply this principle to the Collegiate System of the Country. Should the United right of the Parent and Pastor not be provided for during the years that the Son is away from home pursuing his higher education, or should it be provided for as far as possible? Let parental affection and conscience reply. Then, can the combined care and duty of the Parent and Pastor be best provided for in a Denominational, or Non-denominational, College? This question admits of but one answer.

The second fundamental principle of our Common School System is, the aid of the State upon the condition of, and in proportion to, local effort in each School Section. This is a most vital principle of the System, and as a chief element of its success, no public aid is given until a School-house is provided, and a legally qualified Teacher is employed, when public aid is given according to the work done in the School; that is, in

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proportion to the number of children taught, and the length of time the School is kept open; and public aid is given for the purchase of School Maps and Apparatus, Prize Books and Libraries in proportion to the amount provided from local sources.

Now, apply this vital principle of our System of Common School Education to our System of Collegiate Education. A section of the community,—a Denominational, or not,—provides College Buildings and employs the Professors. The State, through a University Board, prescribes the kind, or Curriculum, of Collegiate Education to be given and decides upon the amount and merits of the work done in each College by examining its Students and determining their Degrees, and then aids each College in proportion to the number of Students taught and approved. This is the System of Collegiate Education which we have advocated; and is not this the fundamental principle of our Common School System instead of being opposed to it? On the contrary, the advocates of a One-college monopoly repudiate, in relation to the System of Collegiate Education, this fundamental principle of our Common School System. They have provided no College Buildings, nor employed Professors, nor done a certain amount of Collegiate work, and then asked for public aid in proportion to the work done. They have contributed nothing, have done nothing as a condition of public aid in the great work of Collegiate Education, yet, although drones, and standing with folded arms, they claim to consume all public aid given for its promotion, and have even the hardihood to denounce, as sectarian and selfish, the bee-like industry of their fellow-citizens for insisting upon sharing in the bread of the common hive in proportion to their own contributions of educational honey to it! Now, if the principle of public aid combined with local effort is so vital to our Common School System, and has produced such wonderful results, why should it be repudiated in our Collegiate System? Whether it be a Municipal, or a Denominational section of the community that puts forth the efforts and fulfills the conditions of public aid, involves no principle, is merely incidental, is no part of the concern or business of the State; the principle of co-operation is the same; the work is the same; the education is the same; the public benefit is the same; and the public aid should be the same.

We may also add, that while the System of Collegiate Education we advocated, thus accords with the fundamental principles of our Common School System, those Denominations and parties who have most earnestly advocated University Reform, have been from the beginning, most earnest promoters of the Common School System.

*Objection 3.* "Your System will lead to the establishment of too many Colleges."

*Answer.* The supply in this respect never has exceeded, and in the nature of things, never will exceed, the demand. No Denomination, or section of the community, will incur the heavy expense and obligation of providing Buildings and an adequate staff of Professors to teach the subjects of the prescribed University Curriculum, unless they can command a sufficient number of Students to require a College. In Cambridge University there are sixteen competing Colleges, and the average number of Students annually matriculated in each College is thirty-one. In Oxford University there are twenty-six Colleges, and the average number of Students admitted per annum into each College, is nineteen. The number of Colleges, when not independent Universities, but competing Colleges in one University, increases the competition, and therefore elevates the standard and character of the University Education given.

*Objection 4.* "The Denominations that have no Colleges will not share in the University funds."

*Answer.* Certainly not, when the apportionment is upon the condition of work, any more than a School Section that does no work can share in the apportionment of the Common School fund. But no one ever proposed to apportion the University Fund to Denominations, but to Colleges, whether Denominational, or not, doing publicly prescribed University work, and on account of doing that work, irrespective of their Denominational character, or control. The Denominations not having, or caring to have, Colleges of their own, can send their Sons to the Colleges of other Denominations



most agreeing with them, or to the Non-denominational College more amply provided and endowed in proportion to the numbers of Non-college Denominations than any other Colleges in the Country.

*Objection 5.* "The Heads and representatives of the several Colleges being Members of the University Board, will lower the standard of University Education."

*Answer.* The Heads of those Colleges have been Members of the Senate in past years. It has been proved and admitted that the standard of University education has been materially lowered since 1853, but has been lowered entirely by parties connected with or advocating the monopoly of University College; and not one of the Heads of other Colleges has ever suggested, or advocated, lowering the standard of University Education, and some of them have lamented that it has been done.

*Objection 6.* "The Senate so largely composed of Heads and Representatives of Colleges, will control the University Endowment and dispose of it as they please."

*Answer.* It is not proposed to give the Senate the control of the University Fund at all, but that the Endowment shall be managed, and the Fund apportioned, by the Government, through its responsible Officers, as are the Grammar and Common School Funds.

Be it also observed, that whatever has been said as to the composition of the Senate, or any other matter of University Reform, has been merely suggested for the consideration of the Government and Legislature, to whose judgment and decision the whole question is submitted.

To conclude. On reviewing the whole question, it must be seen how groundless and unjust are the statements that the advocates of University Reform are seeking to pull down a national University and destroy University College at Toronto. Many well-meaning men have been misled by the frequency and boldness with which these truthless statements have been made by ignorant, or interested, partizans. The unanimously expressed judgment and recommendations of the Senate of the University on the subject are our ample vindication and complete refutation of the misrepresentations which have been propagated on the subject.

We confidently appeal to every candid and attentive reader, whether the System of University Reform, which we advocate, does not involve the true principles of nationality, of justice to all parties, of public co-operation with voluntary effort,—of unity in what is essential, and liberty in what is circumstantial,—of a high standard of University Education, and the most economical and efficient means of widely diffusing it.

*NOTE.*—In a Letter published in the *Christian Guardian* of the 2nd of March, 1864, a Correspondent writes as follows:

A leading American Journal has copied from the Report of the Regents of the University of the State of New York some statistics, showing the amount of Legislative aid in the aggregate, given in that State to the several Colleges. Nearly, if not quite, all of these Colleges are Denominational.

Columbia, New York .....	\$500,000
Union College, Schenectady .....	550,000
Hamilton College .....	138,000
Hobart Free College .....	60,000
University of New York City .....	39,000
Rochester University .....	25,000
Genesee College .....	16,000

Several (Denominational) Colleges in New England have received even larger assistance. These facts sufficiently show that a total separation of Church and State is quite compatible with a liberal support of Denominational Colleges.

COURG, 25th of February, 1864.

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## CHAPTER IV.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS,  
1863.

## I. THE METHODIST CHURCH REPRESENTING VICTORIA UNIVERSITY.

## PROCEEDINGS OF THE COLLEGE BOARD OF TRUSTEES.

*May 14th, 1863.* The Bursar, Mr. J. H. Dumble, presented his Financial Statement.

Moved by the Reverend John Douse, seconded by the Reverend James Spenser, that the Report of the Bursar be adopted. (Carried).

The Reverend Doctor J. B. Aylesworth, Agent, presented his Report.

Moved by the Reverend R. Jones, seconded by the Reverend S. D. Rice, that the Agent's Report be received. (Carried).

Moved by the Reverend S. D. Rice, seconded by Mr. William Kerr, that matters of difference between the Victoria College Board and Mr. W. W. Dean be referred to arbitration, and that he be invited to concur in the same. (Carried).

Moved by the Reverend James Spenser, seconded by the Reverend S. D. Rice, that there be four Arbitrators, in the Dean case, (two on behalf of the Board,) who shall have power to choose a fifth. (Carried).

*Resolved*, That Mr. Merrick Sawyer, and Mr. John Lewis be requested to act as Arbitrators on behalf of the Board.

Moved by Mr. J. H. Dumble and seconded by the Reverend S. D. Rice, that the Mortgage held by the College against Mr. Smith's property in Guelph, be placed in the Solicitor's hands for foreclosure, or that necessary steps be taken to obtain a release of Mr. Smith's Equity of Redemption, also to obtain an assignment of the insurance policy, if possible. (Carried).

Moved by the Reverend S. D. Rice, seconded by Mr. William Kerr, that the Reverend R. Jones having called attention to a claim on him for \$12 per annum, interest on \$200 as principal,

*Resolved*, That the Board accept, in lieu of the aforesaid claim, \$150, to be paid to the Treasurer in one month from this date. (Carried).

Moved by the Reverend John Douse, seconded by the Reverend G. R. Sanderson, That the President of the College, the Reverend Doctor Green and the Reverend W. H. Poole, be a Committee to confer with the Reverend John Ryerson respecting certain unsettled accounts. (Carried).

Moved by Mr. William Anglin, seconded by the Reverend S. D. Rice, that the Agent's Report, now discussed, be adopted. (Carried).

A Financial Statement from the Dean of the Medical Faculty having been laid on the Table it was,—

*Resolved*, That the Report be referred to the Chairman of the Board, Reverend Doctor Enoch Wood, for consideration.

A Letter of resignation from Doctor Canniff, Professor in the Faculty of Medicine, having been read, and also a Report relating to differences between Doctor Canniff and the Dean of the Faculty, it was moved by the Reverend John Douse, seconded by Doctor Cameron, that the resignation of Doctor Canniff be accepted. (Carried).

Moved by the Reverend John Douse, seconded by the Reverend Doctor S. S. Nelles, That the joint Treasurers be directed to prepare a detailed statement, to be submitted to Conference, of the probable Expenses and Income of the College for the ensuing year, and to suggest a plan for meeting the deficiency and for paying off the entire debt. (Carried).

Moved by the Reverend Doctor Nelles, seconded by the Reverend James Spenser, That the cordial thanks of the Board are hereby tendered to Mr. J. H. Dumble and the Reverend J. B. Aylesworth, M. D., joint Treasurers of the College for their efficient and valuable services during the past year. (Carried).

*July 24th, 1863.* Moved by the Reverend John Douse, seconded by Doctor John Beatty, that the Committee appointed to confer with the Reverend John Ryerson respecting certain accounts be discharged, and that the Reverends Anson Green, G. R. Sanderson, S. D. Rice, and S. S. Nelles, be a Committee to investigate said accounts and to report to the Board on the subject. (Carried).

Moved by the Reverend S. S. Nelles, seconded by Reverend G. R. Sanderson, that Doctor John Beatty and Mr. William Kerr be Auditors of the Treasurer's accounts for the present year. (Carried).

Moved by the Reverend S. S. Nelles, seconded by Reverend J. Douse, that the Reverend Doctor Harris be appointed Dean of Residence, to act under the direction of the President of the College. (Carried).

Moved by the Reverend John Douse, seconded by the Reverend I. B. Howard, that the two Treasurers be appointed to audit the former accounts of Reverend W. H. Poole. (Carried).

Moved by the Reverend S. S. Nelles, seconded by Doctor John Beatty, that Mr. J. H. Dumble and the Reverend J. B. Aylesworth, M. D., be appointed Treasurers for the present year. (Carried).

Moved by the Reverend S. S. Nelles, and seconded by the Reverend J. Douse, that the Members of the Board residing in Cobourg and Port Hope be appointed the Finance Committee. (Carried).

#### PROCEEDINGS OF THE CONFERENCE ANNUAL MEETING OF VICTORIA COLLEGE, 1863.

*June 3rd, 1863.* At the Conference Annual Meeting of Victoria College, held on this day, the Reverend Doctor Anson Green presided. The President of the College laid before the Meeting the University Calendar for the last Academic year, which was received.

The Reverend Doctor J. B. Aylesworth, Associate Treasurer, presented the Financial Statement of the College. After some discussion, the Statement be received and adopted.

*June 4th, 1863.* Moved by the Reverend Doctor S. S. Nelles, seconded by the Reverend Doctor J. B. Aylesworth, that a Committee be appointed to prepare and report a plan for relieving Victoria College of its financial embarrassment, and that the Committee consist of the Reverends R. Jones, J. Douse, S. D. Rice, J. Spencer, S. Rose, W. Jeffers, A. Hurlburt, J. B. Aylesworth, G. R. Sanderson, J. Elliott, W. Pollard, E. Wood, I. B. Howard, J. A. Williams and the Mover. (Carried).

This Committee, having considered the matter, presented a plan, prepared by Doctor Aylesworth. After a full consideration of the plan proposed, it was moved by the Reverend Doctor E. Wood, and seconded by the Reverend Doctor S. Rose, that this Annual Meeting do cordially recommend the Conference to adopt the proposed plan suggested by Doctor Aylesworth.

*June 10th, 1863.* The plan proposed for relieving the College of its embarrassment having been considered and discussed, it was moved by the Reverend Doctor W. Jeffers, and seconded by the Reverend J. A. Williams, that an assessment of one and one-fourth per cent. be laid upon the annual salary, or income, of every Minister and Preacher in the Connexion . . . and that the sum of Two thousand five hundred dollars, (\$2,500,) to be raised by this assessment, be appropriated to meet the annual deficit arising from the excess of the College Expenditure over the Income.

Moved by the Reverend Doctor Nelles, seconded by the Reverend L. Warner, that the Conference be requested to permit the Reverend Doctor Aylesworth to act as College Agent for the ensuing year. (Carried).

The Members of the College Board for the ensuing year were then appointed.

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## II. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

## PROCEEDINGS OF TRINITY COLLEGE COUNCIL, 1863.

*January 6th, 1863. Resolved,* That the Chancellor, the Provost, the Vice Provost, Mr. G. W. Allan, Mr. S. B. Harman and the Reverend Saltern Givins, be a Committee of Corporation on the University Statutes for the ensuing year; three to form a Quorum.

*Resolved,* That the Bishop of Toronto, the Reverend J. G. Geddes, and the Very Reverend Dean Grasett, be a Committee on Discipline for the ensuing year.

*Resolved,* That the Reverend Doctor Beaven, the Reverend Doctor Scadding, and the Provost be appointed Examiners in Divinity, for the ensuing year.

*Ordered,* that the thanks of the Corporation be sent to a Professor of Harvard College, for his gift of Volume III. of the Astronomical Observatory Proceedings of Harvard College; and to the Reverend J. Godfrey for a copy of the Romance of Casandra.

*February 10th, 1863. Resolved,* That this Corporation cannot allow their first Meeting, after the death of their late Chancellor, Sir John Beverley Robinson, Baronet, to pass, without recording their deep sense of the loss which they have sustained, by the removal of one, whose eminent public services, and exalted character, had secured for him the admiration and affection not only of themselves but of the Province at large.

They feel that in him this Institution has been deprived of one of its firmest and warmest friends, and of its ablest Counsellor; of one who was ever most willing to devote to its services the fruits of his sound judgment and wide experience, and who had also given a bright example in his most prominent public station, of the sacred principles which the College is designed to cherish, by his faithful endeavour "truly and indifferently to minister justice, to the punishment of wickedness and vice, and to the maintenance of God's true Religion and virtue." That these Resolutions be communicated to Lady Robinson, with the assurance of the deepest sympathy on the part of the Corporation with her Ladyship and with her family under their severe bereavement, and that the Bishop of Toronto be requested to transmit the same to Lady Robinson.

A Letter read from Mr. Durand, in answer to the Bursar's Letter to him.

The Bursar was directed to write to him and to say that the College will give a Deed of the Right of Way across the Lot, upon the proposed Road being made.

The Committee on the revision of the University Statutes reported the result of their labours.

The Reverend Doctor Fuller gave notice that he will, at the next Meeting of Corporation, move, seconded by Mr. Justice Hagarty, that it take into consideration so much of the recently published Report of the Commissioners on the University of Toronto and University College as relates to Trinity College.

A Memorial having been read from some Undergraduate in the College, it was,—

*Resolved,* That the Corporation, fully approving the Rules of Discipline laid down by the College Authorities, deeply regret the presentation of the present Memorial of the Students as one based on entirely erroneous impressions with regard to the Rules for the maintenance of order in Academical Institutions; the Corporation must, therefore, decline to receive the Memorial, and they do further impress upon the Students that they will best study their true dignity, and the advantages of a College course, by giving such attention to their studies as will meet the approval of the Professors.

*March 3rd, 1863.* A Letter was read from Mr. S. J. Vankoughnet, relating to the establishment of a Trinity College Grammar School, when it was,—

*Resolved,* That the Reverend Doctor Fuller, the Provost and the Vice Provost be appointed a Committee of the Corporation to confer with the Committee of the Trinity College Association respecting the establishment of such a Grammar School, and that the Bursar be instructed to communicate this Resolution to Mr. Vankoughnet.

With respect to the amendments to the University Statutes, the same was postponed to the next Meeting, except the following, videlicet:

*Resolved*, In regard to the following Statute of Trinity College, (Chapter 1, Section 1,) to the effect that a Meeting of the Corporation be held on the first Tuesday in every Month, with the exception of the months of August and September, be amended as follows, videlicet:—That a Meeting of the Corporation be held on the Tuesday before the second Wednesday in every Month, with the exception of the months of August and September.

*Resolved*, That the Bursar be instructed to send copies of the above Resolution to the Bishops, and to Members of the Corporation, submitting it for their approval.

*June 9th, 1863.* There was not a sufficient number of Members present to form a quorum.

*June 12th, 1863.* The Reverend W. Bleasdel subscribed the usual declarations, and took his seat as a Member of the Corporation.

The Provost read the Statute with respect to the election of Chancellor, when the Archdeacon of Ottawa submitted the name of the Honourable John Hillyard Cameron for the Office of Chancellor. The Reverend Saltern Givens submitted the name of the Honourable G. W. Allan, when Mr. Allan requested that his name should be withdrawn, as he was desirous that, for the good of the College, they should elect the Chancellor unanimously. Mr. Givens having withdrawn Mr. Allan's name, at his request, it was proposed by the Bishop of Ontario, seconded by the Archdeacon of Ottawa, and

*Resolved*, "That the Honourable J. H. Cameron be Chancellor of the University," which was carried unanimously.

The Provost gave notice, That the Statute of the College, Chapter 11, Section 7, which reads as follows:—No such appointment, or removal, shall be made except two-thirds at least of the Corporation be present, a majority of those present concurring in such appointment, or removal," be altered by substituting for the words: "two-thirds" the words: "a majority."

The Bishop of Toronto expressed a wish that, in consequence of the great loss the College has sustained in the death of the late Chancellor, that the annual Dinner of this year be dispensed with, which was agreed to.

Mr. Lewis Moffatt, from the Finance Committee, reported that the Bursar's Accounts had been audited up to April last, and found correct.

*July 7th, 1863.* Mr. Lewis Moffatt, from the Land Committee, reported the offer of Mr. George Metcalfe for the east half of lot Number 30 in the 1st Concession of Melancthon, 100 acres, £100, when it was,—

*Ordered*, That the offer be accepted, according to the Terms mentioned in Mr. Whitney's Letter of the 6th instant.

*Ordered* That the thanks of the Corporation be sent to the Reverend G. T. Carruthers for his gift of a Book to the Library.

*Resolved*, That the College Statute, which reads as follows: "That no appointments, or removals, in the College Staff shall be made, except two-thirds, at least of the Corporation be present," be amended by the words in Statute 11, Section 7, in place of "two-thirds," substituting the words "a majority." (Carried).

*August 6th, 1863.* The Provost read the application of the Reverend John Ambery for the office of Professor of Classics, when it was,—

*Resolved*, That the Reverend John Ambery be appointed Classical Professor, at a salary of Twelve hundred dollars per annum from the 1st of October, 1863.

The Bursar read a Letter from the Reverend Professor Irving, Vice Provost, resigning his office of Vice Provost and Professor of Mathematics.

The Provost read the application of the Reverend William Jones for the Professorship of Mathematics, when it was,—

*Resolved*, That the Reverend William Jones be appointed Professor of Mathematics at £250 currency per annum, from the 1st of October next.

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*Resolved*, That, from and after the 1st of January next, the Salary of the Professor of Chemistry, Geology and Natural Philosophy be £150 currency per annum, and that Professor Hind be requested to submit a scheme by which his duties may be lessened, having regard to the reduction of his salary.

*Resolved*, That, from and after the 1st of January next, the Salary of Professor Bovell be £100 currency per annum.

*Resolved*, That the suggestion made by the Provost, (to assume a portion of the Classical Lectures), is approved of by the Corporation and that, in consequence of this kind offer, and in view of the financial condition of the College, the Corporation feels that it can dispense with the valuable services of the Reverend A. J. Broughall, that accordingly notice be given to Mr. Broughall that his services will be reluctantly dispensed with from 1st of January, 1864.

*Resolved*, That the resignation of the Reverend Professor Irving be accepted, to take effect from the 1st of October, ensuing, and the Corporation desire to express their deep regret that the College should be deprived of his valuable services, and that the Bursar be directed to communicate this Resolution to Mr. Irving.

*Resolved*, That the thanks of the Corporation be given to Mr. H. Dixon for donations of specimens to the Museum.

*September 29th, 1863.* (Note. Several matters relating to the Doctrinal Teachings of the Provost were dealt with at this Meeting.)

*Resolved*, That if it be convenient to the Reverend Doctor McMurray to proceed to England, in accordance with the appointment of the Corporation by Resolution of the 7th and 21st of October, 1862, this Corporation will be gratified by his proceeding on this important Mission at the earliest possible day.

*October 13th, 1863.* A Letter was read from Mr. Richard S. Cartwright to the Bishop of Toronto resigning his seat as Member of the Corporation, and the Bishop's reply accepting the same.

A Letter was read from Professor Hind, (dated the 28th of September, 1863,) resigning his office of Professor on the 1st of January next.

A Letter was read from Mr. James Fraser, with specimens for the Museum.

A Letter was read from Mr. G. T. Carruthers, as to his giving Lectures on Music.

*Ordered*, That the thanks of the Corporation be sent to Mr. Fraser for his Museum specimens.

*Ordered*, That Mr. Carruthers receive the thanks of the Corporation for his liberal offer to give Lectures on Music, and that he be allowed to give such lectures, but that it shall not be compulsory on the Students to attend them.

Leave was given to Professor Hind to withdraw his Letter of resignation of the 28th of September, 1863.

An account of Mr. Thomas Storm of \$274.07, certified by Mr. G. W. Allan, was ordered to be paid, when there were Funds for the purpose.

*Resolved*, That the Committee appointed on the 7th of October last as to Doctor McMurray's Mission to England be re-appointed, with a request that they will carry out the instructions under which they were then appointed as speedily and as fully as possible, with a view to facilitate, in every way, Doctor McMurray's departure.

*Resolved*, That the Statutes and By-laws of the College and University, as now existing be printed, and that proof copies be sent to each Member of the Corporation, and that the Committee report whether any, or what further changes are desirable, with a view to their being finally printed for general use.

*Resolved*, That Doctor Fuller, Mr. G. W. Allan, Mr. S. B. Harman, the Provost and Doctor Bovell be a Committee to make arrangements for the Installation of the recently appointed Chancellor.

*Resolved*, That the Secretary be instructed to give notice to the Members of the Corporation that a Member of Council be elected at the next Meeting, in the room of the Honourable J. H. Cameron, whose seat by his appointment to the Office of Chancellor becomes vacant, and he becomes an *ex-officio* Member.

Notice of Motion given for the Honourable J. G. Spragge, to repeal the Statutes requiring all persons taking Degrees in the University to be Members of the Church of England and Ireland. Provided only, that no person taking such Degree be competent to become a Member of Convocation, unless he be a Member of the United Church of England.

Professor Hind laid on the Table a paper, with reference to his duties as Professor and Lecturer.

November 10th, 1863. There was not sufficient number of Members present to form a quorum.

November 17th, 1863. A Letter was read from the Bishop of Ontario, naming the Reverend E. J. Boswell, D. C. L., of Prescott, as Member of Corporation for the Diocese of Ontario, in place of Mr. Cartwright.

The claim of Mr. William Hay was taken up for Architectural Services, as to the proposed Chapel, when it was stated that Mr. Hay had exceeded his instructions, and did more than he was required, as, he was only asked to give a rough estimate of what the Chapel was likely to cost. That there are no funds on that account from the subscriptions to it, and that ten pounds would be more than enough to pay for all that Mr. Hay has done.

The Committee appointed to prepare a Circular for Doctor McMurray to use in England reported a copy of such Circular.

December 8th, 1863. Resolved, That the Honourable P. M. Vankoughnet, Chancellor of Upper Canada, be Member of Council to fill the vacancy caused by the election of the Honourable J. H. Cameron to the office of Chancellor of the University.

Notice of motion was given by Mr. S. B. Harman as to inserting in the Newspapers as notice that the Corporation will apply to the Legislature for an amendment to its Act of Incorporation.

The Committee on the University Statutes reported that the Statutes had been amended by it. The Report was adopted.

Resolved, That the Statute relating to Candidates for classical, or Mathematical, Honours, in respect of their attendance at Lectures in their third year and their examination for the Degree of B. A., be made to apply to those Students who are now in their third year of residence.

December 15th, 1863. Resolved, That Doctor Jukes of St. Catharines be allowed to proceed to the Degree of "B. M.," he having, as Student of King's College, kept the requisite terms, although, in consequence of not having passed the Matriculation Examination, he did not take his Degree, but became a Licentiate of the Upper Canada Board of Examiners in Medicine.

A Letter from Professor Ambery on the subject of Classical Lectures having been read, it was,—

Resolved, That the Reverend A. J. Broughall be requested to continue his services as Lecturer until the Midsummer Vacation, his remuneration for that period to be \$200.

The Honourable J. G. Spragge brought forward his Motion, as follows: That it be resolved that, in the judgment and opinion of this Corporation, the abolition of Religious tests upon admission to Degrees in Arts, Law, or Medicine, in Trinity College, will promote the interests of the Church and of the University, but, while the Council may deem it expedient not to withhold from the Students of Trinity College, who may not be Members of the Church of England, the ordinary rewards and honours accorded to Members of the Church, in respect of their attainments as Scholars, they desire by no means to impair the distinctive character of the College as a Church Institution; and they hold that no relaxation of the Rules and Discipline of the College, in regard to attendance at Chapel, or otherwise, ought to be made in favour of any Student at Trinity College. Upon the Resolution being put the following Members voted for it, videlicet, Messieurs Hazarty, Spragge, Grasett, Fuller and Jones.—5,

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and against it the Chancellor, the Bishop of Toronto, the Bishop of Huron, the Provost, Professor Ambery and Messieurs Allan and Strachan,—7, when the motion was declared "lost."

*Resolved*, That the Report prepared by the Committee appointed for the purpose of drawing up a Circular to be used by the Reverend Doctor McMurray in England be adopted.

### III. THE (FREE) PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE.

#### REPORT OF THE BOARD OF MANAGEMENT OF KNOX COLLEGE.

The Board of Management of Knox College, in presenting to the Synod their Annual Report for 1863, would notice that:—

Last year the total number of Students in all of the classes was 57, this year it is 68. Of these, there were in the Theological Class, 11; in the Senior Class, 10; in the Junior Class, 11; in the Senior Preparatory Class, 11; in the Second Class, 12; and in the Junior Class, 3; in all, 32 in the Theological Classes, and 26 in those that are preparatory.

The Treasurer's Account shows an increase of Income for the present year over that of the past year, to the extent of \$1,111.14; the total amount received in 1861-2 from Presbyteries being \$3,628.82, while the amount received this year is \$4,739.96. This difference is no doubt mainly due to the special effort made in the former of these years, in aid of the Building Fund. It will be observed that the Income this year, although considerably in advance of that of the last year, is still inadequate to meet the necessary current expenditures, and that the balance previously existing against the Ordinary Fund will be further increased. The deficit for this year, added to the previous arrears, makes a total of \$904.39. The contributions of the various Presbyteries were as follows:—

In 1861-2, \$3,628.82. In 1862-3, \$4,739.96.

The sum of \$241.78 has been received on account of the Bursary Fund. Not including the Prince of Wales' Bursary, amounting to \$60, and held this year, as last, by Mr. James Mitchell, there has been paid to Students, both as grants-in-aid, and upon the ground of successful competition, the sum of \$394.

Very few additional Volumes have been added to the Library this year, the outlay for additional Volumes not being more than \$62. This outlay, together with the ordinary expenses, has been met by Matriculation fees, and a contribution from one of the Congregations of the Church.

In regard to the Boarding Department, it is unnecessary to say more than that it appears to have been conducted, as heretofore, in a satisfactory manner.

The Board invites the attention of the Synod to the following recommendations:—

Ist. They concur with the Senate in thinking that a higher degree of preparation should be required as a condition of admission to the classes of the College. They do not, however, approve of lengthening or enlarging of the Theological Curriculum.

IInd. They concur with the Senate in recommending that a sum of \$50, be given to Mr. Gibson, as a small acknowledgment of his services in teaching Greek and Latin during the past session.

IIIrd. They concur also in the recommendation to the effect that greater strictness should be observed in inviting the advantages of the Boarding Department to the Students connected with Knox College.

In addition to the above, they recommend further that a list of the Students who matriculate in the various subjects of the Curriculum, should be prepared and printed with the Report of the Board. Such a list has been prepared for the present year.

Finally, the Board would press upon the attention of the Synod the necessity of devising some method for placing the Finances of the College upon a more satisfactory footing.

TORONTO, JUNE, 1863.

ROBERT URE, Chairman.



## REPORT OF THE COMMITTEE ON THEOLOGICAL EDUCATION.

The Committee appointed at last meeting of Synod, to take into consideration the whole subject of the preparatory Theological education of Candidates for the Ministry, beg to submit the following Report:—

The first point to which the Committee directed their attention was one frequently referred to in previous discussions on this question, videlicet, the propriety of abolishing the purely literary classes in Knox College, restricting the teaching within the Institution to Theology, and its cognate branches. The Committee are not insensible to the weight of argument, by which such a change can be supported, nor do they doubt its propriety in the abstract; but, while thinking it a point of too great importance to be lost sight of, they cannot, under existing circumstances, recommend its immediate adoption by the Synod. While attending to the matter, the Committee may be permitted to express their satisfaction that provision was made by the Senate during the past Session of Knox College, for the efficient teaching of the Classics within the Institution; and to recommend, not only the continuance of the arrangement in the meantime, but also the appropriation by the Board of Management of a small sum in connection therewith, in the event of the students' fees failing to afford a suitable remuneration to the Person employed in giving the instruction.

Farther, the Committee unanimously and strongly recommend the appointment by the Synod of a Board of Examiners, who shall be empowered to subject to a uniform examination, at the beginning of each session, all Candidates for entrance to the College, with a view to determining whether their attainments would justify their entrance, and, if so, at what point in the Curriculum. Also, that this Board should, at the same time, take, on examination, in certain prescribed subjects, the Students of each successive year, with a view of deciding whether they are entitled to pass into a higher stage in the Course of Study. The Committee would propose that Students passing a regular Course in the University of Toronto and taking a Degree, should be exempted from examination by the Board, until the period of entering on their Theological Course.

With a view of adjusting the relation of the Presbyteries to the Board, the Committee would propose that no Student be taken on examination by it for entrance to the College, without having been first examined by the Presbytery in which he resides, as to his religious and moral qualifications for the work of the Ministry,—and if deemed desirable, as to his literary attainments, as well, and thereafter duly attested; and that the Presbytery attestation should be necessary, not only for Entrants, but at each successive year of the Course.

The Committee trust that the Synod will see its way clear to give the proposed changes a trial. It will secure uniformity of standard, and a more thorough examination than is always, and perhaps often, possible, where the time of Presbyteries is so much engaged with attention to the Mission Stations within their bounds, and work of a similar kind, while it might be expected to supply a stimulus to effort on the part of the Students which could hardly be looked for from a plan like that now in operation, according to which the examination is divided over a number of Presbyteries, with only a few Students in each. The proposal is not a new one in the Presbyterian Church. It has been long in operation in the Presbyterian Church in Ireland. It was adopted several years ago by the Free Church of Scotland, after the fullest consideration. It will be apparent to all, that if such a Board is required in Countries, where the Students pass through a regular University Course, it must be much more imperatively demanded in the present circumstances of the Canada Presbyterian Church.

TORONTO, June, 1863.

ROBERT URE, Convener.

## PROCEEDINGS OF THE SYNOD OF THE (FREE) PRESBYTERIAN CHURCH ON UNIVERSITY MATERS.

*June 5th, 1863.* The Synod called for the Report of the Committee appointed last year to confer with Principal Willis, respecting his proposed resignation of the office of Principal of Knox College. The Report was given in and read by the Convener, the Reverend Mr. Ure; as was also a Letter to the Convener from Principal Willis, withdrawing his tender of resignation.

It was moved by the Reverend William Caven, seconded by Mr. Doak, That the diligence of the Committee, appointed to confer with Doctor Willis regarding his resignation of the Principalship of Knox College, be approved of, and that Doctor Willis' withdrawal of his resignation be accepted.

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It was moved, in amendment, by the Reverend A. F. Kemp, seconded by the Reverend D. H. McVicar, That the Report of the Committee, appointed by last Synod, to confer with Principal Willis be received, and their diligence commended; and that, in view of Principal Willis' withdrawal of his resignation, a Select Committee be appointed to prepare a suitable Deliverance on the subject.

It was moved, in further amendment, by the Reverend John Gillespie, seconded by the Reverend William Ball, That the Report of the Committee on the resignation of Principal Willis be received and approved, that the diligence of the Committee be commended, and that the Synod record their satisfaction in learning that Doctor Willis has agreed to withdraw his resignation.

It was moved in further amendment, by the Reverend William Inglis, seconded by the Reverend J. McTavish, That the Report of the Committee, appointed to confer with Principal Willis on the subject of his resignation, be received, the diligence of the Members commended, and the withdrawal of his resignation accepted; it being at the same time clearly understood that the Synod, in accepting such withdrawal, by no means recedes from the position which it took upon the question of the division of the University Endowment.

It was moved, in further amendment, by the Reverend J. M. King, seconded by the Reverend William McLaren, That the Synod receive the Report of the Committee, and approve of their conduct, inasmuch as it is made apparent by this Report, now lying on the Table, that they had led Principal Willis distinctly to understand that the Synod had not resiled, and could not resile from the decision it had all but unanimously come to on the University Question, in connection with which the Principal's resignation was tendered; and whereas, on other grounds, stated in the Report, the Principal has seen his way to withdraw his resignation, this Synod cordially accepts of that withdrawal.

*June 8th, 1863.* The Synod called for the Report of the Committee, appointed last year, to watch over any proposed University legislation, which might have for its objects the appropriation of the funds of the University of Toronto, or of other public funds, for the endowment of Denominational Colleges in Canada West. A verbal Report was given in by Mr. Kemp, the Convener.

The Synod agreed to take up, in connection with the foregoing, an Overture from the Presbytery of Cobourg on the subject of Public Instruction, setting forth the dangers to which the System of non-sectarian education in the Province is exposed, and requesting the Synod to adopt measures to guide our people in this matter. The Reverend John Laing was heard in support of the Overture.

On motion of the Reverend Robert Ure, seconded by the Reverend S. C. Fraser, it was unanimously agreed, That the Report of the Committee on the matter of the University Endowment be received, and that a Committee be appointed to watch over any legislative action that may be taken on the subject, and that said Committee be authorized to petition against any attempt that may be made to interfere with the Endowment of our Provincial University, or to foster further, by the aid of other public funds, Denominational Institutions.

On motion of the Reverend William McLaren, seconded by the Reverend J. M. King, the Synod unanimously agreed, That the Overture of the Presbytery of Cobourg be received, and cordially approved of; and that, in its regards it as substantially covered by the Resolution come to on the subject of University Education.

The Committee to watch over any proposed legislation on the division of the University Endowment of last year were reappointed, with the addition of the Reverend Professor G. P. Young. The Committee will then be composed as follows: Reverend Messieurs A. Topp, D. Inglis, J. Laing, J. K. Smith, A. Kennedy, the Honourable John McMurrich, Doctor Agnew, and the Reverend Professor G. P. Young. Mr. Laing to be Convener.

The Synod called for the Report of the Board of Management of Knox College. The Report was read by the Chairman, the Reverend Robert Ure, and embodied the Report of the Senate; a statement of the amounts contributed by the several Presbyteries to the ordinary Fund; the contributions to, and the disbursements from, the Bursary Fund; the expenditure on the Library; as also a statement of the satisfactory management of the College Boarding-house, during the last year. The Report closed with several recommendations as to the best means for effectively sustaining all the interests of the Institution.

There was read, in connection with the above, the Report of the Special Committee on Theological Education, (see page 44 herewith); and relating to the examination of Students preparing for the Ministry, in the same Report.

After reasoning, on motion of the Reverend John Laing, seconded by the Honourable John McMurrich, the Synod,—

*Resolved*, That the Report of the College Board be received, its recommendations adopted, and that it be printed as an Appendix to the Minutes of the Synod; and, with the view of Meeting the great deficiency in the Income of the ordinary College Fund, the Synod instruct the Board to prepare and remit to Presbyteries a Statement of the amount which they may be expected to contribute within their respective bounds; in the preparation of such Statement, having regard to the numbers and circumstances of the Congregation concerned; and instruct the Presbyteries to transmit a similar statement to Kirk Sessions, and to visit, by deputation, any Congregation which may not be doing their duty towards the Fund. Further, that the last week of February be appointed as the time, on, or before, which all contributions shall be remitted to the College; at the same time that Congregations, which can do so, be urged to remit money as much earlier as possible.

*June 9th, 1863.* As the suggestion of the Reverend William Reid, Clerk of the Synod, it was agreed unanimously to recommend, like as the Synod did, last year, and do hereby recommend, that on the first Sabbath of October next, special Prayer be offered in all the Congregations of the Church, on behalf of Knox College.

#### IV. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY.

##### PROCEEDINGS OF THE COLLEGE BOARD OF TRUSTEES.

*January 21st, 1863.* *Resolved* that a Statement on the University Question be drawn up, printed and circulated among the Members of Parliament and others interested in the Question, and that the Reverend Principal Leitch be requested to draw it up.\*

That the services of the Honourable Alexander Campbell be engaged for the purpose of drawing up and bringing in a Legislative Measure for the settlement of the University Question, on the basis of the plan recommended by the University Commissioners.

*February 26th, 1863.* The Secretary reported that he had forwarded to the Honourable John Hamilton, at Quebec, the usual Petitions to the three branches of the Legislature for the Annual Grant to the College.

A Letter of the date of 26th of January, 1863, was read from Doctor Dickson, Dean of the Medical Faculty, relative to the resignation of the office of Secretary to that Faculty by Doctor Lawson.

*Resolved*, That the Principal be requested to correspond with the Corporation of Trinity College, Toronto, requesting their co-operation in securing a satisfactory Legislative Measure for the settlement of the University Question, the Board of

\* A copy of this Statement of the University Question is printed in the next Chapter of this Volume.

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Trustees being persuaded that the co-operation of Trinity College will be of essential service in seeing that, while a suitable provision is made for the support of the several chartered Universities, their independence will be preserved, and as the interests of both Colleges are identical in this important question, it is hoped they will agree to united action for the settlement of the common object.

The Principal submitted a number of suggestions in relation to the Draft of the new University Bill proposed to be introduced this Session of Parliament. The Board approved of the suggestions, and the Secretary was instructed to forward a copy of the suggestions to the Honourable Alexander Campbell at Quebec.

*April 2nd, 1863.* The Secretary reported that the Petitions to the three branches of the Legislature, on the subject of University Reform, had been transmitted to the Chairman of the Board of Trustees at Quebec.

The Principal reported that the Statement on the University Question had been prepared by him and printed. The Secretary was instructed to transmit a copy of the Statement to each Member of the Board. (See next Chapter of this Volume).

*December 2nd, 1863.* The Reverend Doctor Williamson, from the Committee to whom had been referred a Letter of Mr. J. W. Cook, to the Treasurer, relative to a deduction in the annual allowance to the College from the Temporalities Board, submitted a Statement upon the subject, which, having been read, was unanimously approved, and is as follows:—

"The Board heard read a Communication to the Treasurer, of the date of the 30th of June, 1863, from Mr. J. W. Cook, Secretary-Treasurer to the Temporalities Board, informing the Trustees that, in consequence of the induction of the Reverend Doctor George into a pastoral charge, and a claim having been made by him, as a Commuting Minister, for £112.10/0 annually, the Temporalities Board had thought it right to retain the sum of \$150 from the College allowance for the last half year, until the legality of his demand was decided: said sum retained being the proportion of an allowance of £112.10/0 per annum from the time of Doctor George's induction.

"Whereupon the Board, unanimously resolved to make the following representation to the Temporalities Board, which will at once show that any such claim on the part of Doctor George cannot affect the amount to be paid annually to the College from the Temporalities Board.

"At the time of the Commutation in 1855, a Letter, addressed "To the Reverend Professor George and to the other Professors in Queen's College" was received from Mr. Hugh Allan, a Member of the Committee appointed by the Synod to negotiate with the Government, and the Secretary of that Committee. After stating generally that the terms of the arrangement had been settled with the Government, that document proceeds as follows:—

"One pleasing feature of the bargain is the securing to Queen's College of £500 a year in perpetuity; this was done with the consent of the Government by putting the £500 paid to the College by the Commissioners of the Clergy Reserves Fund, as an allowance of, £125 to each of the four Professors, and commuting with them for that sum."

"Please let each execute these papers, as directed in the Circular Letter, before witnesses, and make an affidavit as to age, and return them to me by mail as early as possible."

It is added in a postscript,

"If anything was to happen to the College, the annuity would be paid to the Professors, as individuals.

"It thus appears that the object of the arrangement effected with the Government was to secure to Queen's College £500 annually in perpetuity, and with this view Doctor George, as a Professor, as well as his Colleagues, signed the necessary documents and made the necessary affidavits. So long as he remained connected with the College he received his share of the annual allowance which it received, but when his connection with it ceased, his claim to that share ceased also, just as the claim of the Reverend Professor Mowat, a Minister in the cure of souls, to the £112.10/0 ceased when he resigned his pastoral charge, and became a Professor in the University, by whom he has since been paid a salary, and this salary of Professor Mowat, being paid by the Board of Trustees, the sum of £112.10/0 annually, which he would otherwise have received from the General Fund, has been left, for a number of years, at the disposal of the Temporalities Board for the maintenance of Ministers in the pastoral charges of our Church.

"That this is the simple view of the case is further shown by the By-Laws of the Temporalities Board, which were submitted to a numerously attended Meeting of Synod

in 1860, and after full and lengthened consideration received the sanction of that Synod. The thirteenth Section of these By-Laws is as follows: (Appendix to Minutes of Synod of 1860, page, 65): "It shall be the duty of the Chairman, and Secretary-Treasurer, on receiving from the Presbytery Clerks lists of Ministers of their respective Presbyteries, with the dates of their ordination, or induction, to pay to the Ministers who commuted the Secularization of the Clergy Reserves, but who were not allowed to commute £100 per annum, and to all others, until such time as the Board shall otherwise determine, a minimum stipend, of £50 a year, the whole in half yearly payments, and also £500 a year to the Treasurer for the time being of Queen's College, to be employed as heretofore in the payment of Professors, being Ministers of the Church."

"That the clause of this Section, relative to the allowance to Queen's College was deliberately passed the following extract from the Minutes of the Proceedings of the same Synod, (page 35,) shows: "It was moved by Mr. W. Snodgrass, seconded by Mr. John McMurchy, that, instead of the words "£500 a year to the Treasurer for the time being of Queen's College, to be employed, as heretofore, in the payment of Professors, being Ministers of the Church," the words "That Professors of the Faculties of Arts and Theology in Queen's College, being Ministers, shall rank as Beneficiaries on the Temporalities Fund, according, as they may belong to one, or other, of the several classes of Ministers provided for by the By-Laws and former Resolutions of Synod on the subject," which motion was lost by a vote of 43 to 6."

"In short the Board of Trustees feel assured that the Temporalities Board will see from the above Statement, that the arrangement made with the consent of the Government by the original Committee, by whom the commutation settlement was effected, and by the By-Laws of the Temporalities Board sanctioned by the Synod, is simply this, that Queen's College should receive in perpetuity £500, a year, and that, therefore, it is the duty of the Chairman and Secretary-Treasurer to pay "£500 a year to the Treasurer for the time being of Queen's College, to be employed as heretofore, in the payment of Professors, being Ministers of the Church."

The Chairman was requested to forward to the Secretary-Treasurer of the Temporalities Board, Mr. J. W. Cook, an extract of the above statement, with a Letter soliciting the Managers of the Board to take a favourable view of the case.

#### EDUCATIONAL PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH (OF SCOTLAND).

*June 3rd, 1863.* The Report of the Trustees of Queen's College, having been called for, was read by the Principal. It was moved by the Reverend J. H. McKerras, seconded by the Reverend John McKinnon, and passed unanimously, That the Report be received; that the Synod record their high gratification at the many evidences furnished thereby of increased efficiency, more especially at the fact that the number of Graduates and of Students sent forth from the Divinity-Hall considerably exceeds that of any former year; and resolve to regard these evidences of extended usefulness as a renewed call to more generous support of the Institution throughout the Church, and more fervent Prayer on its behalf.

#### LETTERS FROM THE AUTHORITIES OF QUEEN'S UNIVERSITY TO THE REVEREND DOCTOR RYERSON, ON A DRAFT OF UNIVERSITY BILL. 1863.

The following are a number of private Letters from the Honourable Alexander Campbell and the Reverend Doctor William Leitch of Queen's College, to Doctor Ryerson, on the subject of a Draft of University Bill, designed to carry out the suggestion on the subject of University Reform of the University Commissioners. I regret that I have no copy of any of Doctor Ryerson's Replies to these Letters.

#### I. LETTER FROM THE HONOURABLE ALEXANDER CAMPBELL TO THE REVEREND DOCTOR RYERSON.

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Canada Colleges should carry it to Quebec, and wait upon the Attorney General West with it. Doctor Leitch has applied to me to prepare a Draft of such a Bill; but as you have had such a world of experience in such matters, I would gladly learn that you would cause the Draft Bill to be prepared, and allow me to go over it while in manuscript. It would, I am confident, be of essential advantage to the cause we have in hand that the Bill should have the impress of your judgment and great experience. Pray let me know if you will be so good as to undertake it?

KINGSTON, January 24th, 1863.

ALEXANDER CAMPBELL.

NOTE. As Doctor Ryerson had prepared a Draft of University Bill in 1860,\* he revised it at a later date, so as to carry out the Suggestions of the University Commissioners. He sent a copy of this Draft of Bill to Mr. Campbell, as will be seen by reference to the Letter of the Reverend Doctor Leitch, [Number III of this series, on this page, herewith.]

II. EXTRACT FROM A LETTER OF THE REVEREND DOCTOR LEITCH TO THE REVEREND DOCTOR RYERSON.

Our Board of Trustees have requested me to draw up a Statement, [being a "Defence of the Plan of University Reform,"] to be circulated among the Members of Parliament.† I am not sure what would be the best time. Perhaps you could arrange with the Honourable Alexander Campbell as to our future course of action. Mr. Campbell is retained as the Legal Adviser of our College, so that he has power to act on behalf of the College in any proceedings that may be entered into.

KINGSTON, January 31st, 1863.

WILLIAM LEITCH.

III. LETTER FROM THE REVEREND DOCTOR LEITCH TO THE REVEREND DOCTOR RYERSON.

I merely write to acknowledge the receipt of your Letter, and to say that I highly approve of all that you have done. Your plan of writing a Pamphlet, in the name of the Conference Committee, will serve the purpose excellently well. Anything that I can do will only be to second your efforts. I am not at all up to the arguments suitable for the Legislators of Canada, but your long experience will be of good service to you in this matter.

I am glad that you have forwarded the Draft of a University Bill to Mr. Campbell, who is to let me know when a Deputation from the Colleges ought to be sent, [to interview the Government at Quebec on the subject].

I have had some correspondence with the Reverend Provost Whittaker on the subject. He is evidently most anxious to join us, although unwilling to give up his peculiar views. It would be a great thing to get the Church of England to go along with us; and, if there are practical men to represent them, they will see that Trinity 'is not left out in the cold,' in any measure that may be passed. There is to be a Meeting of the Corporation of Trinity College to-morrow, when Provost Whittaker is to bring the University subject before it.

KINGSTON, February 9th, 1863.

WILLIAM LEITCH.

IV. LETTER FROM THE HONOURABLE ALEXANDER CAMPBELL TO DOCTOR RYERSON.

I have this morning received your Draft of the University Bill. I had left home early in the month for Ottawa and Montreal and came here, without having returned

\* For this Draft of University Bill of 1860, see page 66 of the Sixteenth Volume of this Documentary History. For its revision by Dr. Ryerson, see note above.

† This Statement will be found in the next Chapter of this Volume.

to Kingston. I have read the Draft and send it to-day to Doctor Leitch to peruse; on its being returned to me by him I will go through it with the Report of the Commissioners, and your Letter before me, and will afterwards do myself the pleasure of writing to you about it.

QUEBEC, February 11th, 1863.

ALEXANDER CAMPBELL.

IV. LETTER FROM THE HONOURABLE ALEXANDER CAMPBELL TO DOCTOR RYERSON.

Many thanks for your kind congratulations, they are the more grateful to me from the sympathy which I have long felt towards the Canadian spirit, so to speak, with which your many years of patriotic and most useful exertions have been animated. I say Canadian Spirit, without the slightest disparagement of the more enlarged national feeling, but rather as in addition to it.

I hope still to be of use in the matter of the University Reform. Doctor Leitch is to send me your Draft of the University Bill, which I shall revise, and with which the Deputation from the Colleges will wait on the Attorney General.

Unless the Government take up the subject, I fear we shall make no progress this Session, but everything which I can do shall be done.

QUEBEC, February 19th, 1863.

ALEXANDER CAMPBELL.

V. LETTER FROM THE HONOURABLE ALEXANDER CAMPBELL TO DOCTOR RYERSON.

I notice the announcement of your arrival at the St. Louis Hotel, here, in the Papers this morning. I hope that you will, during your stay, go over the Draft of the University Bill with me. I will hold myself at liberty to-morrow at half past ten at my Rooms in the Parliament House, and on Wednesday at the same hour and place. Will you, if you can, make it convenient to join me on one day or the other?

QUEBEC, February 23rd, 1863.

ALEXANDER CAMPBELL.

NOTE. The Reverend Doctor Ryerson met Mr. Campbell, as here arranged, and they went over the Draft of the University Bill, which Doctor Ryerson had prepared, and they agreed upon its details. It was not submitted to the Legislature, however, as the Government is not disposed to take the matter up at the time, owing to the strong pressure which was brought to bear upon it by Members of the Senate of the University of Toronto and by some of their own supporters in the Legislature.

THE REVEREND DOCTOR LEITCH ON THE REPORT OF THE UNIVERSITY COMMISSIONERS.

"The Reverend Doctor Leitch, Principal of Queen's University College, in his address to Graduates; after conferring the Degrees at Convocation on the successful Candidates in the several Faculties of Law, Medicine, Arts, and Divinity, said:—

During the past year an important advance has been made in the University Question by the issuing of the University Commissioners' Report. We are concerned in its academic bearing; and it cannot but be a matter of satisfaction to all, that the Country is fully alive to the importance of a University System, sketched by the Commissioners, which shall tend to elevate and advance learning. Hitherto the public mind has been much bewildered with purely financial matters, connected with the University, while the question itself has become a matter of party politics. But the higher education of the Country is not a matter of party politics. Learning should be kept sacred from the strifes of partizanship. Who would think of party, if we were suddenly called

to arise and those subjects it is satisfied. The essential higher education system which the University value; and which the uniform, do check what guarantee the Honour is thus do valuable the for the same able, will All this ew qualification the inevitable a question Anglo-Saxon legitimate in Canada, elevation a

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to arise and defend our borders from foreign invasion? And so, learning is one of those subjects which ought to be exempt from the common lot of party warfare. And it is satisfactory to know that the desire for University Reform is confined to no party. The essential feature of the whole reform is to establish one great national system of higher education, instead of the fragmentary, disjointed, and mutually counteracting system which at present prevails. What the Country demands is a great national University Board, under which Degrees in all Colleges will have an equivalent and equal value; and all the public funds will not be wasted on Institutions for the efficiency of which the Country has no proper guarantee. At present, Degrees of Canada has no uniform, definite value. Every College has its own standard, and is under no public check whatever. . . . If there was a General University Board, there would be a guarantee that every Graduate would attain a minimum standard of excellence. Again, the Honours conferred by different Colleges have different values; and great injustice is thus done to the Graduates, whose pass Degree of one College is, perhaps, more valuable than the Honour Degree of another College. But when two Graduates apply for the same situation, the Honour Degree of the one man, although possibly less valuable, will naturally have a greater weight than that of the pass Degree of the other. All this evil would be obviated by a Great National University, that would test the qualification of Graduates by a common standard; and until such a measure be passed, the inevitable tendency will be to degrade the standard of learning. It is long before a question of this kind sinks fully into the national mind; but it is the character of the Anglo-Saxon mind, when once it grasps a principle, to carry it out sternly to its legitimate and practical consequences. And this race will have changed its character in Canada, if it do not speedily effect a reform which shall have for its great end the elevation and wider diffusion of learning.

#### GIFTS TO QUEEN'S COLLEGE MUSEUM.

A large and valuable collection of Minerals and Plants, has been presented to the Museum of the University by Messieurs Augustus Thibodo, Oliver Thibodo, and Robert Thibodo, now at Walla Walla, Washington Territory. The specimens are sixty in number, and have been gathered at different places throughout British Columbia, Oregon, Washington Territory, and Mexico. The collection was received in good order. The thanks of the Senate have been conveyed to the Donors for this valuable gift.

### CHAPTER V.

#### DEFENCE OF THE PLAN OF UNIVERSITY REFORM PROPOSED BY THE SENATE OF THE UNIVERSITY OF TORONTO.

BEING A STATEMENT DRAWN UP, AT THE REQUEST OF THE BOARD OF TRUSTEES  
OF QUEEN'S COLLEGE, BY THE REVEREND DOCTOR LEITCH, PRINCIPAL OF  
THE COLLEGE.

The recent Report of the University Commissioners exhibits the latest and most important phase of the University Question. The subject has now assumed a definite form. There can be now no misunderstanding as to the question at issue. People have been long bewildered with the intricacy of the question, and have taken sides more from party instincts than from a deliberately formed judgment. The Report has the great merit of putting the question in an intelligible form, and has, so far, cleared the way for its final settlement.\*

\* For this Report, See page 57 of the Seventeenth Volume of this Documentary History.



*History of the University Question of Upper Canada.*

It is with mingled feelings of admiration and shame that one looks back on the history of this long-vexed question—admiration for the longing of the people for a National System of Higher Education, and shame for the sectional and local influences that have constantly thwarted this national aspiration. It would be a profitless task to trace the history from 1827 downwards, of the munificent Endowment for Academic Education. The Fund was changed from one party to another in the vain hope that it would be at last turned to proper account. But all was in vain. Some malign influence defeated all the honest attempts of the Legislature to gratify the longings of the people. The national ideal was, in the early days, ever sacrificed on the shrine of local, personal, and sectarian interests. The Endowment was ample enough to meet the necessities of the whole of Canada, but being restricted by the above influences to the narrowest limits, it was felt to be necessary, in order to absorb the Revenue, to resort, of late days, to the most ingenious and startling devices for absorption. The scale of extravagance was such as to touch on the romantic; and, even in England, with so many similar cases to pall the appetite, the story of the University of Toronto is sometimes quoted as one of no ordinary piquancy. At a moderate computation, every Student who has gone through a regular course at College has cost £4,000. That a country so young and practical should yet be so precocious in the art of extravagance, has often been a theme of curiosity and wonder. But no one can trace the successive stages of this University Question without discovering evidences of a decided advance in patriotic feeling and integrity of purpose.

*The University Act of 1853.*

The Act of 1853, under which the University of Toronto now exists, gives evidence of enlightened and generous purpose. It was evidently the original aim of the Bill to found a great National Institution, embracing the various Collegiate Institutions of the Country. It provides for Colleges throughout various parts of the Country, but they were all to be united under one University, or Superintending and Examining Board. By the Act, Trinity College, Queen's College, Victoria College, and Regiopolis College, were, as well as University College, affiliated to the University of Toronto, and they as much form part of the University of Toronto as University College, with the exception of sharing the Endowment. This fact has been very much overlooked in the controversy, and it has been assumed that University College is the only College of the University of Toronto, but the others equally form part of the Institution. These Colleges have Representatives in the Senate, and, if they choose, they can take advantage of the privileges of affiliation. Academically, they form an integral part of the University: it is only financially that they are excluded. But how should such an anomaly exist, that all the various Colleges should be put on the same level in relation to the University, and that one College, videlicet, University College, should monopolize all the funds? There is perfect consistency in the whole of the Act except on this one point. It exhibits all the elements of a great national scheme of higher education without reference to religious differences. The Act does not, academically, draw any invidious and sectarian distinction between the various Colleges. It does not recognise the superior rights of a non-religious College over a religious one. A College whose Corporation holds a negative creed in Religion is not acknowledged as having any claim superior to that of a College whose Corporation holds a positive Religious creed. Creeds are entirely ignored, and regard is had only to the work done; and the University is appointed to test that work, from whatever quarter it may come. The Act assumes that if there is a danger in beliefs, the belief in no Religious doctrine may be quite as dangerous as a belief in some Religious doctrine,—that a godless College may be as much fraught with evil as a godly one. Hence, as far as the Colleges are related to the University, there is no sectarian partial dealing. But it is far otherwise with the

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provision in the Act for the support of the several Colleges affiliated to the University. The Preamble fully and explicitly acknowledges the importance of having Colleges in various parts of Canada for the accommodation of the people who could not and would not send their Sons to one College at Toronto; and in the body of the Act, the various chartered Colleges are made part and parcel of the University of Toronto, quite as much as University College itself. Strange, that while all this is conceded, the financial provisions should be such as entirely to negative this grand, magnanimous, and national scheme for the University Education of the Country. How should the financial element clash so entirely with the academic, as totally to neutralize the good in the latter? Why rear a magnificent fabric, and at the same time place a mine under it to destroy it as soon as it is erected? The clause which has acted thus ruinously upon the whole academic structure is to the effect that one of the affiliated Colleges, videlicet, University College, should have, in the first place, all its wants supplied, and that, if there should be a surplus, it was to be applied to aid the cause of higher education in other Institutions. It is easy to conceive how such a clause as this should operate. It developed enormously, not the teaching, but the spending power of the Institution. The grand problem was, with a mere handful of Students, to spend the enormous revenue without leaving a Surplus. To accomplish this it was necessary to resort to acts of extravagant and wasteful expenditure which have no parallel in older and richer Countries.

*Financial Interpolation of the Bill of 1853.*

But how should such a financial clause slip into a Bill otherwise so excellent? It is well known that, in the first Draft of the Bill, fixed sums were allotted to the other affiliated Colleges as well as University College; and this was absolutely necessary to complete the consistency of the Bill and fulfil its intention of rearing a great national institution. But, at the last moment, through some unexplained influence, the obnoxious clause was substituted, and completely destroyed the national character of the measure. The Institution was as sectarian as ever, the sect being in this case creedless; and it was purely local, embracing only the City of Toronto and neighborhood. The old battle required to be fought over again, and the Province must once more engage in a struggle to realize the national aspirations after one great University, embracing the whole higher education of Canada.

*Consequences of the Financial Interpolation in the Act of 1853.*

If the Revenue was merely wasted, there would be little to complain of, but it was wasted so as to injure seriously the cause of education. The standard of education was lowered, and large money inducements were offered to Students to accept of this degraded standard. The extent of this degradation was so great that many in Canada still listen with incredulity when told of it. Let a man be accused of some small petty offence, and all will believe; but let him be bold enough, and commit something very startling, and few will be convinced. It was this bold policy that the University of Toronto adopted.

*Paper Degrees granted to Non-attendants at a University.*

To understand the boldness of the step, it is necessary to understand the real work of a College, as distinguished from a University. It is to put the Students through a severe course of academic training for three, or four, years at least, and then to hand them over to the University to ascertain whether, during this training, they have acquired a suitable amount of knowledge. If, then, a Student is certified to have studied the regular number of years, and if the University find that he has improved

his time, it confers upon him a Degree. A Degree is simply a Certificate that a Student has gone through the whole Curriculum, attended so many years, and attained a creditable amount of knowledge. To carry out the theory of one local University and College, instead of a national University and several Colleges, it was necessary in some way to supply the whole of Canada with Degrees, so that it would not be necessary to resort to the other affiliated Colleges. And how was this attained? By the device of what has been termed paper Degrees. No attendance at any College is required. The Candidate has only to pass examinations, by no means formidable, and he is transformed into Bachelor, or Master, of Arts. And not only are Degrees offered on these easy terms, but large money inducements are held out to those who will take such Degrees. These sums are termed Scholarships, amounting to £30 each. A young man, though never in his life within the walls of a College, may be transformed into a Graduate on such easy terms. If the Candidate is a man somewhat advanced in life, and probably unfortunate in business, the road to a Degree is particularly easy. He has only one examination to pass; and, in a few days, with little mental strain, the unsuccessful Clerk, or Storekeeper, is dignified with the name of Graduate, and apples for a Grammar School, or a Professor's Chair. Some of the corrupt Universities of Europe have been accused of selling their Degrees to men without any academic training, but it was reserved for the ingenuity of a new Country to pay Candidates for taking such Degrees. Ninety of these Scholarships, afterwards reduced to sixty-one, were offered annually to Candidates, who, notwithstanding the tempting inducements, sometimes did not come forward in sufficient numbers to take up the whole.

#### *Options of Specific Subjects of Instruction.*

It may be thought that no Examiners would pass a Candidate who was not respectably well informed in the subjects of examination, and that a man, although not trained at College, may creditably wear the title of Graduate. The scruples of Examiners are met by what is called the System of Options. Subjects are prescribed to suit the taste of the Candidate. If he shows a dislike to the severer subjects of academic training, such as the Differential and Integral Calculus, he is allowed to select more congenial subjects. His taste may be more in the way of light literature, and, therefore, Shakespeare and other attractive books are prescribed to him; and a proficiency in these is allowed to compensate for a defect in the more academic branches. The Candidate can thus turn his misfortunes to account. It may have been a taste for the theatre, or light literature, that caused him the loss of his situation and drove him to the necessity of seeking a Degree. But he now finds that his past gay life can be made conducive to his future success.

#### *The Lowered University Standard the Result of Monopoly.*

All this reads more like a romance than a reality; but one has only to peruse the Statutes of the University of Toronto to be convinced of the reality. But the point of importance is to remark that all this resulted from the necessity of endeavoring to show that a small local University and College could absorb all the funds and serve the purpose of a great national Institution.

#### *University College Suffers from the Lowered Standard.*

It must, however, be carefully noted that all we have said applies only to the University of Toronto, not to University College. This College has, as a College, no more to do with it than any of the other affiliated Colleges. University College is not to be blamed for this degradation of learning. It has as much reason to complain of this as any of the other Colleges. Nay, it has much more reason; for while the other Colleges can insist upon a severely academic course of education, University College

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is bound to conform to the desultory and unsatisfactory course permitted and encouraged by the Senate of the University of Toronto, from the very necessity of maintaining a monopoly. The question at issue has nothing to do with the efficiency of the teaching of the Professors of University College. It has always been assumed in this controversy that the Professors are as efficient as any in Canada, and the very small number of Students who avail themselves of the regular academic Curriculum would do credit to any University. It could hardly be otherwise; for with the acute Canadian intellect and the teaching of such accomplished Professors, the most satisfactory results might be expected. No College has more reason to be desirous of emancipation from the thralldom of the present University System which paralyzes all its efforts to raise the education of Canada, and to do work commensurate with the endowment which it enjoys. Tested by the academic work done, University College is perhaps the smallest of the affiliated Colleges. There is only one Faculty, videlicet, the Faculty of Arts; and the average number of Graduates yearly who have passed through a regular course of education is only 64. It is the yearly number of Graduates that measures the real work of a College. Colleges are not established for the purpose of attracting a crowd of idle listeners to popular and desultory Lectures; their function is to carry the Student on, from year to year, through a graduated course of severe academic study, so that when his course is complete he may receive a Degree. Now, the average product has been only 64 in the year, as appears from the University Commissioners' Report; and even this is too favourable a view, for the Report merely states that these 64 attended University College; it does not assert that they went through the regular Curriculum of four years. The number who occasionally attend without examination is considerable; but it is not at all equal to the attendance at occasional courses in other Colleges. According to the Calendar of Queen's College for 1861-2, 650 attended an occasional course; but it would be absurd to measure the work of the College by this number. The academic work of Queen's College is measured by her 36 Graduates who passed in that year. Now, this insignificance of University College as an academic Institution is not all due to any inefficiency of the teaching staff; it results solely from the University System, which has cramped all its efforts to be useful. It cannot be, then, a matter of surprise that University College has now joined the movement for reform.

*Plan of Reform Proposed by the Senate of the University of Toronto.*

The scheme of University Reform which the University Commissioners have recommended is substantially that of the Senate of Toronto University, but it has also received the approval of University College, through her distinguished President, Doctor McCaul. The Commissioners, in order to ascertain the views of the University, put certain questions to the Senate. A Committee of Senate was appointed to draw up answers, which were returned after long and anxious deliberation. The answers were submitted to the Senate itself, and they were approved unanimously by an unusually large meeting. The scheme, embodied in the answers, is the one now before the Country, and it is that of the University of Toronto itself. But this is not all: the same queries were put to Doctor McCaul, as the head of University College, and his answer, also given in the Report, is an unqualified approval of the scheme of the University, which is now before the Country as substantially the one recommended by the Commissioners.

*Praiseworthy Action of the Professors of University College.*

The magnanimous conduct of the Professors of University College will form one of the brightest pages of Canadian history. With disinterested zeal for the cause of higher education, they came manfully forward and demanded a reform, although reform would necessarily destroy the monopoly which was maintained for their peculiar benefit. They must have been fully conscious of the storm that would burst upon that

from the abettors of the monopoly. They knew that the press of Toronto and the Denominations interested in maintaining the monopoly, would assail the measure with the bitterest hostility, and would give them no credit for their magnanimous conduct. But with heroic fortitude they took their stand, resolved to be true to their Country and the cause of education, whatever might be the consequences. It was owing to the concurrence of the Professors of University College that the scheme was adopted with perfect unanimity by the Senate of the University. Men who have deliberately taken their stand in this way are not likely to quail before assailants who are interested in maintaining a corrupt system which so long repressed the generous aspirations of a young Country. Although the adoption of the scheme is chiefly due to the concurrence of University College, still it is but right to signalise a similar magnanimity on the part of the Representatives of Denominations supposed to be chiefly interested in maintaining the monopoly. No men were less likely to betray the principles they represented, and yet they hesitate not to give the most cordial acquiescence to the scheme of reform adopted unanimously by the University.

#### *Canadian Element in the University Senate.*

But there was still another element in the Senate of the University to which indeed the reform may ultimately be traced, videlicet: the Canadian element. Young men educated at University College have found their way into the Senate and carried with them a patriotic ardour for the Institutions of their Country. They love their College, but they love the honour of their Country more. They were the Representatives of the feeling everywhere rising in Canada, to have one great national University, instead of several small ones striving with one another to lower instead of elevate the standard of education. The generous and patriotic sentiments of which they were the exponents will doubtless gain sooner, or later, a complete triumph for University Reform. This sketch of the movement shows that it is a spontaneous reform from within. It is not a measure formed from without by newspaper warfare, or sectarian strife. It comes from the two bodies,—the University of Toronto and University College—which are most interested in maintaining the monopoly, but which now declare that, consistently with the interests of education and the honour of the Country, the system can be maintained no longer.

#### *Proposed Plan of Affiliation.*

The essential element of the plan proposed by the University of Toronto is that there should be one great national University instead of the present Universities. There are at present four Universities, two of them with Provincial Charters, videlicet: the University of Toronto and the University of Victoria College, and two with Royal Charters, videlicet: the University of Trinity College and Queen's University. There are also four Colleges connected with these Universities,—University College, with a staff of Professors in only one Faculty, videlicet: Arts; Trinity College, with the Faculties of Arts and Theology; Victoria, with the Faculties of Arts and Medicine; and Queen's College, with the Faculties of Arts, Law, Medicine, and Theology. It is proposed by the University of Toronto, that, while the various Colleges remain as at present, there should be one national University, called the University of Upper Canada. The arguments which the University of Toronto urges in favour of this plan are, the adoption of an uniform, or equal, course of instruction, the fixing of the value of Degrees, the promotion of emulation amongst the affiliated Colleges, and the testing of the merits of the different modes of instruction. At present, a Canadian Degree has no definite meaning, or value, and University College, as well as the other affiliated Colleges, have great reason to complain that the University of Toronto puts the A. B. who never was within the walls of University College on the same level with the Student

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who has attended it for four years. The other Colleges with University powers, or rather the Students of those Colleges, would not take a Degree from Toronto University when that Degree might be confounded with the Degrees of men who never had any academic education. University College was compelled to seek Degrees from the University of Toronto, as she has not University powers like Queen's, Victoria, and Trinity Colleges, and her Graduates suffer wrong by having their genuine Degrees confounded with the paper Degrees of non-academic men. The other Colleges, although equally affiliated to the University, were not, like University College, under the necessity of subjecting their Students to such unfair treatment. These Colleges give only genuine Degrees—that is, Degrees certifying actual academic training. The proposal of the Senate is to make a reality what is only a name at present. There is no real practical affiliation, although the Act of 1853 affiliates all the above-mentioned Colleges. The object now aimed at is simply an amendment on the present Act, with the view of making the affiliation real.

*Mode of Examining Students of Colleges by the University.*

A University, as distinguished from a College, is a Board that prescribes a course of instruction, examines the Students, and sees generally that the public Funds are properly applied. At present the Colleges have Universities of their own, and when they examine their Colleges it is the same as if a Candidate for a School were to examine himself and then to report to the School Board. No doubt the Examination and Report in such a case may be conscientious enough, but it is not a sufficient guarantee to the public, and there is great danger of unconscious bias. It is but right that all the Colleges, having public Boards, should be put under a general Board of Examination, and this Board is nothing more than the proposed University. Its function is to see that all the Colleges do their duty and turn to proper account the public Funds which they enjoy, and this chiefly by examinations and controlling the Curriculum. The Senate recommend simultaneous examinations, and indeed no other examinations would serve the purpose. These examinations would be conducted as in the University of London. The Examination Papers are sent sealed to the various Colleges, and an Officer employed by the University, not by the College, places before the Candidates the questions to which answers are to be given. These answers are forwarded to the Examiners, who decide on the merits of the Candidates. The same questions are submitted at the same time to all the Candidates at the various Colleges. This plan is found to work well in England, and there is no reason why it should not work as well in this Country. The scheme would be impracticable were all the Candidates obliged to resort to one centre, but this would be a very clumsy expedient when a single sworn Officer of the University can accomplish the object much more satisfactorily by submitting the examination papers at each College seat.

*Composition of the Senate of the University.*

The University of Toronto also recommend that the Senate should consist of a fixed number of Members. They propose that each College should send two Members, and that one-third of the whole number should be appointed by the Government. This plan would remove the grand defect of the present plan. At present the number is unlimited, and at the will of the Governor-in-Council any party may be swamped by the appointment of new Members. All the evils of the present system have arisen from the appointment at first of a vast preponderance of Members who were naturally disposed to make the Institution rather local than national. It speaks volumes for the liberality and patriotism of the present Members that, notwithstanding their local bias, they have assented to a scheme which shall put the University on a national, not on a local, or sectional, basis.

*Endowment of University College.*

The University stipulates, that in carrying out its plan, whatever arrangement it might make as to the aiding of the other affiliated Colleges, University College should have a first claim to a fixed Endowment, amply sufficient to its support in its present state of efficiency. This was cordially agreed to by every Member of the Senate. So far from seeking to impair the efficiency, the great object is to increase it; for, if any one College sinks beneath the level of the others, its tendency will be to bring the others to the same level; and the more the efficiency of any one College is increased, the greater will be the stimulus to the other to keep up with it. At present the rivalry is all the other way. The University Commissioners have, in the most liberal spirit, proposed that University College should receive the fixed sum of £7,000 yearly, which is about £1,000 or £2,000, including rent, for each Student who passes through a regular course of study in Arts, this being the only Faculty in the College. In addition to this, the Professors will be at liberty to charge fees from their regular Students, which they have not hitherto done. The competition between Colleges would be much more healthful and honourable if the inducement to attend was something more than cheapness. The other affiliated Colleges receive, on an average, £10 from each Student, and with this tax the number of Students who pass through a regular Course of Study is much greater than in University College, showing that the people of Canada are ready to pay for the education of their sons; and this, be it remembered, when they had to compete not only with a College charging no fees, but with a University scattering broadcast over the country money inducements, in the shape of Scholarships, of £30 each to parties who choose to take Degrees without attending College at all. Class fees are only a fair source of income to the Professors, who are by no means overpaid. The money that has been wasted has not gone to enrich the Professors, but to uphold a monopoly for local and sectarian purposes.

The essential elements of the Reform proposed by the University of Toronto is one national University, embracing the chartered Colleges, a common Curriculum, and a Common Examination.

*The Plan Proposed by the Toronto University Approved by the Colleges.*

The plan proposed by the Toronto University Senate is assented in by the various chartered Colleges. The Heads of Trinity, Queen's, Victoria, and Regiopolis Colleges, were appealed to for their opinion, and they have cordially united in adopting the great features of the scheme,—a common University Board, an equal Curriculum, and a Common Examination. All the Representatives of the higher education in Canada are now united in a plan for the construction of a National System of University Education. It is rarely that in such questions such an amount of unanimity can be secured; and if ever the fondly cherished hopes of Canada are to be realized, it is now.

*Opposing Parties to the General Scheme.*

But let us now estimate the opposing forces in this struggle for University Reform. We have the chief Religious Bodies of the country arrayed on the side of Reform,—the Church of England, the Church of Scotland, the Wesleyan Church, and the Roman Catholic Church, and these Bodies include the vast majority of the people of the Country. On the other side we have the City of Toronto and the Denominations who use University College as a Preparatory College, and are thus saved the expense of maintaining a College for the education of their Ministers. As for the City of Toronto, it is hardly to be expected that the people should as a whole have outgrown the tendency to subordinate national to merely municipal interests. In a new Country the

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patriotic and national feeling is of slow growth, and men will more readily combine for their Town, or Village than for their Country. Although the national feeling in regard to University Reform has gained much strength among the more intelligent citizens, yet the masses are governed by purely municipal instincts, and the masses will always command the services of the Newspaper Press. The Press of Toronto has, therefore, engaged all its talent in opposing this national reform. As to the Denominations that chiefly use University College as a training school for their Ministers, and are thus saved the expense of maintaining Colleges of their own, we do not grudge them this virtual endowment, but think it somewhat unfair that those who by their own voluntary efforts have raised Colleges for themselves, should be impeded in their efforts to unite these Colleges into one great national system. Voluntary effort constitutes the genius of this Country's activity, and as soon as the people rely wholly on State support for higher education, progress is immediately arrested. Though it is questionable, therefore, whether the above Denominations were wise in relying wholly upon State endowment for the preliminary education of their Ministers, still we do not grudge them the benefit of it.

*Only Secular Education is Aided in Affiliated Colleges.*

It is no argument to say that the Theological Schools of the above Bodies do not receive any benefit from the University Fund, but neither is it proposed that in the affiliated Colleges the Theological Faculty should receive any aid—the aid being entirely restricted to the secular Faculties and secular education. It may be further argued that the Theological Schools of the above Denominations are quite separate from University College, but the principle would not be affected although these Schools met in the Buildings of University College. There could be no objection, in theory, to this, especially if a small rent were paid. The arrangement would have great practical advantages to the Students, and the presence of such men as the Heads of these Theological Schools would exercise a salutary influence on the whole Institution. Although meeting under the same roof for convenience, the different Bodies would be supported from different sources—University College from the University Fund, and the Theological Schools from the resources of the respective Denominations. This is precisely the case of the affiliated Colleges. Although their Theological Faculties meet in the same Building, they would derive no aid from public sources, but be entirely supported by Church funds.

*The Denominational Colleges are Open to All.*

It may be said in defence of the opposition that other Denominations are quite as welcome as they are to send their Students to the University College; but this is precisely the position of the Denominational Colleges. The Denominational Colleges open their doors to Students of all other Denominations, without imposing any peculiar views in Religion. But it may be retorted that only Students of the particular Denomination will attend. This is by no means the case. If the sectarian character of a College be tested by the Students in attendance, University College is more sectarian than some of the other affiliated Colleges. Regarding University College as specially for the benefit of the Presbyterians, not connected with the Church of Scotland and Congregationalists, it is much more sectarian than Queen's College, which is in connection with the Church of Scotland. The number of Students at Queen's College belonging to the Church of Scotland is only about one-fourth of the whole number, whereas the proportion of the two above Denominations attending University College, as shown by the evidence given a few years ago before a Committee of the Legislative Assembly, is very much greater. The Presbyterians alone form one-half of the whole number. Tested, then, by the standard of numbers, University College is much more for the benefit of the favoured



Denominations than the other Colleges are for the Denominations who support them. Much of the prejudice against Denominational Colleges has arisen from the idea that they are merely for the Students of the particular Denominations with which they are in connection. But nothing can be more fallacious. The numerous Colleges of Oxford and Cambridge, and Trinity College, Dublin, are Denominational Colleges, but Dissenters, equally with Churchmen, send their sons, and are equally well received. It is so in Canada. Students from all Religious Bodies are sent to the Denominational Colleges. The peculiarities of the Religious creed are never imposed on the Students. The great advantage to the Students of a Denominational College is that it secures a high moral tone and salutary discipline, which must ever be based on Religious principle. Roman Catholic Students, for example, attend Protestant Denominational Colleges in Canada much more readily than University College. Their parents know that, while their Religious peculiarities will not be interfered with, they will have a guarantee for the maintenance of a high tone of Christian morality.

*Professors in the Colleges are from All Denominations.*

Another misconception in regard to Denominational Colleges is, that the Professors must be all of one Denomination. This is as unfounded as the misconception in regard to the Students. Take, as an example, Queen's College. There are all seventeen Professors and Lecturers, and of these only seven belong to the Church of Scotland; the remaining number belong to the Church of England and other Religious Bodies. The Denominational element consists simply in the fact that the company, or Corporation, who maintain the College belong to one Denomination. This academic company offer secular education to the Country, and agree to pay the larger part of the expense themselves. Another company comes forward and offers secular education, too, of by no means a superior description, but refuses to pay a farthing of the expenses. Now, which offer should the Country accept? Is it not bound to accept the cheapest, if the education be of equal quality? Should it not be the policy of the Government to be at no expense, if the work can be better done without them? But what has been actually done? The dearest offer has been accepted, and on what ground? Not at all on the ground of quality, but simply on Religious grounds. And what is worse, it is not the company with most Religion that is selected, but the company with none at all. Is not this non-religious sectarianism the worst of all sectarianism? Suppose the Government wanted tenders for printing instead of teaching; would it be tolerated for a moment that the dearest offer for printing should be selected, simply because the company or individual printer had no Religious creed, and that the other offerers should be rejected on the ground that they had the misfortune to believe in a God, or in some form of Christianity? Now, the Denominational Colleges do not take the ground that they alone ought to receive support from Government. They hold that the necessities of Canada demand that there should be no exclusiveness, and the Non-religious College should be put on a par with the Religious. The principle to which they demur is, that the Non-religious company should be the only favoured one, and that, under cover of the Non-religious company, or College, one, or two, Religious Denominations, forming but a small proportion of the people of Canada, should be endowed, to the exclusion of the rest.

*Majority of the People Prefer Denominational Colleges.*

It may still be argued, why should not all Denominations unite in this Religionless College? The answer is, that the Denominations have Colleges of their own that serve the purpose much better, and they do not choose to give them up. Suppose a number of socialists in Toronto claim municipal funds from the City to build and support a great Institution, to which any person might be admitted, they might plead, as an

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argument, that it was perfectly catholic in its principles; that no questions were asked as to the morals, or Religion, of the Candidates for admission; and that, therefore, it was of a public and national character, and entitled to public support. Would it not be a fair answer from the inhabitants who were not socialists, that they had houses of their own for which they were willing to pay, and that it was no argument to say that the social institution was open to them, as they had some scruples about its principles, which made them prefer their own homes? Or we may suppose that the City of Toronto claims support for one great Theatre to be built there; it might be argued that the Theatre would exercise a most important educational influence on the nation, and elevate its character, and that it would be open to the whole Province, as well to the people of Toronto. It would be very natural for the people of other parts of the Province to resist this, on the ground that it would be inconvenient to attend from the remotest points one Theatre at Toronto, and that if there must be Theatres at the public expense, they ought to be at different centres most convenient for the people. Others, again, might object, that they had some scruples as to the educational character of the Theatre, and that, as they could not conscientiously derive any benefit from it, it was no argument to say that if they chose to go to it they were quite welcome. The College question does not differ essentially from that of the Theatre. It would be preposterous to say that one College at Toronto should serve the whole Province, even although that College was unobjectionable in its constitution to the whole people. But although the constitution of University College were much better than it is, no people could be got to unite in accepting it as the one College of the Country. The voluntary action of the people will ever demand diversity, and the more that the higher, as well as the lower, education in this Country is left to the people, the better. The success of the Common School System is due very much to the spontaneous action of the people. They contribute, in the various districts, of their own free will, without government compulsion; and why should not the higher education be left to the people? Let the people unite, in whatever way they choose, as in the case of the Common Schools,—either as a Religious, or Municipal, community. The people of the Country have found that the most convenient bond of union for higher education is the Denominational. That is, individuals belonging to one Denomination combine to provide education for the people generally, and not merely for those of their own Persuasion. They have advanced the larger proportion of their funds themselves, and have asked, as in the case of the Common Schools, Grants-in-aid from Government. Were the University Fund applied in this way, merely to aid the voluntary action of the people in whatever capacity they might choose to act, it would have produced results incalculably greater.

*Government Should only Aid Educational Institutions.*

Education is no exception to the rule that Government should as little as possible engage in trade and manufacture. If they do, the work will be done imperfectly, and at far greater cost than if left to the people, and only such aid given as might be necessary to stimulate activity. The University of Toronto has been a signal failure, and little good has been done at such enormous cost, simply because the Government undertook a work which the people could do far better themselves. England has now made this important discovery in India. She there supported Religionless Colleges at her own expense and through her own agency, and as a necessary consequence little good was done at vast expense. But in recently remodelling the system and establishing Universities at the Presidencies, she has adopted the system of aiding such Bodies as choose voluntarily to enter the field. There is no Religious exclusiveness. What is demanded is a certain amount of secular education, and no questions are asked as to the creed of the company, or individual, who supplies it. In this scheme Christian, Mahomedan, and Hindoo Colleges receive aid for the secular instruction they impart, and the consequence is that only a small fraction of the expense is required to produce the same results. The same plan is adopted in the United States. The Government

assist the Colleges irrespective of the Denomination to which they belong. The Colleges are looked upon as engaging to do some work the State requires, and no question is asked as to the creed of the party engaging to do the work. It is deemed to be an advantage that the Corporation should belong to some Religious Denomination, as, in that case, greater unity of action is gained and the liberality of the people more effectually brought out.

*Endowment by the State on Religious Grounds not Desirable.*

It would be a calamity to Canada were she to endow the Religious Denominations as such, for Endowments, to be safe in this Country, must come from within the Church, and not from the State. But a calamity infinitely greater than Religious Endowments would be to endow any Body on the ground of its Non-religious character; and this is done by selecting one College, and, on the ground of its having no creed as a Corporation, bestowing the whole University Endowment upon it. This is Religious exclusiveness in its worst form.

*University Reform Required on Academic as Well as Financial Grounds.*

It has been argued that the University Fund is barely sufficient to support the one Religionless College in efficiency, and that, therefore, no end can be served by legislation. But the matter has an academic aspect, apart altogether from its financial; and as a purely academic matter, reform is imperatively required. The influence of the University of Toronto, as at present constituted, is to lower the standard and retard the progress of higher education, and this from the very necessity of a monopoly. Its ample revenues are employed so as to discourage regular courses at College. Many are kept back from attending College, simply because they can get from the University of Toronto what they want on far easier terms. Very many situations can be held only by Graduates, and the grand object of ambition is to obtain a Degree; but, in most cases, the object is to get the Degree on the easiest terms. If a man can have a Degree without attending College, and more especially if he be handsomely paid for accepting a Degree, there is little inducement to spend several years at a College, in order to qualify for a Degree. All the affiliated Colleges with University powers insist on a course of attendance and education before conferring a Degree; but the University of Toronto, so far from demanding any attendance, puts a sum into a man's hand for non-attendance. The munificent University Endowment is thus employed, not to advance, but to discourage academic education. If the higher education exists in Canada, it is not in consequence of, but in opposition to, the present University System. It is kept alive by those bodies that require a regular academic education before the Candidate can be admitted as a member. Apart altogether, then, from the financial aspect of the question, a reform in the academic element is imperatively demanded; and, above all, is a change in the constitution of the Senate necessary. The Senate is ever apt to become the arena of political strife, and this is perpetuated by the facility with which the numbers can be multiplied on any emergency. There is no limit to the number, and a party in the Senate can carry any measure if they but succeed in getting a sufficient number of new members appointed. The plan of reform recommended by the Senate was unanimously approved at one of the largest meetings ever held. There were twenty-one Members present; only on one other occasion was there a larger meeting. The unanimous approval was given, too, after each clause of the report of a Committee on the plan was fully discussed; yet it is not impossible that the decision of the Senate may be reversed by a batch of new Members. Notice of a motion to that effect has been given, and simultaneously a large number of Members have been appointed. New names are being still announced. The number of Senators has now risen to forty-four, and of these twenty-eight reside in Toronto. Each party

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in favour gets new Members, to keep a proper balance, till at last the Body becomes altogether unwieldy, and lapses into a debating society, instead of a calm deliberative academic Body. Should the decision of the Senate, on University Reform, be reversed, it will only furnish another argument for reform. It will demonstrate that the present constitution of the Senate is totally incompatible with the functions of an academic court. Limitation of the number of Senators is essential to University Reform, and this constitutes the basis of the plan recommended by the Senate and the affiliated Colleges.

KINGSTON, 1863.

WILLIAM LEITCH.

## CHAPTER VI.

### PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, 1863.

*January 7th, 1863.* Several Communications were laid before the Council.

Several applications of Superannuated Teachers were laid before the Council, and approved; but two were rejected.

The letter of resignation of the Reverend Doctor Ormiston having been under consideration, it was,—

*Ordered,* That in reluctantly accepting the Reverend Doctor Ormiston's resignation of the office of Inspector of Grammar Schools, the Council desires to express its high sense of the energy, ability and faithfulness, with which he has discharged the various duties with which he has been entrusted by the Council during the last ten years, and the zeal which he has, on all occasions, shown for the advancement of general education.

The Letter of the Rector of the Model Grammar School, in regard to Mr. Ambery, having been under consideration, it was,—

*Ordered,* That the Chief Superintendent be authorized to confer with the Rector and make arrangements to provide a temporary substitute in place of the Reverend Mr. Ambery.

The Letter of Mr. J. H. Sangster, the Second Master of the Normal School, having been under consideration, it was,—

*Ordered,* That Mr. Sangster's application for an increase of salary at the rate of One hundred dollars per annum be granted, the increase to commence at the same time with that of Mr. Francis Checkley. Mr. Sangster resigned his situation in the Model Grammar School in order to accept, at the request of the Council, the office of Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School.

*January 16th, 1863.* Several Communications were laid before the Council.

The subject of revising the Text Books for the Grammar Schools having been under consideration, it was,—

*Ordered,* That the Reverend John McCaul, LL.D., Chairman, The Reverends Doctor Leitch, Doctor Nelles and Doctor Ryerson, (as Convener), be a Committee for the purpose of revising the list of Text Books for the Grammar Schools of Upper Canada, and to submit their report to the Council; and that all Books and Letters laid before the Council on the subject be referred to them.

*February 19th, 1863.* Several Communications were laid before the Council.

A number of applications of Boarding Houses for Normal School Students were laid before the Council and approved.

A large number of financial Accounts were laid before the Council and approved.

The following Statement of Receipts and Expenditures of the Normal and Model Schools for the year 1862 was laid before the Council, and approved.

<i>Receipts.</i>	\$ c.	<i>Expenditure.</i>	\$ c.
Warrants received during the year 1862.....	13,050 00	Balance from 1861.....	757 91
Model School Fees and other Receipts .....	4,060 22	Salaries and Wages.....	9,477 66
		Books and Apparatus .....	914 38
		Printing .....	366 70
		Light, Water and Fuel .....	1,302 65
		Premium on Insurance.....	421 00
		Furniture, Repairs and Contingencies .....	1,066 45
		Students' Weekly Aid.....	2,221 50
		Expenses of Grounds and Gardener's wages.....	502 78
			\$17,031 02
		Balance unexpended.....	79 19
	\$17,110 22		\$17,110 22

A Statement of the Expenditure on account of the Model Grammar School for the year 1862, amounting to \$8,913.03, was also approved.

*July 14th, 1863.* A number of Letters were laid before the Council.

Several applications of Superannuated Common School Teachers were laid before the Council and approved.

The application of Mr. Patrick Sheaff, a Teacher, having been considered, was again rejected.

The Reverend Doctor Ormiston and the Reverend John Ambery, M. A., having resigned the appointments as Inspectors of Grammar Schools, it was,—

*Ordered,* That the Reverend W. F. Checkley, M. A., be appointed sole Inspector of Grammar Schools in Upper Canada for the current year.

The Letter of the Assistant Secretary of the Province having been under consideration, it was,—

*Ordered,* That the Chief Superintendent be requested to apply for a Warrant for the balance of the Model Grammar School Grant for this year, out of which to pay the Salaries of the Masters of that School to the end of the current year, and that the Council will subsequently consider what further action can be taken for the benefit of these Gentlemen.

*December 23rd 1863.* Several Communications were laid before the Council.

The resignation of Mr. Conlon, a Master in the Model Grammar School, having been under consideration, in connection with the applications of Messieurs Gilbert, Armstrong, Moser and Baquet, it was,—

*Ordered,* That Mr. Conlon's resignation be accepted, and that Mr. Armstrong be appointed to teach in his place, six hours per week, on trial for six months from the first proximo, at a Salary at the rate of \$240 per annum.

Owing to the discontinuance of the Model Grammar School a revision of the Examining Committee for Grammar School Masters and in the Normal School having been deemed necessary, it was,—

*Ordered,* That the following Gentlemen be these Committees:—For Grammar School Masterships:—The Reverend W. F. Checkley and the Reverend William Ormiston, in Classics; Mr. T. J. Robertson, Mr. C. W. Connon, in English Branches; Mr. J. H. Sangster and Francis Checkley, in Mathematics and Physical Science. For Normal School:—T. J. Robertson and Mr. C. W. Connon, in the English Branches; Mr. J. H. Sangster and the Reverend William Ormiston, in Mathematics and Natural Science; and that the allowance of Messieurs Ormiston and Connon be at the rate of \$50 per annum, and of Mr. Francis Checkley \$20 per annum, it was further,—

*Ordered,* That the Reverend W. F. Checkley, M. A., be appointed Inspector of Grammar Schools for the year 1863.

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The following Memorandum is on the extra Masters employed in the Normal and Model Schools was laid before the Council:

*Memorandum on the Extra Masters in the Normal and Model Schools.*

Mr. Strachan appointed on the 3rd of September, 1861, to succeed his Brother, who was appointed on the 1st of July, 1858, Salary \$700, charged up to the 31st of August as follows:—Model Grammar School \$280; Normal School \$420. From the 1st of September the whole Salary is charged to the Normal and Model Schools, Mr. Strachan's whole time in School hours being occupied, as prescribed in the order of the 1st of July, 1858.

Mr. A. Coulon, appointed on the 4th of October, 1859; received, up to the 31st of August last, \$320,—the same as Mr. Bentley for eight hours a week. After the 1st of September, he received \$240, being the proportion formerly charged for his services in the Normal School.

Mr. H. F. Sefton, appointed on the 26th of November, 1857, eight hours per week in the Normal School, \$240; Model School, \$80; time employed in the Normal School being increased, no reduction was made; Salary \$320, charged since the 1st of September, to the Normal and Model Schools.

Mr. Henry Goodwin was appointed to the Model Grammar School on the 8th of October, 1858. Being employed in the Normal School he received \$200, and in the Model Grammar School, \$100. His time employed in Normal School being increased no reduction was made. His Salary, (\$300), was charged, since the 1st of September, to the Normal and Model Schools.

As the extra Masters employed in the Model Grammar School now devote all their time in the Normal School, it was,—

*Ordered,* That they receive their ordinary Salaries as follows:—Writing Master, \$320 per annum; Drawing Master, \$320 per annum; Music Master, \$320 per annum; Gymnastics Master, \$300 per annum.

The subject of discontinuing the weekly allowance to the Normal School Students having been under consideration, it was deferred until the next Meeting of the Council.

The occupation of the Model Grammar School Rooms having been under consideration, it was,—

*Ordered,* That they be applied for the purposes of Religious Instruction, and for the Senior Division of the Girls' Model School.

CHAPTER VII.

FINANCIAL CORRESPONDENCE WITH THE GOVERNMENT IN 1862 AND 1863.

There was in 1862 a good deal of correspondence with the Financial Department of the Government then at Quebec. From the following Schedule of this Correspondence, it will be seen that to nine out of the eleven Letters addressed to that Department no reply whatever was received, so that, in consequence, a good deal of inconvenience was experienced by the Chief Superintendent. Finally, he went down to Quebec, and there arranged matters personally with the Finance Minister and the Provincial Auditor.

I. Letter from the Chief Superintendent to the Provincial Auditor, dated the 17th of February, 1862, transmitting Office Accounts for the previous quarter, and requesting that certain Accounts, not in duplicate, should be returned, when audited, as previously agreed upon.

*Note.* The Request was not complied with; and no reply to this Letter was received.

II. Letter from the Chief Superintendent to the Provincial Auditor, requesting that certain cheques issued by the Chief Superintendent on the Bank of Upper Canada, and sent by the Bank to the Audit office, should be returned, as promised. Dated 28th of February, 1862.

*Note.* The Request was not complied with, and no reply was received to this Letter.

III. Letter from the Chief Superintendent to the Provincial Auditor, requesting the return of the Accounts above mentioned (in Letter Number One,) and stating that inconvenience was caused by the delay in not complying with the request made. Dated 2nd of April, 1862.

*Note.* The Request was not complied with, and no reply was received.

IV. Letter from the Chief Superintendent to the Minister of Finance, requesting information as to the amount available for Grammar and Common Schools for 1862. Dated 1st of May, 1862.

V. Letter in reply from the Provincial Auditor to the Chief Superintendent, stating the probable amount available for school purposes in 1862, on the basis of population. Dated, 8th of May, 1862.

VI. Letter from the Chief Superintendent to the Provincial Auditor, dated the 8th of May, 1862, reiterating the request contained in Letters Numbers One and Three, as above.

*Note.* The Request was not complied with, and no reply was received.

VII. Letter from the Chief Superintendent to the Provincial Auditor, pointing out an apparent error in the calculation of the amount stated by him in Letter Number Five, as above, and requesting further information. Dated the 17th of May, 1862.

*Note.* No reply was received to this Letter.

VIII. Letter from the Chief Superintendent to the Provincial Auditor, dated the 1st of July, 1862, calling attention to Letters Numbers Six and Seven, as above.

*Note.* No reply was received to this Letter.

IX. Letter from the Chief Superintendent to the Provincial Auditor, dated 10th of November, 1862, transmitting the Accounts for two quarters. The further Accounts were to be sent on receipt of those promised to be returned by the Auditor.

*Note.* No reply was received to this Letter.

X. Letter from the Chief Superintendent to the Provincial Auditor, dated 9th of December, 1862, transmitting the Accounts, and referring to the previous Correspondence.

*Note.* No reply was received to this Letter.

XI. Letter from the Chief Superintendent to the Honourable, the Finance Minister, transmitting copies of Letters Numbers Two, Three, Five and Eight, and requesting that an answer should be sent.

*Note.* The Request was not complied with, and no reply was received.

Toronto, April, 1863.

ALEXANDER MARLING, Accountant.

#### SALARIES OF THE OFFICERS OF THE EDUCATION DEPARTMENT.

In 1832, the Chief Superintendent of Education addressed the following Letter to the Provincial Secretary, recommending an increase to the Salaries of the Officers in the Education Department; of Upper Canada:—

I have the honour to submit to the favourable consideration of His Excellency the Governor General-in-Council the application of the Deputy Superintendent and Clerks of this Department to be placed upon the same footing as to Salaries as the corresponding subordinate Officers of other Departments of the Public Service.

For facility of reference I enclose copies of Correspondence which has taken place on this subject between the Government and myself since 1857; for, during these five years,\* I have used my best endeavours to remedy what I conceive to be great injustice to the subordinate Officers of this Department; and I had such assurance from individual Members of the Government that I more than once considered the question as good as settled.

The whole question is, whether the subordinate Officers of this Department ought not to stand upon the same footing, as to Salaries, (whether of increase, or decrease,) as corresponding subordinate Officers of other Public Departments. I cannot see the

\* As this Correspondence is somewhat voluminous, as it embraces a period of from 1857 to 1861, it is not inserted here. It has appeared, (in the years mentioned,) in previous Volumes of this Documentary History.

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shadow of a reason against it, and every reason of equity and sound policy in favour of it.

The grounds of this view are fully stated in the accompanying Letters, as also in my Letter, dated July 22nd, 1857. In the accompanying Letter, dated Quebec, April 17th, 1861, (written as will be seen at the suggestion of the late Attorney and Solicitor General,) with a Memorandum. I have stated the character, qualifications and the claims of each subordinate Officer of this Department mentioned.

In a Memorandum, also, which I send, will be found, (taken from the Public Accounts of 1861,) a statement of the increase of Salaries and Extras granted to subordinate Officers of the other Public Departments for 1861, under, I assume, to be the authority of the Civil Service Act of 1857, since which time not a farthing has been added to the Salaries, or Emoluments of the subordinate Officers of this Department, notwithstanding the great increase of work in it, as shown in the accompanying Letter.

In an accompanying paper will also be found the comparative expense of the Education Departments of Upper and Lower Canada; from which it appears that, during the last six years, the expense of the Lower Canada Department has exceeded that of Upper Canada in the sum of \$1,700 with 7(1) less Schools; and during the last year, the expense of the Lower Canada Department has been \$2,000 greater than that of Upper Canada.

In the last paragraph of the accompanying Letter, dated July the 5th, 1859, I have stated that the aggregate sum which I considered justly due to the subordinate Officers of this Department amounted to only £310 per annum. Since then one of the Clerks has died, and the advancement of the other junior Clerks, in order, secured to them the increase of Salaries which I had recommended. And as a large increase of the work in the Department arises from the Map, Apparatus and Book Depository, I propose the transfer to that branch the change of the two junior Clerks, whose salaries have heretofore been paid as part of the contingencies of the Office.

The whole additional charge therefore, upon the Public Revenue to accomplish the just arrangement which I have submitted for all the Officers of this Department will only be £160 per annum.

The Salaries of the Clerks in the Depository branch of the Department are charged as part of the expenses of that branch, and are, therefore, not a charge on the Public Revenue,—the Depository branch of the Department entirely supporting itself.

I trust, therefore, that these recommendations and applications, so just and moderate in themselves, will meet the approval of His Excellency-in-Council.

TORONTO, July 11th, 1862.

EGERTON RYERSON.

NOTE. This Letter was simply acknowledged on the 17th July, but nothing whatever was done to give effect to its recommendations.

In March, 1863, the Honourable T. D. McGee introduced a Bill into the House of Assembly to amend the Civil Service Act. Doctor Ryerson being in Quebec at the time, I wrote to him to endeavour again to get the Salaries of the Officers of the Education Department of Upper Canada placed on the same footing as those in the Civil Service at the seat of Government, especially as Mr. McGee, in introducing his Bill had made an excellent speech about "paying faithful and efficient public servants good salaries."

As soon as the Bill was passed, Doctor Ryerson saw the Attorney General on the subject, but was unable to induce him to do any thing in the matter of the Salaries of the Officers in the Education Department; subsequently he made other attempts to get these Salaries increased, but without effect.

At the close of the year he proposed to increase these Salaries himself out of the profits of the Depository, as its funds were, as stated by the



Attorney General, under his control. In regard to myself, he offered to increase my salary out of these profits to the extent of fifty pounds a year, and the others in proportion. Under the circumstances I felt indisposed to accept his offer for the reasons given in the following Letter, which I addressed to him on the subject:—

LETTER OF J. GEORGE HODGINS TO DOCTOR RYERSON.

After fully considering your kind offer to increase my salary out of the Depository funds at the rate of Fifty pounds a year, I feel that it would be better for me to leave the matter in abeyance until after the next Session of the Legislature, as, in the meantime, there would then be an opportunity to get a Commission appointed, as proposed by Mr. Brown, on the subject of the Depository.

It is now twelve years since the Depository was established. During that time I have made the purchases for it amounting in the aggregate to nearly \$350,000. I have supervised all its operations, and have stood, as it were, between you, and all personal loss, or anxiety, on its account. All of its Invoices, Sales, Bills, Despatch Lists, etcetera, have steadily passed under my notice. It has also been my daily practice, (in order to give satisfaction, and to prevent complaints,) to examine and revise the selections of Books sent out daily for Public Libraries and Prizes. Indeed, were it my own private business, I could not bestow on it more solicitude and care, or render the details of its working more complete. And I have the satisfaction to know that, in this latter respect, it is in excellent order, and that, for years past, no complaints have reached the Department in regard to anything sent out, but quite the contrary.

As to its financial success, I need only refer you to the Balance Sheet of last year, by which, as you are aware, that on the \$20,000 to \$25,000 worth of articles sent out (and it is the same nearly every year,) it has cleared an average of nearly \$1,000 per annum, over and above its working expenses, and the assumed depreciation caused by "old stock," etcetera. Such being the prosperous state of the Depository, I feel that £50, (although probably as much as you could venture, on your own responsibility, to name just now,) is a very inadequate sum to grant from its surplus funds for my care and trouble. Had I, however, been in receipt of the £100 from the time when the Honourable J. A. Macdonald virtually authorized you, in the meantime, to increase my salary and those of others out of the Depository Moneys, (which he considered under your own control), I should, by this time, have been able to return nearly all the Salary which has been advanced to me up to the present in the expectation that the repeated promises of Members of the late (J. A. Macdonald) Government would be realised. I have the satisfaction to know that you felt and appreciated the close and unremitting character of my work, when you generously offered me, three, or four, years ago, £50 per annum out of your own salary, while I conducted the Correspondence of the Department, etcetera, but which, of course, under no circumstances, could I accept. As it is, by close management, (although my expenses are large,) I am endeavouring slowly to lessen this advance, and hope to be able to reduce it by the end of this year. If I had this advance paid off, I would be content with what the Government might consider just and proper. But rather than suggest you now to attack on my account for the small sum of £50, I would prefer for the present to wait, and in the meantime, to have the consciousness, in case of attack, that, for all my care and labour in managing the Depository and contributing to its success, I have received no remuneration whatever from its funds.

It is worthy of remark that in reorganizing the Depository in 1855, the Legislature provided for the payment of the Salaries of persons employed in its management, out of a special fund set apart annually from the Consolidated Revenue for that purpose, and not out of the Depository Funds themselves. The Depository has since that time,

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however, assumed the whole charge for these Salaries, as well as for the whole cost of its management. The Grant then made has been returned, and has been available for other purposes.

Including the \$100 for one map, and an average of from \$70 to \$80 for each of the other maps, the total cost of all the maps constructed for the Department would not exceed the £300 which was the estimated value by the Crown Lands Department of the construction of only one of them. Thus, at a very inadequate cost, the Department has acquired the proprietary in these Maps for the benefit of the Public Schools, and of the general public, which is of a highly permanent value.

In regard to the refusal of the Government to recognise my status as a Deputy, until 1855, I do not propose to say anything, as it was fully recognized in 1857, when a "good service allowance" of £50 was granted to me for services then rendered in the formation of a new Department of the Government. I am now in my twentieth year of service in this Department,—the senior of many in the Public Service, who now rank above me,—but such a distinction was not known up to that time,—or even until 1855, when I was formally appointed and gazetted as a Deputy in what was subsequently termed, in a Letter from the Secretary of the Province, "a new Department."

For my own satisfaction, and for your kind consideration I have thought it best to pen down, with many thanks, what I had to say on this subject.

TORONTO, December 9th, 1863.

J. GEORGE HODGINS.

I. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE J. O. BUREAU, SECRETARY OF THE PROVINCE, AS TO THE DISPOSAL OF THE MODEL SCHOOL GRANT.

I have the honour to submit the following facts and recommendations for the favourable consideration of His Excellency the Governor General-in-Council.

In the Grammar School Amendment Bill, which was before the Legislative Assembly, when it was recently brought to an abrupt termination, I had prepared to submit several Sections, of which the following is the most important:—

"21. It may and shall be lawful for the Council of Public Instruction to apply, as far as it shall deem expedient, the public money set apart for the support of a Model Grammar School for Upper Canada, to provide for the more efficient inspection of Grammar Schools, and of Union Grammar and Common Schools,—for the inspection of Separate Schools, and for the support of an additional Master, or Masters, in the Normal School for Upper Canada, with a special view to the training of Teachers for the Grammar Schools, and to assist, when judged necessary, said Teachers to avail themselves of such training."

As the Model Grammar School year closes in July, I beg to submit that the Governor General-in-Council be pleased to authorize the Council of Public Instruction for Upper Canada to do what is proposed in the above clause until the ensuing Session of the Legislature.

I feel it my duty to recommend this course, after long and anxious consideration, and in accordance with the suggestion of the Rector of the Model Grammar School himself, and several Members of the Legislature, including a Member of the present Administration.

When the Model Grammar School was established, it was expected that nearly every County in Upper Canada would be represented in it, and provision was made for that purpose. That important object has not been realized; and although the attendance at the School has been larger during the last year, than during any previous year, (one part of the year it being 100,—the number limited by the Regulations), the attendance, as in former years, has been chiefly from Toronto and its neighbourhood. I do not think it is just to the General Fund to maintain an additional Toronto Grammar School.

During the past year a training class of Candidates for Masterships in the Grammar Schools has been successfully established,—consisting, to a considerable extent, of Students in the University, for whose training and assistance special Regulations have been made. But it has been found that the instruction given in all subjects,

except Greek, Latin, and French, can be given in the Normal School to better advantage than in the Model Grammar School. It will, therefore, be necessary to employ an additional Master, or Masters, in the Normal School to teach the Classics and French. But, if that which is proposed in the above Section of the Grammar School Amendment Bill can be accomplished, it will save, or add, to the General School Fund for distribution to the Grammar Schools not less than Two thousand dollars per annum.

I, therefore, respectfully recommend that the Governor General-in-Council be pleased to authorize the Council of Public Instruction to do what is proposed in the above Section of the Grammar School Bill until the ensuing Session of the Legislature.

TORONTO, May 15th, 1863.

EGERTON RYERSON.

REPLY TO THE FOREGOING TO THE REVEREND DOCTOR RYERSON.

I have the honour to enclose herein, for your information, a copy of an Order-in-Council on your Letter of the 15th of May last. The receipt of which was acknowledged in a Letter from this Office, under date the 20th of May.

QUEBEC, July 9th, 1863.

E. A. MEREDITH, Assistant Secretary.

COPY OF A REPORT OF A COMMITTEE OF THE HONOURABLE THE EXECUTIVE COUNCIL, APPROVED BY HIS EXCELLENCY THE GOVERNOR GENERALE-IN-COUNCIL ON THE 7TH JULY, 1863.

On a Communication, dated the 15th of May, 1863, from the Chief Superintendent of Education for Upper Canada, stating that in the Grammar School Amendment Bill, which was before the Legislative Assembly when it was recently brought to an abrupt termination, he had prepared to submit several Sections of the Bill, of which the following is the most important.

It may and shall be lawful for the Council of Public Instruction to apply, as far as it shall deem expedient, the public money now set apart for the support of a Model Grammar School for Upper Canada, to provide for the more efficient inspection of Grammar Schools, and of Union Grammar and Common Schools,—for the inspection of Separate Schools, and for the support of an additional Master, or Masters, in the Normal School for Upper Canada, with a special view to the training of Teachers for the Grammar Schools, and to assist, when judged necessary, said Teachers to avail themselves of such training.

That, as the Model Grammar School year closes in July, he submits that the Council of Public Instruction for Upper Canada be authorized to do what is proposed in the above Section of the Bill until the ensuing Session of the Legislature

That, when the Model Grammar School was established, it was expected that nearly every County in Upper Canada would be represented in it, and provision was made for that purpose.

That that important object has not been realized; and although the attendance at the School has been larger during the last year than during any previous year, (some parts of the year it being 100, the number limited by the Regulations,) the attendance, as in former years, has been chiefly from Toronto and its neighbourhood. He does not think it is just to the general Fund to maintain one additional Toronto Grammar School in Toronto.

That, during the last year a training class of Candidates for Masterships in the Grammar Schools has been successfully established. But it has been found that the instructions given in all subjects except Greek, Latin and French, can be given in the Normal School to better advantage than in the Model Grammar School. That it will be necessary to employ an additional Master, or Masters, in the Normal School to teach the Classics and French. But, if what is proposed in the above section of the Grammar School Bill can be accomplished, it will save, or add, to the General School Fund for distribution, not less than Two thousand dollars, (\$2,000), per annum.

The Honourable the Attorney General for Upper Canada, reports that with respect to the Reverend Superintendent's observations of the failure of the Model Grammar School, in realizing the expectation which had been formed on its establishment, he entirely concurs in the same, and he also concurs in the opinion also expressed in the

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same Letter that it is not just to the General School Fund to maintain an additional Toronto Grammar School.

He, therefore, recommends the discontinuance in this month of July, being the close of the School year, of the said Model Grammar School, (in connection with the Normal and Model Schools,) of Upper Canada, and the discontinuance of any grant of money for the purpose of such Model Grammar School, and that any Order-in-Council, or Instructions heretofore passed, or given, in reference to the same, be revoked.

As to the other suggestions contained in the Chief Superintendent's Letter—The Attorney General recommends the postponement of the consideration thereof until Parliament may see fit to authorize the establishment of a Training Class in the Normal School for Teachers for the Grammar Schools.

The Committee submit the above recommendations for your Excellency's approval.  
 QUEBEC, 7th July, 1863.      Certified, C. H. LEE, Clerk of the Executive Council.

## CHAPTER VIII.

### APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1863.

#### I. CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY IN UPPER CANADA.

Having received from the Finance Minister's Department a Statement of the amount of the Legislative Grant available for Common Schools in 1863, I have the honour to transmit herewith, a copy of the apportionment for the current year, of that Grant to each City, Town, Village and Township in Upper Canada. This apportionment will be payable at this Office, to the agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors and Local Superintendents' Reports, have been transmitted to the Department.

The basis of apportionment to the several Counties, Cities, Towns, Villages and Townships for this year, is the Census Returns of 1861. By this means a just and equitable apportionment has been made to those new and thinly settled Counties, where poor Schools have heretofore existed, and where the ordinary Legislative and Municipal grants were not in former years sufficient to enable the Trustees to sustain the Schools during the whole year.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools, therein, according to the average attendance of Pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the Schools this year is the same as that apportioned last year.

The apportionment is made on the supposition that the amount placed in the Estimates for the support of Common Schools, as presented to the House of Assembly before the dissolution, will be voted on the Meeting of Parliament. But, according to an intimation made to me, by order of the Finance Minister, that part of it which depends upon the annual vote of Parliament, (namely four-ninths), will not be payable until it is voted by Parliament,—the Legislative Assembly having been dissolved before the Estimates were passed. There is, however, I think, no doubt, that the whole sum will be voted on the re-assembling of Parliament.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, 18th June, 1863.

EGERTON RYERSON.

## APPORTIONMENT TO COUNTIES IN UPPER CANADA.

Counties.	Common Schools.		Separate Schools.		Total.	
	\$	c.	\$	c.	\$	c.
1. Glengarry .....	2,276	00	158	00	2,434	00
2. Stormont .....	1,862	00			1,862	00
3. Dundas .....	1,988	00			1,988	00
4. Prescott .....	1,469	00	165	00	1,634	00
5. Russell .....	761	00	22	00	783	00
6. Carleton .....	3,292	00	52	00	3,344	00
7. Grenville .....	2,205	00	45	00	2,250	00
8. Leeds .....	3,629	00			3,629	00
9. Lanark .....	3,130	00	16	00	3,146	00
10. Kenfrew .....	2,070	00	6	00	2,076	00
11. Frontenac .....	2,755	00	124	00	2,879	00
12. Addington .....	1,885	00	59	00	1,944	00
13. Lennox .....	876	00			876	00
14. Prince Edward .....	2,043	00	14	00	2,057	00
15. Hastings .....	4,088	00	43	00	4,131	00
16. Northumberland .....	3,839	00	23	00	3,862	00
17. Durham .....	3,585	00			3,585	00
18. Peterborough .....	2,204	00	38	00	2,242	00
19. Victoria .....	2,423	00			2,423	00
20. Ontario .....	4,236	00			4,236	00
21. York .....	6,297	00	135	00	6,432	90
22. Peel .....	2,791	00	21	00	2,812	00
23. Simcoe .....	4,561	00	37	00	4,598	00
24. Halton .....	2,349	00			2,349	00
25. Wentworth .....	3,295	00	32	00	3,327	00
26. Brant .....	2,368	00			2,368	00
27. Lincoln .....	2,167	00	36	00	2,203	00
28. Welland .....	2,244	00			2,244	00
29. Haldimand .....	2,318	00	36	00	2,354	00
30. Norfolk .....	3,056	00	14	00	3,070	00
31. Oxford .....	4,562	00			4,562	00
32. Waterloo .....	3,246	00	137	00	3,383	00
33. Wellington .....	4,562	00	170	00	4,732	00
34. Grey .....	3,932	00	148	00	4,080	00
35. Perth .....	3,553	00	40	00	3,593	00
36. Huron .....	4,597	00	40	00	4,637	00
37. Bruce .....	2,905	00	67	00	2,972	00
38. Middlesex .....	6,181	00	36	00	6,217	00
39. Elgin .....	3,391	00			3,391	00
40. Kent .....	2,965	00	103	00	3,068	00
41. Lambton .....	2,471	00			2,471	00
42. Essex .....	2,191	00	28	00	2,219	00
District of Algoma .....	208	00			208	00
	126,914	00	1,845	00	128,759	00

## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES, FOR 1863.

Cities.	Common Schools.	Separate Schools.	Total.
1. Toronto .....	\$3,487	\$1,666	\$5,153
2. Hamilton .....	1,760	435	2,195
3. Kingston .....	1,160	420	1,580
4. London .....	1,175	152	1,327
5. Ottawa .....	709	977	1,686
	\$8,291	\$3,650	\$11,941

APPOINTMENT TO CITIES, TOWNS AND VILLAGES, FOR 1863.—Continued.

Towns.	Common Schools.	Separate Schools.	Total.
1 Amherstburg .....	\$184 00	\$81 00	\$265 00
2 Barrie .....	136 00	108 00	244 00
3 Belleville.....	548 00	173 00	721 00
4 Berlin.....	206 00	18 00	224 00
5 Bowmanville .....	312 00	.....	312 00
6 Brantford .....	627 00	90 00	717 00
7 Brockville.....	322 00	150 00	472 00
8 Chatham .....	446 00	66 00	512 00
9 Clifton .....	96 00	52 00	148 00
10 Cobourg.....	456 00	116 00	572 00
11 Collingwood.....	159 00	.....	159 00
12 Cornwall .....	220 00	.....	220 00
13 Dundas.....	188 00	139 00	327 00
14 Galt.....	352 00	.....	352 00
15 Goderich .....	371 00	.....	371 00
16 Guelph.....	415 00	168 00	583 00
17 Ingersoll .....	236 00	55 00	291 00
18 Lindsay .....	98 00	121 00	219 00
19 Milton .....	104 00	.....	104 00
20 Niagara .....	186 00	52 00	238 00
21 Oakville.....	118 00	48 00	166 00
22 Owen Sound.....	254 00	.....	254 00
23 Paris.....	223 00	49 00	272 00
24 Perth .....	223 00	50 00	283 00
25 Peterborough .....	332 00	125 00	457 00
26 Picton .....	176 00	61 00	237 00
27 Port Hope.....	478 00	.....	478 00
28 Prescott .....	160 00	137 00	297 00
29 Sandwich .....	113 00	.....	113 00
30 Sarnia.....	240 00	.....	240 00
31 St. Catharines .....	507 00	215 00	722 00
32 St. Thomas.....	187 00	.....	187 00
33 Simcoe .....	213 00	.....	213 00
34 Stratford .....	323 00	.....	323 00
35 Whitby .....	281 00	29 00	310 00
36 Windsor .....	287 00	.....	287 00
37 Woodstock .....	383 00	.....	383 00
	\$10,160 00	\$2,113 00	\$12,273 00

Incorporated Villages.	Common Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
1 Arnprior .....	95 00	.....	95 00
2 Ashburnham .....	114 00	.....	114 00
3 Aurora .....	in Township	.....	.....
4 Bath .....	83 00	.....	83 00
5 Bradford .....	110 00	.....	110 00
6 Brampton .....	187 00	.....	187 00
7 Brighton .....	135 00	.....	135 00
8 Caledonia .....	133 00	.....	133 00
9 Cayuga.....	87 00	.....	87 00
10 Chippewa.....	125 00	.....	125 00
11 Clinton .....	115 00	.....	115 00
12 Colborne .....	92 00	.....	92 00
13 Dunnville .....	145 00	.....	145 00
14 Elora .....	119 00	.....	119 00
15 Embro .....	63 00	.....	63 00
16 Fergus .....	115 00	18 00	128 00

## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES, FOR 1863.—Continued.

Incorporated Villages.—Continued.	Common Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
17 Fort Erie.....	61 00	20 00	81 00
18 Hawkesbury.....	144 00		144 00
19 Hespeler.....	69 00		69 00
20 Holland Landing.....	85 00		85 00
21 Iroquois.....	71 00		71 00
22 Kemptville.....	122 00		122 00
23 Kincardine.....	112 00		112 00
24 Lanark.....	69 00		69 00
25 Merrickville.....	80 00	24 00	104 00
26 Mitchell.....	139 00		139 00
27 Morrisburg.....	98 00		98 00
28 Napanee.....	167 00	36 00	203 00
29 Newburg.....	110 00		110 00
30 Newcastle.....	118 00		118 00
31 New Hamburg.....	99 00		99 00
32 Newmarket.....	121 00	38 00	159 00
33 Oshawa.....	187 00	44 00	231 00
34 Pembroke.....	73 00		73 00
35 Portsmouth.....	68 00	34 00	102 00
36 Port Dalhousie.....	in Township		
37 Preston.....	148 00	28 00	176 00
38 Renfrew.....	80 00		80 00
39 Richmond.....	59 00		59 00
40 Smith's Falls.....	130 00		130 00
41 Southampton.....	70 00		70 00
42 Stirling.....	86 00		86 00
43 St. Mary's.....	319 00		319 00
44 Strathroy.....	86 00		86 00
45 Streetsville.....	83 00		83 00
46 Thorold.....	130 00	55 00	185 00
47 Trenton.....	98 00	62 00	160 00
48 Vienna.....	104 00		104 00
49 Waterloo.....	146 00		146 00
50 Wellington.....	103 00		103 00
51 Welland.....	83 00		83 00
52 Yorkville.....	180 00		180 00
	\$5,616 00	\$54 00	\$5,970 00

Grand Totals.

	\$ c.	\$ c.	\$ c.
Total to Counties and District of Algoma.....	126,914 00	1,845 00	128,759 00
Total to Cities.....	8,291 00	3,650 00	11,941 00
Total to Towns.....	10,160 00	2,113 00	12,273 00
Total to Villages.....	5,663 00	354 00	6,017 00
	\$151,028 00	\$7,962 00	\$158,990 00
Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1863.....			510 00
Total School Apportionment for 1863.....			\$159,500 00

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CHAPTER IX.

CORRESPONDENCE OF MR. THOMAS NELSON AND DOCTOR RYERSON IN REGARD TO SCHOOL MAPS AND BOOKS.

1. LETTER FROM MR. THOMAS NELSON TO DOCTOR RYERSON.

I beg to send herewith duplicate copies, as requested, of the School Books I left with you the other day. I send also several other Volumes of our Educational Series, and I shall esteem it a special favour if you will kindly bring them before the Council of Public Instruction as soon as possible.

I am busy making arrangements for publishing in this Country, and shall be able, ere long, to show that we can help on the cause of Education in Upper Canada.

We possess facilities for the production of educational works beyond that of any other publishing house, and are prepared to carry out any suggestions that you may favour us with, either in regard to new books or changes in those we are at present engaged with.

The enclosed Circular has been sent to each member of Council, as I am anxious to make it generally known that we are prepared to make arrangements not only for publishing educational works, but works in general literature. As no good map of Palestine or the British Islands has yet been produced here,\* I shall be glad to supply ours on favourable terms, and to make any changes that you may consider necessary. I may mention that we are preparing another map of the British Islands, in which nothing but the British Islands will be shown, so as to have them on a larger scale than our present map, which is mainly intended for junior classes, and to serve as a help in teaching the early history of Britain. It has been so arranged as to show the parts of the continent from which the Norsemen, the Danes, Saxons, Normans, etcetera, came to the shores of Britain.

I may also mention that our separate maps of England, Scotland, and Ireland are ready, and I hope very soon to submit them to you.

The other maps in the list are all in progress, and I shall take the liberty shortly of consulting you about them.

TORONTO, 6th January, 1863.

THOMAS NELSON.

(For answer to the foregoing Letter see Letter Number 8).

2. LETTER FROM MR. NELSON TO DOCTOR RYERSON.

I was very glad to learn from you yesterday, that there was no obstacle in the way of our School-room Maps being put on the list as well as others, and I have now the pleasure of submitting to you the Map of Palestine, about which I spoke to you.

I may mention that we have nearly ready a companion map of the Lands of the Bible, and I will take an early opportunity of explaining to you the peculiar features and advantages, for educational purposes, which these Maps possess over others. At home they are superseding all School-room Maps in the best Institutions; and I feel confident that the issue of them by the Department of Public Instruction here, will not only be a saving in a pecuniary point of view, but will keep the Schools of Upper Canada abreast of those in the old country.

In regard to a map of the British Islands, I take the liberty of saying that I think you will do well to wait till you see ours. We have already issued one, showing the relation of the British Islands to the continent of Europe; but we have another in progress which will show them on a much larger scale, and which will possess features

\* These Maps have since been prepared and issued under the direction of the Department at \$3 each, coloured, mounted, and varnished. Mr. Nelson proposed to supply his at \$4 each, as intimated in the following extract from a Letter of his dated New York, 8th of April, 1863:—"I received a note from Mr. Campbell, asking me to let you know the price of our Wall Maps . . . Please enter the Maps at four dollars each, mounted and varnished."



to be found in no other map. I would be glad to adopt any suggestions from you in regard to it before it is completed, and in the event of copies of it, or any of our other maps being wanted from us, it occurred to me that probably the best way would be for us to supply the sheets only, as I understand you have made good arrangements for mounting maps here.

As I mentioned to you yesterday, I was sorry to see an imitation of our maps of the hemispheres in progress. I trust that when issued, they will be without our peculiar system of colouring. Now that I have come to this Country, it will be unpleasant to me to see imitations of what is peculiarly my own, and the result of years of experiment and study. I am quite willing to place our services, as publishers, at the command of the Department of Public Instruction here, but I cannot consent to others carrying out improvements made by ourselves.\* I was glad to see that the matter had been entered into without your cognizance, and I trust yet to see the maps referred to, issued in a style that will not be recognized as an imitation of ours.

You will find that in our operations here I shall be only too glad to benefit by your long experience and knowledge of the wants of the Country, and shall most cheerfully follow any good suggestions that may be made to us.

I beg respectfully to thank you for the courtesy I have already received from you.

TORONTO, 9th January, 1863.

THOMAS NELSON.

3. LETTER FROM DOCTOR RYERSON TO MR. NELSON, (CARE OF THE HONOURABLE GEORGE BROWN.)†

I beg to acknowledge the receipt of your Letter of yesterday, with the beautiful Map of Palestine.

In regard to your Maps not being on the Catalogue, they were only received for the first time last year, while the Catalogue was published in 1856, and the Supplementary Catalogue was printed in 1861. We have specimens of the Maps which you mention as published, and there will be no objection to inserting them in the next edition of the Catalogue.

We import as few Maps as possible, on account of the duties, and because we do all we can to encourage the printing of them in this Country.

When you spoke to me the other day about the imitation of the colouring of your Maps in certain Maps which are in the course of preparation under contract by this Department, I stated that I was not aware of it. On receiving your Letter referring to the subject, I made enquiry and found that I was mistaken in supposing that you referred to the colouring of the different countries; whereas it appears that you had special reference to the colouring of the seas and lakes. You speak of your "system" of colouring having been imitated. I may observe that the same system of colouring the seas, lakes, etcetera, blue, was adopted by us in preparing maps which were published in 1856, copies of which had been procured by me at the Paris Exposition in 1855. The same shade, only darker, was used in colouring the Maps published in Boston, and prepared by Guyot, nearly ten years since, and advertised in our Catalogue of Maps for Schools in 1856. The blue shading of the Seas and Lakes in Guyot's Maps is not so dark as that of your Maps, but is darker than that which has been thought best for the Maps in preparation for our Schools.

The printing of all the Maps which have been prepared in this Department has been done by contract, after having received Tenders from parties able to do that sort of work. Should you establish a printing and publishing House here, the same offer to tender for the publication of School Maps which we may require will be made

\* How different this to the whole policy of the Department on the subject. Any improvement it may make in Maps, Globes, or Apparatus, may be freely copied by any one, while Mr. Nelson, of course, as a Publisher in the trade, claims a monopoly of all of his revisions and improvements.

† Mr. Nelson is a Brother-in-law of the Honourable George Brown, and stayed with him while in Toronto. This letter was, therefore, addressed to him there.

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to your House, which has been, or may be, made to other Map publishing Houses in this City.

I may add that so far from being indisposed to procure and provide Schools with your Maps, some of them were ordered as soon as the publication of them was known; and Mr. Hodgins was in treaty with Mr. James Campbell, (your Agent here,) for the remains of his stock of them before your arrival in Toronto, but deferred the actual purchase until the beginning of another year, when we would have more means at command for that purpose.

TORONTO, 10th January, 1863.

EGERTON RYERSON.

4. LETTER FROM MR. NELSON TO DOCTOR RYERSON.

Your favour of the 10th has been sent to me here, to which Address I shall feel obliged by your sending any future Communication.

I beg to thank you for the intimation that our Maps will in future be supplied from the Depository in the same way as others. I shall take an early opportunity of calling to arrange about the price at which they will be supplied.\* If ordered in quantities we are prepared to furnish them at a very low rate.† I shall ere long take the liberty of submitting for your approval something of a very important character in regard to several new School room Maps we are at present preparing.

In regard to the Maps of the Hemispheres to which you refer, allow me to say that I know all the other Maps that you name. They are quite familiar to me, and yet it is apparent to me, and will be so to any one, that the two Hemispheres about to be issued from the Depository are imitations of ours. I beg respectfully to say, that ours were sent out from Scotland specially, and submitted at the beginning of last year, and I do not think it right that two Maps in imitation of them should have since been prepared and issued from a Public Institution.

The imitation will be less apparent if they be issued in exactly the same style as the other Maps of your Series, and I trust this will yet be the case.

It is our intention to make arrangements for publishing our Maps here, and I feel it necessary, therefore, at the outset, to remonstrate against any private Publisher, and still more against any Public Institution imitating what we have already, or shall hereafter produce. But upon this matter and sundry other things, I propose to speak to you when I have next the pleasure of calling.

I am glad to see from your Letter and the conversations that I have had with you, that it is your intention, at once, to give our Maps and Books an equal chance with others. I know that I possess facilities beyond those of any other House for the production of educational works; and I anticipate much pleasure in consulting with you as to what will be best suited to the Schools of Upper Canada.

9 TORONTO STREET, 13th January, 1863.

THOMAS NELSON.

5. LETTER FROM DOCTOR RYERSON TO MR. NELSON, 9 TORONTO ST.

In reply to your Letter of the 13th instant, I desire to say that,—

Your Letter states that your Maps were sent out from Scotland, and submitted to me at the beginning of last year.

What you mean by "submitted" I cannot say; but I am assured that no copy of any of your Maps was "submitted" to this Office, except what was ordered and paid for by this Department.

You state that you are familiar with the Maps to which I referred. If so, you must be aware that there is no ground for the assertion that the Hemispheres about being published by Messieurs Chewett and Company, are imitation of yours, so far

\* See Letter containing this "arrangement" in the note on page 75.

† Nevertheless the Department pays Mr. Nelson and Mr. Campbell, his Agent, more for each Map than to any other publisher.

as the colouring is concerned; and in other respects the Hemispheres prepared here are, with one exception, in advance of yours, both as to accuracy and useful information. Besides, the Publisher of these Hemispheres told me the other day that he had never seen yours; that he had been using blue colouring on his Maps more, or less, for the last fifteen years, especially on Maps which he had printed for the Government. For the last four, or five, years Mr. Hodgins has sought to get the Seas, or Lakes, on each Map printed here coloured blue, but found the Tenders too high to accept them; but latterly he has got Tenders at a lower price.

I do not see upon what possible ground you can claim a monopoly of blue in the colouring of Maps, since it has been used by French, English, American and Canadian publishers long before last year.

It is of course, your object and interest to sell as many of your Maps as possible, and upon the most advantageous terms. It is my object and duty to get the best Maps possible upon the most favourable terms for the local School Authorities and supporters of Schools, without reference to individual interest. But, subordinate to the public interest of the Schools and their Supporters, I think, those Canadian Publishers of Maps and School Books are entitled to consideration and gratitude, who have borne the burden and heat of the day in publishing Maps and Books for the Schools in the infancy of our Country and School System, when, in no instances, have they realized more than very small profits, and, in many instances, have sustained serious losses. By their enterprise and sacrifices they have developed the Trade to respectable dimensions, so as to render it an object of attention and speculation by British, as well as American Publishers. The more every branch of the printing and publishing business is developed, the more will the facilities of knowledge and education be promoted in the Country. But the accomplishment of that great object would be materially retarded, were this Department to become the patron of any one Publisher, or Bookseller, or interfere with the private trade, beyond, by Tenders, getting the most suitable Maps, Apparatus, etcetera, for the Public Schools of the Country. Even in regard to the Maps which are specially prepared for the Public Schools in this Department, and printed in certain quantities by contract, no control of the copyright is exercised by the Department. In this way is private enterprise developed; and the Public Schools, and all classes of the community, are enabled to avail themselves of the best instruments and facilities of education and knowledge upon the most favourable terms. On the other hand, it can be shewn that during the ten years of the operations of this System, the Bookselling and Publishing Trade has advanced more in proportion than any other branch of Trade in the Country.

I trust you will, therefore, fully understand that this Department cannot have any connection, or understanding, with any Bookseller, or Publisher, for the advancement of his interests, but must act solely with a view to the best interests of the Public Schools, and the general diffusion of knowledge.\*

TORONTO, 16th January, 1863.

EGERTON RYERSON.

#### 6. LETTER FROM MR. NELSON TO DOCTOR RYERSON.

I beg to submit to you some of our Education Works, which I shall feel obliged by your bringing before the Council of Public Instruction, at the meeting to-day.

I can see that the proposal to revise the authorized list of Books, will have the effect of excluding ours in the meantime, and I, therefore, trust to have your support at the Council in proposing that our Educational Works be placed at once on the same footing as others, and be declared eligible for use as well as those issued by other Publishers. Anything else would place us at a disadvantage, and I cannot think that this can be the wish of any Member of the Council. I shall feel obliged by your submitting this notice at the Meeting to-day.

TORONTO, 16th January, 1863.

THOMAS NELSON.

\* From this Letter it will be seen how widely the objects of Mr. Nelson differ from those of the Department.

7. LETTER FROM DOCTOR RYERSON TO MR. NELSON.

I have the honour to state, in reply to your Letter of the 6th instant, that I had laid your Letter, as also one of the 16th instant, before the Council of Public Instruction, which has appointed a Committee to examine and report upon a revised list of Text Books for the use of the Grammar Schools of Upper Canada. To that Committee your Letters and Text Books, as also similar Letters and Text Books, from various other Publishers, have been referred accordingly.

The School Law makes it the duty of the Council to "prescribe" the Text Books to be used in the Grammar Schools. The multiplicity of Text Books has been a great impediment to the efficiency of the Schools, and a great expense to Parents and Guardians of Pupils. One object of the provisions of the Law, in regard to Text Books for Grammar Schools, was to remedy this evil; but the Council would only increase the evil, were it to add to the already copious list of Text Books, (however excellent), which the various British Publishers have submitted for that purpose. With a view, therefore, of not multiplying Text Books and yet providing for the use of the improved and best Text Books which have been, or may be from time to time published, the Council has proposed to revise the list of prescribed Text Books every few years, so as to diminish as much as possible the inconveniences of a change of Text Books, and at the same time, to secure the advantages arising from the publication of new and improved Text Books for the Grammar Schools.

TORONTO, 17th January, 1863.

EGERTON RYERSON.

8. LETTER FROM MR. NELSON TO DOCTOR RYERSON.

I beg to acknowledge receipt of your favour of 17th instant. and, in reply, to explain what I meant by saying that our Maps of the Hemispheres had been "submitted" to you early last year. When they were first published I wrote from Scotland to Mr. James Campbell, our Agent here, requesting him to call and submit the Maps to you and offer them for introduction among the Schools of Upper Canada. They were duly sent up to the Institution, and one copy of each was ordered; since which I have heard nothing about them. You can imagine my surprise to find, among the first things I saw on reaching Toronto, that two Maps had been prepared in imitation of them, and I thought it best to let you know how I view the matter.

Allow me to say that you have been misinformed on one point. Messieurs Chewett and Company have not only seen our Maps, but a few days after the copies were sent up to the Institution, they obtained for themselves a copy of each, which they afterwards returned. As far as they are concerned, I believe that, in the long run, it will be better for them not to imitate the style of these Maps, and in regard to your own efforts to improve the Educational Apparatus of the Schools of Upper Canada, I can only say that it would have given me great pleasure to have adopted any suggestions you might have made in regard to the Maps referred to, or others of our series.\* As we are frequently printing them, we can more readily make additions, or alterations, in them, than where a large number requires to be printed off at once.

Another of the Maps submitted last year was our Map of the British Islands. I understand that the next Map about to be prepared for the Department is one of the British Islands also.

It would have given me pleasure if, instead of this, you had adopted either the Map already submitted, or another of the British Islands, which we have in preparation.† I feel confident that this would be better, not only as regards expense, but in view of the educational advantages which our Maps possess over others; and I beg leave to

\* This was a novel proposition on the part of Mr. Nelson. It has never been the business of the Department to suggest improvements for the benefit of private parties. Its "suggestions" and "improvements," in regard to the Maps it publishes, are only made in the interests of the public schools. See Doctor Ryerson's reply on this point in the next Letter.

† No doubt; but the Departmental Map of the British Isles was nevertheless published in 1864.

repeat what I before stated, that I am quite ready to make any additions, or changes, you may wish in them.

Since writing the above, I have received your Letter in regard to the appointment of a Committee to revise the list of Text Books. In England\* our Educational Works were one by one, as soon as published, put on the list issued by the Committee of Council on Education, and were thus placed on the same footing as those that had been previously on the list. In the belief that there was no objection to a similar course being adopted here, I took the liberty of requesting you to state to the Council that the effect of deferring a decision in regard to the Books I had submitted, till the entire list of Text Books has been revised, would, in the meantime, place us as Publishers at a disadvantage. On the list already issued, I found a number of American works, and I ventured to think that other good Canadian, or British, publications should be placed on an equal footing with them. The fact that the list already allows a choice of several works of a kind, seemed to me to do away with any objection, on principle, at least, to the addition of other Books to the list, and accordingly from this point of view I took the liberty of asking you to bring the matter under the notice of the Council.

May I request the favour of your letting me know if it is intended that the entire list be revised before a decision be come to in regard to any one Book? If otherwise, I shall esteem as a favour your kindly submitting for the early decision of the Committee our History of the British Empire, and Latin Reader, of which you were kind enough to express a very favourable opinion. I believe that there is at present a want felt among the Grammar Schools here of a good History of the British Empire, and I shall be glad if ours meet with the favour it has already received all over England.

TORONTO, 19th January, 1863.

THOMAS NELSON.

#### 10. LETTER FROM DOCTOR RYERSON TO MR. NELSON.

In reply to your Letter of the 19th instant, I have to remark that scarcely a month, sometimes not a week passes, without Publishers, or their Agents, bringing copies of their Maps to this Office, and soliciting orders for them. In most cases a copy of the Map is ordered, with a view to examination, and inserting, or not inserting, it in the next edition of the Catalogue for the Schools. In no other way have your Maps been "submitted" than in the ordinary way of every-day Trade, as have scores of others. Each Publisher thinks,—at least he tells us—that his Maps are preferable to all others and that he has peculiar facilities for preparing and modifying them and will be happy of any suggestions from us for that purpose; but I cannot assume the office of counsellor, or adviser, or prompter, to one Publisher more than to another. I must treat all alike, except that the publications of one may be considered better adapted for the use of the Public Schools than those of another. In this respect the Council of Public Instruction, in its sphere, and I in mine, must decide, and act to the best of our judgment in reference to the Country at large, and not in reference to any individual.

In regard to imitation of maps, I stated what was said to Mr. Hodgins and myself by one of the firm of Messieurs Chewett and Company, and which I have no reason to doubt. The Hemispheres about to be printed for Schools under contract for a certain number of copies by this Department, are the same size as those which were printed for this Department ten years ago, and more than 1,000 copies of which have been supplied to the Schools, but with information more recent, accurate and full than I have observed in any other Maps of Hemispheres.

The Maps of the British Isles required in the series of Maps for our Public Schools, are quite different from those which you have published.

In reference to the part of your Letter relating to Text Books for the Grammar Schools, I remark that in England there is no system of public Grammar Schools estab-

\* In regard to the example of "England," see Doctor Ryerson's reply to it in the next Letter.

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\* This Letter  
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lished and managed under the authority of a general law, as a branch of the System of Public Instruction—that the Government, or Parliament, has little, or no, control over the Grammar Schools there, which are so many independent Establishments—that the Privy Council Committee of Education have nothing whatever to do with any other than the Elementary, or Common Schools; but the Grammar School law of Upper Canada makes it the duty of the Council to prescribe the Text Books for the Grammar Schools, and does not authorize the Council to place any Text Books on its list which it does not prescribe. After the passing of the Grammar School Act in 1853, the Council examined and prescribed a selection of the Text Books which were then most in use, and which were most easily accessible, being for the most part both English and American publications. The Council did not act in the interest of any Publisher, or Bookseller, but wholly in what it regarded as the interests of Grammar Schools. Since 1854 other, if not better and cheaper Text Books have been prepared on some subjects than those then prescribed; and the Council proposes this year to revise the list of Text Books, but its Members are not willing to prescribe any Text Books on my recommendation, or that of a Publisher, or Bookseller; but each Member of the Council desires to examine for himself every Book prescribed, and not to disturb the present already too large list by additions, without revising it throughout, giving all parties concerned due notice of any changes in the Text Books, that School Trustees, Teachers and Booksellers may have ample time to prepare accordingly.\*

TORONTO, 21st January, 1863.

EGERTON RYERSON.

ADDENDA TO THESE LETTERS. MAPS CONSTRUCTED FOR THE EDUCATIONAL DEPOSITORY DURING, AND UP TO THE END OF THE YEAR, 1863.

*Thirteen Maps*, including (in one series) those of Europe, Asia, Africa, America, British Isles, United States, The World, (in Hemispheres), Canaan and Palestine (in six sections); in the second series, those of Europe, Asia, Africa and America and British North America; besides Globe Covers as follows: Three inch Globe, Six inch Globe, Twelve inch Globe; a Planetarium, and a set of five engraved Merit Cards. These are all the property of the Department; but sales may be freely made of them to the public generally by the Publishers.

Thus we have been enabled to provide for the Schools a variety of Maps and Apparatus at a comparatively small cost. We have also successfully developed various branches of Canadian industry, in the manufacture of Maps, Globes and other Apparatus at low rates, and have thus saved to the Public and Grammar Schools large sums, which would otherwise have gone abroad for the purchase of these Requisites. As a sample, it may be stated, that English Maps at 12/- or 15/- each are sold at the Depository to Schools at \$2.38, or \$3 respectively; besides allowing one hundred per cent. on all local remittances from Trustees and Municipalities for these Maps. In regard to Prize and Library Books, the cost of an American Book at \$1 is 80 cts.; and of an English 5/- Book, \$1, and so on in proportion. It is now an assured fact that the Depository is self supporting, besides yielding a substantial profit each year.

\* This Letter closed the correspondence on this subject, except the Letter given in a Note on page 75.

## CHAPTER X.

## SUPPLY OF LIBRARY AND PRIZE BOOKS AND MAPS AND APPARATUS BY THE EDUCATION DEPARTMENT.

## CIRCULAR TO SCHOOL TRUSTEES IN REGARD TO THE SUPPLY OF PUBLIC SCHOOL LIBRARIES.

As the usual period of the year for establishing, or replenishing, Public School Libraries has now arrived, permit me to call your attention to the subject.

The approaching long winter evenings will afford ample leisure for reading as well as for study. The perusal of good Books will be at once a stimulus and a relaxation, as well as an intellectual advantage to the pupils themselves. It will doubtless also be no less a source of pleasure and profit to their Parents and other Rate-payers, who have the right of free access to the Public School Library, under the Regulations provided by law.

Painful evidence has already been afforded in Canada of the evil effects upon young persons of an acquaintance with the pernicious class of the lighter literature of the day only, which is everywhere so abundantly supplied, and which, in the absence of better tastes and some controlling influence against it, young people are too apt to seek out and to read with avidity.

Most of our Public Schools,—chiefly in Cities, Towns, and Villages,—have, by their excellence created, especially among the more advanced Pupils, a taste for reading and intellectual culture, which, after a time, the ordinary instruction in these Schools, without the aid of a suitable Library, does not fully meet. Having acquired in the School this taste for reading, these Pupils will necessarily seek to gratify it. How important is it, then, that this desire for reading should be rightly directed, or, what is better, gratified in a legitimate way in the School itself. It should be remembered, too, that Teachers labour under serious disadvantages, and are less effective in their instructions where they are unable to supplement their labours by means of a Library of reading and Reference books. It is, therefore, the more necessary, both for Teachers and Pupils, that this indispensable adjunct to a good and successful School should not only be provided, but that it should be well kept up, with a continuous supply of the more valuable and attractive Books, as they issue from the press.

The facilities afforded by this Department for carrying out this important object are now most ample. An abundant supply of appropriate Books has been procured to meet the Winter's demand. The terms upon which they are furnished to Municipal and School Corporations are that one hundred per cent. will be added to any contribution of five dollars, or over, which may be made by the local School Authorities.

I would also call your attention to the "Departmental Notices" which have been issued, relating to School Maps, Apparatus, and Prize-books. The variety of Maps and Apparatus now manufactured in Canada, under the direction of this Department, is both extensive and excellent. A new Map of British North America, nearly 8 feet long by 4 feet wide, has just been completed, including Upper and Lower Canada, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, British Columbia and Vancouver Island, beside the extensive area of Country extending from Lake Superior to the Pacific Ocean, and embracing the most recent explorations and discoveries.

TORONTO, 28th November, 1863.

J. GEORGE HODGINS, Deputy Superintendent.

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STATEMENT OF THE EDUCATIONAL DEPOSITORY TRANSACTIONS FOR THE YEAR 1863.

Value of stock on hand on the 1st of January, 1863, at selling prices	78,100.14
Less 20% off as an average.....	15,620.03
	62,480.11
5% for depreciation	3,124.00
Net value of stock on hand 1st January, 1863.....	\$59,356.11

Paid for imported goods from the 1st of January to the 31st December, 1863.....	\$4,120.46
Paid to Toronto Manufacturers.....	9,658.80
Salaries and contingent expenses....	3,446.57
	\$17,225.83

Value of goods sold during 1863:	
Library books.....	\$ 4,022.46
Maps, apparatus and prize books.....	15,886.88
At net prices.....	3,461.48
	\$23,370.82

Value of stock to be accounted for..... \$53,211.12

Stock on the 1st January, 1864 ;	
Maps and apparatus.....	\$85,110.76
Text books.....	\$ 6,016.82
Library books.....	21,404.64
Prize books.....	15,553.67
	\$42,975.13

20% as an average to reduce to net cost price..... \$78,085.89

5% for depreciation..... \$62,468.71

3 123 44 \$59,345.27

Value to be accounted for as per preceding page..... \$53,211.12

Net gain in value over all expenses \$ 6,134.15

Toronto, January, 1864.

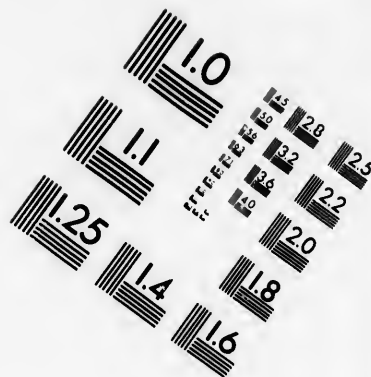
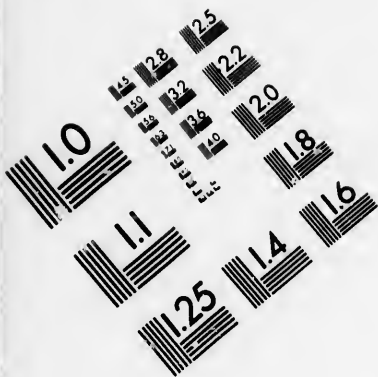
ALEXANDER MARLING, Accountant.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATIONAL DEPOSITORY DURING THE YEARS 1851 TO 1863 INCLUSIVE.

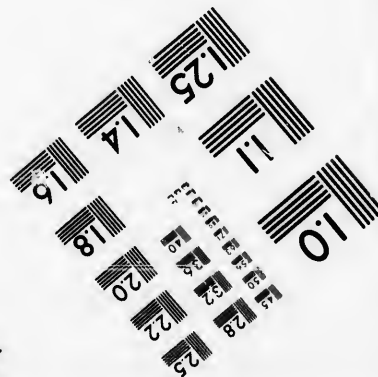
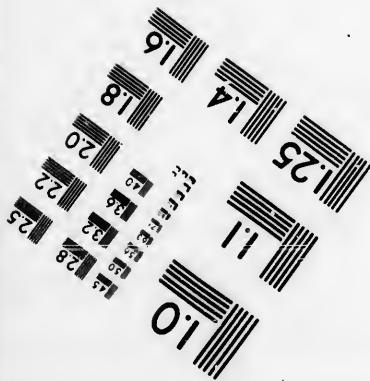
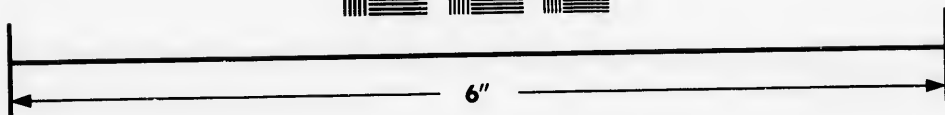
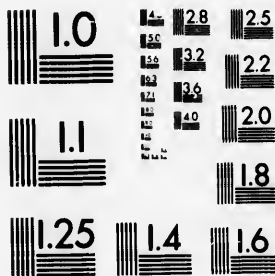
Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	\$ c.	\$ c.	\$ c.	\$ c.
1851.....			1,414 25	1,414 25
1852.....			2,981 13	2,981 13
1853.....			4,233 14	4,233 14
1854.....	51,376 23		5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,205 62	9,320 87	5,726 76	22,253 95
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
1860.....	5,289 56	16,832 17	5,416 64	27,538 37
1861.....	4,084 22	16,251 14	4,894 52	25,229 88
1862.....	3,272 88	16,193 78	4,844 17	24,310 83
1863.....	4,022 46	15,886 88	3,461 46	23,370 82
	\$141,187 07	\$120,973 95	\$62,978 22	\$295,139 84







**IMAGE EVALUATION  
TEST TARGET (MT-3)**



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Corporation**

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The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This Table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the Booksellers:—\*

Year.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Departm't of Upper Canada.
	\$	\$	\$	\$
1850.....	101,880	141,700	243,580	
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	152,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,626	427,902	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1850-1862.....	\$2,156,815	\$3,333,349	\$5,490,164	\$176,696

N. B.—Up to 1854, the "Trade and Navigation Returns" give the value of Books entered at every port in Canada separately; after that year, the Report gives the names of the principal Ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this Table for the years 1855-1862, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

CHAPTER XI.

SPECIAL MATTERS BEFORE THE EDUCATION DEPARTMENT, 1863.

I. DOCTOR LITCHFIELD, KINGSTON, TO J. GEORGE HODGINS, REQUESTING THAT SCHOOL REPORTS BE SENT TO AUSTRALIA.

I have a Letter from my Brother-in-law, the Honourable T. Reynolds, for some time Chief Secretary in South Australia, asking for information about Collegiate Education in Canada. The Dissenters of South Australia desire to form a College for

\* From the *Annual Review of the Trade of Toronto*, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the City. . . . The supplying of all the children in the Country, at School, is an extensive trade in itself, not only with Stationery, but with School Books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by any other branch. . . . The importation of Books and Stationery into Toronto, for three years past, are as follows:

	1860	1861	1862
"Devotional Books.....	\$.....	\$28,773	\$100,350
"Books, Periodicals and Pamphlets.....	99,575	55,384	19,169
"Stationery.....	33,097	33,423	27,519."

Chap. X

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the instruction of Youth. My Brother-in-law is one of a Committee to report on the best system. Could you at your leisure oblige me, or rather my Relative, with any information that would aid that Province in adopting the best System of Education; say, with my compliments to Doctor Ryerson, that they think highly of the Educational System of Canada, and desire to copy whatever they can from it. My Brother-in-law says: "Give us information of your School and Collegiate System, as though we had everything to learn on these subjects." And it has occurred to me that if you would kindly forward any Documents of Doctor Ryerson's which will throw light upon his admirable system, that such printed papers would be of the utmost value to my Relative, in the work he has before him. Possibly you could address them direct to Honourable Thomas Reynolds, late Chief Secretary, Adelaide, South Australia, and your kindness will be gratefully acknowledged both by my Brother-in-law and myself.

Or, if you have no printed Documents explanatory of the Canadian system of Education to send, perhaps you might, at your leisure and convenience, give me some account of the system of Collegiate Education in Victoria College, or Trinity College, so that I could enclose it in a Letter to South Australia.

Pray assure Doctor Ryerson of the pleasure it will afford me to aid your Department at the Provincial Exhibition next month, if the Education Department proposes to do anything at Kingston. I shall be in harness again as Corresponding Secretary.

KINGSTON, August 11th, 1863.

J. P. LITCHFIELD.

NOTE. Various Reports and Documents were sent to Mr. Reynolds, but as we had no brief Sketch of the Colleges of Upper Canada to send him I prepared and sent him the following:—

#### THE UNIVERSITIES AND COLLEGES OF UPPER CANADA IN 1863.

As Victoria College, (formerly the Upper Canada Academy), was the first Collegiate Institution which became a University, I begin this sketch by referring to it.

The Academy was incorporated as a University, in August, 1841. In October, 1841, Reverend Doctor Ryerson was appointed the first President of the University, a position which he held until he was appointed Chief Superintendent of Education for Upper Canada in 1844. He was succeeded by the Reverend Doctor Macnab for a time. In 1850, the late accomplished President (Reverend S. S. Nelles, D.D. LL.D.) was appointed Principal. He had been a pupil under Doctor Ryerson, but finished his university education at the Wesleyan University, Middletown, Connecticut, and graduated there. He received the Degree of D.D. from the Queen's University, Kingston, and that of LL.D. from his own University. His career was an unusually long and prosperous one; and under his administration the University has taken a high rank amongst the sister Universities of Ontario.\*

In the original appeal made by Doctor Ryerson in England on behalf of the Academy (in 1835), he stated the "specific objects of the Institution" to be as follows:—

1. To educate, upon terms equally moderate with similar institutions in the neighbouring Republic of the United States, and with strict attention to their morals, the youth of Canada generally.

2 To educate for Common School Masters, free of charge, poor young men of Christian principles and character, and of promising talent, who have an ardent thirst for knowledge.

3. To educate the most promising youth of the recently converted Indian tribes of Canada as teachers to their aboriginal countrymen.†

\* It is a gratifying fact that Victoria College was the first university in Upper Canada whose doors were open to receive students. The first session commenced in October, 1841; that of Queen's College University in March, 1842, and King's College University in June, 1843. The first Graduate in Arts who received a diploma in Upper Canada was sent out from Victoria College in 1845-46.

† Several promising Indian youth were educated at Victoria College, and some of them became useful Teachers and Missionaries.

These extracts are highly interesting, as showing the noble and comprehensive aims, in these early days of educational effort, which Doctor Ryerson had in view in founding this valuable Institution of learning. He goes on then, (apart from these objects,) to show the grave necessity which existed for the early establishment of such an Institution. He said:—

For want of such an Institution upwards of sixty of the youth of Canada are now attending Seminaries of Learning, under a similar management, in the United States, where nearly two hundred Canadian youth have been taught the elementary branches of a professional education during the last eight years. There is good reason to believe that nearly, if not quite, all the Canadian youth now being taught in the United States Seminaries of learning, will return to Canada as soon as this Institution shall have been brought into operation.

In behalf, therefore, of this Institution,—most important to the best interests of a healthy, fertile and rapidly improving British Colonial possession, the inhabitants of which have in this, as in other instances, shown the strongest desire to help themselves to the utmost of their very limited means,—a respectful and earnest appeal is made to British liberality, an appeal which it is devotedly hoped will be responded to in a manner that will contribute to draw still closer the bonds by which the loyal Province of Upper and the British population of Lower Canada are united to the Mother Country.

This appeal was endorsed by the Governor of the Province, Sir John Colborne, (afterwards Lord Seaton), in the following terms:—

The Reverend Egerton Ryerson proceeds to England . . . to solicit subscriptions . . . to enable [the Methodist Conference here] to bring into operation a Seminary established at Cobourg, in Upper Canada. . . . As I am persuaded this Colony will derive the greatest advantage from the Institution and from the exertions of the Conference to diffuse religious instruction, I cannot but strongly recommend that it may receive encouragement and support from all persons interested in the welfare of Upper Canada.

The "appeal" was also heartily endorsed by the Honourable Peter McGill, Founder of McGill College University, Montreal, and by other distinguished Gentlemen and Merchants in Montreal. In his Letter, Mr. McGill referred to Doctor Ryerson as "a Gentleman who has distinguished himself in Upper Canada by his writings in defense of Religion, order, and good government."

After much delay and great discouragement, Doctor Ryerson succeeded in the objects of his mission, by getting money and a Royal Charter; but at the close of his mission he writes to the Academy Committee as follows:—

Thus terminated this protracted [business], . . . though I had to encounter successive, discouraging and almost insurmountable difficulties [in obtaining the Charter]. Not having been able to effect any loan . . . on account of the agitated state of the Canadas, and being in suspense as to the result of my application to the Government, I was several months pressed down with anxiety and fear, by this suspense, and by reason of the failure of my efforts to obtain relief. In this anxiety and fear my own unassisted resolution and fortitude could not sustain me. I had to rely upon the unflinching support of the Lord my God.

I have given these particulars somewhat in detail, as they afford a striking narrative illustration of the almost insurmountable difficulties which the early pioneers of education in this Province encountered in endeavouring to found these valuable Institutions which have been so useful to this Country, and which have shed such lustre upon their founders' names. It is also due to Victoria University, and (as I shall show) to Queen's University also to state these particulars, from the fact that the first practical, yet entirely abortive, attempt to make King's College a Provincial University, was made in 1843, two years after the Methodists and Presbyterians had, in self-defence, been compelled to found Universities of their own. This they did at a great sacrifice.

By the time that the liberation of King's College took place from Church of England control, in 1849-'53, the Universities at Cobourg and Kingston had become recognized as most important factors in our educational system; and from them alone, up to that time, could Students of all Denominations obtain a University education.

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## THE QUEEN'S COLLEGE UNIVERSITY, KINGSTON.

As early as 1829 it was felt among the members of the United Presbytery of Upper Canada that a Seminary, or College, for the training of their Ministers was highly desirable. As the management of King's College at Toronto was in the hands of the adherents of the Church of England, it was felt that such an Institution could not be made available for Presbyterian Theological Instruction. A Committee of the British House of Commons, to which had been referred petitions from Canada in 1828 and 1830 against the exclusive character of the Charter of King's College, Toronto, were disposed to solve the difficulty by suggesting that two Theological Chairs be established in King's College (and did so recommend)—one each for Students of the Churches of England and Scotland, respectively. Nothing, however, of the kind was done; nor was there any Arts College then open on equal terms to all the youth of the Country. The Presbyterians, like the Methodists, had, therefore, to found an Institution of their own. Steps were taken by the Synod of the Presbyterian Church in 1831 and 1839 to found such an Institution. At a Meeting held in Hamilton, in November, 1839, the Commission, appointed for that purpose, prepared the draft of a Charter for the proposed College. Kingston was selected by the Synod as the site for the new Institution.

An Act embodying the Charter was passed by the Provincial Legislature in February, 1840, incorporating the "University of Kingston." The Act was, however, disallowed by the Imperial Authorities, on the ground that it conflicted with the royal prerogative of granting Charters. A Royal Charter was, however, issued in 1841, incorporating the Institution under the name of Queen's College, with "the style and privileges of a University."

The opening of Queen's College took place on the 7th of March, 1842. The Reverend Thomas Liddell, D.D., of Edinburgh, was the Principal and Professor of Divinity, and Reverend P. C. Campbell, of Brockville, Professor of Classics. The Reverend James Williamson, D.D., LL.D., in 1842 became Professor of Mathematics and Natural Philosophy. He is, therefore, the oldest College Professor in Ontario.

After the opening of King's College, Toronto, in 1843, an agitation commenced with the view to unite the three Universities then in operation into a single provincial Institution. Many plans were proposed, and several measures tending to that end were introduced into Parliament and fully discussed. In 1843 the Honourable Robert Baldwin introduced a University Bill, which, although it presented many popular features, was strongly objected to by the Churches named and others also, because it was deficient in providing for religious instruction.

A bill was introduced by Honourable W. H. Draper, into the Legislature in 1845, to amend the Law so as to make it more generally acceptable to the Religious Bodies of the Country; and in 1847, the Honourable John Hillyard Cameron introduced a Measure in which it was proposed to devote a large part of the Endowment to increased support of High Schools and also to largely subsidize the Denominational Colleges. The Measure failed to be adopted by Parliament, however, and this practically ended the agitation for the union of Colleges for many years.

In 1846, the Reverend Doctor Liddell resigned his position as Principal and returned to Scotland. The Reverend J. Machar, D.D., was next appointed Principal, and under his administration there was slow but real improvement.

The Reverend Doctor Cook, of Quebec occupied the position of Principal for a time, but he refused to accept the position permanently. The Reverend Doctor Leitch was next appointed, as Principal.

## THE UNIVERSITY OF TRINITY COLLEGE, TORONTO.

The immediate cause of the founding of this College and University was the suppression, in 1849, of the Faculty of Divinity in King's College, now the University of Toronto. In consequence of this the Right Reverend John Strachan, D.D., Bishop of

Toronto, issued in February, 1850, a Pastoral appeal to Members of the Church of England for funds to enable him to establish a Church University and College. In response to this Pastoral, the Bishop succeeded in raising a large Endowment from voluntary subscriptions in Canada, England, and the United States, so that on April 30th, 1851, the Foundation Stone of the College building was laid, and on January 15th, 1852, the work of instruction was begun, the staff consisting of four Professors in Arts besides those in the Faculties of Law and Medicine. The Endowment has since been largely increased by liberal contributions made from time to time.

## II. LETTER FROM PROVINCIAL TEACHERS' ASSOCIATION ON TEACHERS VISITING EACH OTHER'S SCHOOLS.

I send you herewith the following Resolution passed unanimously at the Provincial Association of Teachers held in this City in August last. The Teachers present were unanimous in the opinion that as you, Reverend Sir, had already done so much for them and for our Country, you would, they doubted not, arrange this matter for them, thereby adding to the many favours already conferred on Teachers as a Class, and, through them, benefitting the Community at large.

*Resolved*:—That our Secretary be instructed to invite the attention of the Chief Superintendent of Education to the necessity of providing greater facilities for School visiting on the part of the Teachers, requesting that not less than four days in the year may be placed at their disposal for the purpose, the particular days to be determined by the Teachers and their employers."

The difficulty at present seems to be that any day lost by a Teacher in visiting cannot be made up, as teaching on any holiday is not allowed.

HAMILTON, April 4th, 1863.

A. MACALLUM, Principal of the Central School.

## III. REPLY TO THE FOREGOING LETTER.

I have the honour to send herewith, in reply to your Letter of the 4th instant, a copy of the Circular lately addressed by the Chief Superintendent to Members of the Legislature in regard to a Bill relating to Grammar Schools. From one of the last paragraphs of the Circular, you will see that effect will be given in the 19th Section of the Bill to the wishes of the Association, as expressed in the Resolution which you have enclosed.\* I think a copy of this Resolution was lately transmitted to the Department by the Secretary of the Association.

I was not able to see you, when here the other day, as I was particularly engaged, and longer than I expected, with a Member of the Legislature, in regard to one of the School Bills now before the House.

TORONTO, April 8th, 1863.

J. GEORGE HODGINS, Deputy Superintendent.

## IV. TRUANCY OF PUPILS IN THE PUBLIC SCHOOLS.—PLEASANT SCHOOL ROOM A REMEDY.

At the same Meeting of the Teachers' Provincial Association, the subject of Truancy in the Schools was discussed, and the following Resolution on the subject was adopted:—

*Resolved*, "That Truancy in its influence is most pernicious to the individual and baneful to the morale of a school, and as its influence clings to the individual in after life, any means that will neutralize, or lessen, the evil is desirable; that among the means best calculated to lessen the evil of Truancy this Association recommend the construction of comfortable, commodious and well furnished School Rooms, thereby rendering the attendance of the pupils as pleasant as possible in the external surroundings; and that this Association entertain the opinion that a large amount of Truancy

\* A copy of this Circular will be found on page 294 of the preceding Volume of this Documentary History. See especially pages 297 and 301



is traceable to defective parental authority, the remedy for which will be found in a more largely extended diffusion of education; and that Teachers by care, tact and co-operation with parents can lessen this evil." Unanimously adopted

## CHAPTER XII.

### THE PUBLIC SCHOOL SYSTEM AND ITS CAPABILITIES BY THE HONOURABLE MR. JUSTICE WILSON AND THE RIGHT REVEREND BISHOP CRONYN.

The notable fact that in the early sixties the City of London had for its Local Superintendents the Honourable Mr. Justice John Wilson and the Right Reverend Bishop Cronyn. The Reports on the Public School System, and its capabilities by these two distinguished men, (which I insert herewith) will be read with special interest, as they are comprehensive in their character, and thoroughly practical in their purpose and objects.

#### I. REPORT ON THE LONDON CITY SCHOOLS BY THE HONOURABLE MR. JUSTICE JOHN WILSON.

On severing the tie which has connected me for so many years with the work of Education in this City, it may not be out of place to review the past, compare it with the present, and calmly rest our hopes of the future upon these considerations.

I can refer with much satisfaction to the part I took in securing from spoliation the valuable block of land upon which the Central School now stands, and to the support and encouragement I was enabled to give the School Trustees in their struggles for the erection of the Buildings and the extension of the City Public School System. I have watched with deep interest every effort of the Board to establish, upon a firm basis, a System which might confer the benefits of a sound liberal education upon the whole youth of the Municipality,—open to all, adapted to the talents and wants of all. How far a design so comprehensive and so noble in its aim has succeeded, I purpose now to show. In the year 1850, the Teachers employed were five—three Males and two Females; the number of Children entered in the School during the year was 598; the average attendance was only 337. In 1855, when, according to the public records, the population of the City was over 16,000, the Teachers have been increased to twelve, and the number of Children entered in the Schools to 1,823,—and the average attendance to 726. Although, on enquiry, I learn that the population is now practically no greater than in 1855, yet the Pupils entered during the past year have increased to 2,825, the daily average attendance to 1,373, and the number of Teachers employed to 22. But, if the Roman Catholic Pupils were united now, as they were then, with the General School System, we would have both the number of Pupils and Teachers increased upwards of 100 per cent. in eight years, while the gross population of the City remains about as it was. This seems more than the most sanguine friends of the cause could have hoped.

It may be asked from what source have the Public Schools derived such accessions to their numbers. Were the Children not attending the Public Schools in 1855 uneducated? The reports furnished annually to the Chief Superintendent of Education answer both questions, and adduce conclusive proof of the efficiency of the present School System. At the period alluded to, there were large flourishing Schools in many parts of the City, established and conducted by private parties, on their own account. It may not be assuming too much to say that over 500 Scholars were attending these Schools about that time. Now there is scarcely a Private School of any consequence to be found, all having been absorbed in the General School System. Nearly all have availed

themselves of the provision made for them by the Board of Trustees. If we add to these numbers the Children attending the Separate Schools, we find a larger proportion of the juvenile classes enjoying the blessings of a good education in this City than in any other Town, or City, in the Province, and, as a consequence, no beggar Children have been found in the Streets. In point of attendance, therefore, the Citizens of London have good reason to be pleased with what has already been done, since now the education of almost all the youth of the City is under the care of a Board elected by themselves, and, by the efforts of this Board, the expansion of the means of teaching has nearly kept pace with the influx of Pupils requiring to be taught. An improvement as striking has taken place in the manner of teaching, and in the character of the instruction imparted, as that which I have noticed in the attendance. At the period I first mentioned, there was nothing attempted beyond the limited essentials of an English education. The Public School Board was unwilling to be connected with the County Grammar School. At the date secondly mentioned, which I look upon as the turning point in our educational affairs in this place, something was added to the English Course, with a few Boys in the elements of the Latin Language, forming merely a classical nucleus. This step was not favourably looked upon, because it was said to be unnecessary, and the Head-Master's time would be taken from the supervision of the School. The trial, however, went quietly on. Now the English Course is at once extensive and thorough, embracing every subject of importance to the Mechanic, the Merchant, or the Professional man. The Classical Department has been extended so as to embrace Latin, Greek, and French, and made comprehensive enough to qualify Students for entering upon the study of any of the learned professions, or to matriculate in any College, or University, in the Province. That this branch of the Institution has been highly prized by the Citizens, is evident from the number of Students found in the various Classes. That it has been successfully conducted must be evident to every one who has watched its progress as I have done. A few facts are its best panegyric.

The Students of the Central School have for years past competed with those trained in the best Schools in the Province. Young men educated here have been subjected to every test, stood every examination, yet none of them have been rejected, or "plucked;" they have entered Classes for the Church, Law, or Medicine. Within the last few years eight young men of promise, (two partly, six entirely, trained in the Central School,) have passed their preliminary examination with the highest credit, and entered upon the study of the Legal Profession; in addition to these, many have been educated, it is said, above the business to which they have devoted themselves; but this I deny, for neither the mental powers, nor moral sentiment, can be too highly cultivated for individual, or public, good; and we require more in this Province of intelligent, educated, moral people, than those of a highly educated upper class. In a community like ours, where no advantage of birth, or exclusive privileges, obtains, and where the way is open to the talented and aspiring, however humble their position, it becomes the duty of the Patriot and the Statesman to throw wide the portals of learning to all, and to give all the means of making their talents available in the competition of life. It cannot be fairly objected that a liberal education to a young man is in advance of his position, or prospects, for he need be confined to no position inferior to the scope of his capacity, enlarged by his education, and no position can long obscure true worth and great talents well cultivated.

The Board of School Trustees of London have taken the initiative in a noble work, which I hope will sooner, or later, be emulated by other Boards of the same kind throughout the Province. They have led the way in bestowing that early and careful training upon the young who have the natural capacity to profit by it, which will enable them, on reaching manhood, to make their talents available to themselves and their Country in any useful and honourable career. The expense of this System has been set at rest by the able Report of the Committee of last year, in which it was shown

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that the cost per pupil was less here, with all its advantages, than in any other Town, or City, in the Province.

With the future I have no concern, but it may be permitted that I should allude to it. This School System, which works so well here, was not brought about without deep thought in planning, and great skill and energy in working out. By any ill-judged step, much of this labour and care may become useless. To detract from the well-earned status of the School would be most injurious. To lower your standard, where such endeavour has been made to advance it, would be a loss, no less to the Province, than to you, for it would be a virtual acknowledgment that you had tried a higher education for the poor man's son, and found it either unsuited, or unappreciated; yet neither conclusion would be correct. The System, in its working, and the good resulting from it, has more than realized every hope.

May I express a wish that you may advance? Year by year you can improve by the experience of the preceding. It is a false economy which aims at anything less than perfect efficiency. The best talent for your Schools is cheap at any price. If you underpay your Teachers, you drive them from you and the profession into other modes of life, where their services cannot avail you. No greater good can be effected than by improving the educational Institutions of the Country; and, in my judgment, this can be best and most easily accomplished by securing the services of the best men. To me this has been a question fraught with deep interest. My most ardent wish is that the London Schools may not only keep their present relative rank, but advance in usefulness from time to time, and enjoy the unlimited confidence of every class of the Community.

In conclusion, I must be permitted to say that Mr. Boyle, your Head Master, and to the staff of Teachers he superintends, you owe it that your Schools are such as I describe. He has steadily and anxiously persevered in elevating the character of the Ward and Central Schools, and brought them to a state of efficiency I hoped for, but scarcely expected to see, and, on every occasion, has cordially carried out any suggestions which were offered to him; and my whole official connexion with him has been more than satisfactory.

#### REPORT ON THE LONDON SCHOOLS BY BISHOP CRONYN.

The Right Reverend Bishop Cronyn, who succeeded Mr. Justice Wilson, in his brief Report on the condition of the Schools, speaks of them in high terms of praise, and quite concurs in the admirable practice of specifically reporting to the Parents on the progress of their children at School. He speaks of it as having an excellent practical effect on parents and children. He says:—

Since my appointment as Local Superintendent of the Public Schools in the City of London, I have visited and examined the Central and Ward Schools, in company with the Head Master, and I beg to report, for the information of the Board of Trustees, the result of my visit:

I heard several classes in each of the Schools examined by the respective Teachers in various branches, and I was much pleased with the order which prevailed, and the proficiency which the Pupils evinced. In some of the Schools it was evident that the Teachers possessed, in a high degree, the rare talent of successfully engaging the attention of the Pupils and of imparting information to them. The plan lately adopted of reporting periodically to the Parents the progress of the Scholars, is well calculated to interest the Parents in the progress made by their Children, and to remind them that it is their duty to aid the Teacher by requiring their Children at home to prepare the lessons appointed for them at School.

I was much pleased to find that the business of each day was commenced with the reading of God's Word, and with Prayer for the Divine Blessing. I was present at

the School on Talbot Street when the Prizes were bestowed upon the Children, and a more bright and intelligent group of little beings I never witnessed. Some Ladies who accompanied me were much struck with the orderly and happy appearance presented by the Children on that occasion. My Predecessor in the office of Local Superintendent of the Schools, the Honourable Mr. Justice Wilson, who was always, during his long residence in London, most zealous to promote and improve the education of the People, was in the habit of devoting the Salary of the office for the purchase of Prizes to be bestowed upon the Children at the Annual Examination. It will afford me much pleasure to do the same; and I would request the Board of Trustees to expend the amount for that purpose.

### CHAPTER XIII.

#### SPECIAL REPORT OF A COMMITTEE OF THE BOARD OF TRUSTEES ON THE PUBLIC SCHOOLS OF THE CITY OF TORONTO, 1863.

I am the more gratified to be able to insert this Report in this Chapter, from the fact, that it presents a more satisfactory solution of the problem, (discussed on pages 77, 78 of the Fourteenth, and pages 1-5 of the Fifteenth, Volumes of this Documentary History,) of the non-attendance of children at School.

In a Memorandum of the Chief Superintendent, dated March, 1862, on the subject of Vagrant Children, printed on page 177 of the next preceding Volume of this History, he estimates the number of children not attending any School in Toronto as 3,077, or allowing for those attending Private Schools, as, at least, 2,500. In the Statistical Table of the accompanying Report, the numbers of children not attending any School is reported as only 1,632,—a reduction of nearly five hundred in one year. The Report is as follows:—

The Special Committee, to which was referred the taking of a School Census, begs to report that the same has been completed, and your Committee herewith submit a full abstract of Enumerators' returns for the several Districts into which the respective Wards of the City were divided. From this summary it will be seen that the whole number of Children of School age, videlicet, from five to sixteen, both inclusive, is returned as 9,508, namely 7,053 Protestants and 2,455 Roman Catholics; that the whole School attendance up to June 30th, 1863, is returned as 7,876, namely, 5,877 Protestants, and 1,999 Roman Catholics; and that the whole number, who neither attended School nor were taught at home during the period of six months ending June 30th, 1863, was 1,632, namely 1,165 Protestants, and 467 Roman Catholics; the cause of non-attendance being in almost all cases (a) employment, (b) want of clothes, (c) considered too young, or (d) too far from School.

Toronto, September 16th, 1863.

T. HENNING, Chairman of Committee.

The following summary, furnished by the Secretary of the Board, accounts for the non-attendance at School of 1,632 inhabitants of the City, who are of School age, namely, from five to sixteen years, inclusive:—

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	Protestants.	Roman Catholics.	Total.
Employed .....	340	113	453
Wanted at home .....	203	60	263
Sick .....	91	37	128
Too young, or too far from School.....	149	68	217
Lately came to the City .....	38	1	39
Want of Clothes .....	127	89	216
No return .....	217	99	316
Totals .....	1,165	467	1,632

It must afford great relief to every benevolent mind to learn that the evil of unmitigated juvenile ignorance does not prevail so widely in Toronto as was feared, although doubtless, it exists in a sufficient degree to stimulate the zeal of every enlightened philanthropist. Could Christian charity be so effectually invoked as to induce it to clothe the 216 Children of School age who are returned as not attending School for want of proper garments; could the Parents of 316, for whose non-attendance no reason is assigned, be persuaded to act a becoming parental part; could more strenuous and self-denying parental effort be made on behalf of those 263 who are described as "wanted at home," there would be an addition to the School attendance in this City of 795, nearly 800, Children. We could then be more reconciled to the disadvantages endured by the 453 Children of School age who are represented as employed, even although we might imagine that some of that number would be more profitably engaged in preparing, at School, for probably higher and more lucrative employment at a future day. The remaining 384 composed of 128 sick, and 217 who were considered by their Parents as too young, or as living too far from School, and also 39 who had recently come to the City, need occasion no anxiety on account of their non-attendance at School. Of the 7,867 Children of School age in this City, who were under instruction during some portion of the six months ending in June the 30th, 2,971, or about 3,000, were on the Registers of our Schools at any one time. The aggregate number on our Registers throughout that period was much larger, but it would certainly include many Pupils who were transferred from one School to another, in the course of the six months; many probably who had left the City, after attending at School for a few days, or weeks; and not a few who have been removed by death. As then the Census comprised all Children of School age actually residing in the City, who had been under instruction for some portion of the six months, and was neither intended to include those who had left the City, not to reckon any Child more than once, I conclude that the number of Children who were in our School Registers at any one time represents the portion of the School population of this City which may be fairly regarded as at that time belonging to our Schools. That number for the average of the six months contemplated was 2,921; for the average of the whole year it was exactly 3,000. This number represents an increase of 175 Pupils, in comparison with the average registered monthly attendance for the year 1862, while the increase of the average daily attendance in 1863, as compared with that in 1862, was 112. The increase in the aggregate number of Pupils entered on the Registers of the several Schools in 1863, compared with that of 1862, was 404. The School attendance for the year 1863 was, in fact, the largest which has yet been recorded; that of 1860 having most nearly approached it. Early in the year 1863, the Board availed itself of the handsome offer of Brigade Major R. B. Denison, to receive the senior Boys in the City Public Schools under his orders, for the purpose of their being instructed in elementary Drill for one hour in each week. A few Parents have objected to their Children being drilled, but, generally the Drill has been equally acceptable and beneficial.\* It was begun in February and continued

\*The opinion of American experts on the subject of Military Drill in Schools, as reported in a previous Volume of this History, is, that it induces habits of order and obedience.

until the end of November, when it was suspended on account of the severity of the weather.

The possibility of communicating religious instruction to the Pupils of the City Public Schools, under the existing School Law, has been illustrated by the Reverend S. J. Boddy, Minister of the Church of St. James' Cemetery, at the Park School, during the latter part of the year. By order of the Board of Trustees, the Pupils of that School, whose Parents are Members of the Church of England, are permitted to receive Mr. Boddy's instruction, in a separate Room, for one hour every week. This arrangement first took effect on the 6th November, and was continued to the end of the year. The action of the Board on the subject was based on an application from Mr. Boddy, and the report of the Committee on School Management, which recommends it, recognizes as advisable "that the Clergy of all Protestant Denominations should be brought into immediate association with the City Schools, as much as possible." The year 1863 has been, on the whole, the best School year which I have yet witnessed in this City. The 3,000 Children who, at any one time in the course of the year were on our Registers, cannot but have been, for the most part, largely benefited by their connection with these Public Schools. That man is not to be envied who would deprive one of these Children of the advantages which they enjoy. A few individuals may, perhaps, be found to exclaim against our City Schools; but hundreds of Parents regard them with confidence and approbation, and successive thousands of Pupils have had occasion, or may yet have occasion, to speak of them with lively gratitude and honest pride.

#### CHAPTER XIV.

### REPORTS ON THE GRAMMAR SCHOOLS OF UPPER CANADA, 1863.

#### 1. INSPECTOR'S REPORT AND SUGGESTIONS IN REGARD TO THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1863. BY THE REVEREND W. F. CHECKLEY, B.A.

I desire to supplement my detailed report on the individual Grammar Schools by a few brief remarks. While many of these Schools are in a high state of efficiency, and likely to improve steadily, it is impossible to deny that there are many others which scarcely deserve the name, being in fact often far inferior to some of our Common Schools. The existence of such a state of things is not, I think, chiefly owing, as generally supposed, to the want of the proper qualifications for their office on the part of the Masters, although this may be the cause in a few instances, but rather to the absence of a desire for classical learning among our rural population, an absence natural enough in a Country so young and so practical, and also to the defective state of the Grammar School Law. The result of the system would, in my opinion, be greater if the light were more concentrated, and, instead of a multitude of small Schools scattered over the Province, and each emitting but a feeble glimmer, a few Institutions of a better description were established and well supported in the County and other principal Towns. The effect of such a change would, I am persuaded, be soon visible in the improved condition of our Universities. Much as these have already done, considering the disadvantages under which they have laboured, they cannot be expected, in the short course of four years, to turn out really reliable work, unless they have sound materials to work on. The time, has, I think, now come when the County Councils should be restrained in the somewhat too arbitrary exercise of their discretion as to the multiplication of Grammar Schools. Before establishing such a School in any locality, creating, that is, a new and permanent drain on a limited fund, those Bodies should be required to take something more into consideration than the interested wishes of a few individuals, or the existence of a temporary surplus in the

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County apportionment. With reference to Schools already established, but not fulfilling the conditions of the Law, it would be well that the reins were drawn tighter, and no School allowed to receive any portion of the public money unless it possessed the required minimum of classical Pupils, and complied in other respects with the Regulations laid down by the Council of Public Instruction. To carry out the reforms I speak of, some few additions to the present Grammar School Act would indeed be necessary, but not, I think, of a nature to excite opposition, and not requiring the expenditure of money. It might, for example, be provided that no Grammar School should be established in future in any Village containing less than one thousand inhabitants. Again, before the apportionment of Government aid to any School, it would be well to require a Certificate from the Inspector of Grammar Schools that a suitable Building had been erected and properly furnished. Some localities have acted liberally and wisely in this matter, but, in others, the Grammar School is held in Buildings the most unfit, or even in the Master's private Residence. The refusal of Government aid would be a proper rebuke to such parsimony. In order to raise the standard of the Grammar Schools, and to prevent the fraud, now so common in the case of Union Boards, of obtaining a Head Master with a University Degree, or a Grammar School Master's Certificate, and then requiring him to do Common School work, so that the Board might be enabled to draw the double Government allowance and save local taxation, it would be desirable not only to carry out the Act of 1853 with more strictness than has been hitherto done, but also to provide that no portion of the Government Grant should be paid to any Union, or Grammar, School Board, where the Salary of the Head Master, from all sources does not reach the minimum amount of Six hundred dollars per annum for Junior Schools, and of Eight hundred dollars for Senior Schools. With respect to the multiplicity of Text-books so often complained of, I would again suggest that a Committee, composed partly of the Heads of Colleges, and partly of practical Grammar School Teachers, be appointed to settle this question, and that the Grammar School Inspector should receive positive instructions to see that within a given period, say three years, the Books thus recommended were in exclusive use in the Province. To enforce the introduction of the antiquated Books at present authorized would, I think, be at once unwise, vexatious, and impossible. I observed that the system of the late Model Grammar School was carried out in a modified form in many of the better Grammar Schools of the Province, and with evident advantage. I would remark, therefore, that, as time was not given to that Institution to do its work effectually, and as the same system is now adopted on a more extensive scale in Upper Canada College, arrangements might possibly be made with the authorities of the latter whereby the benefits both of the general system and the training class might be still secured to the County Schools.

TORONTO, December, 1863.

W. F. CHECKLEY, Inspector of Grammar Schools.

## 2. METEOROLOGICAL STATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

Under the authority of the Consolidated Grammar School Act, a special Grant of \$400 per annum is made to each Senior County Grammar School, with participation in the distribution of the General School Fund; provision is also made for the establishment of a Meteorological Station at each of these Senior Schools, and it is declared to be the duty of the Master to make the prescribed Meteorological Returns every Month to the Education Department. Out of 31 Counties in which Senior County Grammar Schools have been established, only 19 have contributed the necessary sum of half-price to purchase the necessary Instruments, and but few of these (as will be seen from the following Table) make the returns required by law. Steps, it is hoped, will shortly be taken to enforce the law, or restrict the Grant to those Stations only from which Returns are received.

Name of Meteorological Station.	No. of Months the Station has been established to December, 1862, inclusive.	No. of monthly abstracts received at the Education Office, to December, 1862, inclusive	Character of Abstracts received.		
			Well Prepared.	Indifferently prepared.	Badly prepared.
1 Niagara .....	60	13	11	2	..
2 Hamilton .....	60	48	45	3	..
3 Belleville .....	60	45	43	2	..
4 Barrie .....	60	20	20	..	..
5 Chatham .....	60	15	..	11	4
6 Port Sarnia .....	60	26	26	..	..
7 Milton .....	59	3	..	..	3
8 Cornwall .....	59	42	42	..	..
9 Guelph .....	52	1	1	..	..
10 Whitby .....	52	48	47	1	..
11 Perth .....	51	10	10	..	..
12 Picton .....	51	27	27	..	..
13 Brantford .....	42	25	23	2	..
14 Stratford .....	29	29	29	..	..
15 L'Original .....	16	..	..	..	..
16 Ottawa .....	16	10	14	..	..
17 Woodstock .....	14	..	..	..	..
18 Cayuga .....	10	4	4	..	..
19 Peterborough .....	2	..	..	..	..

### 3. FREE SCHOLARSHIPS IN THE GRAMMAR SCHOOLS.

In addition to the Free Grammar School Scholarships established by the University of Queen's College in the Kingston Grammar School,\* the Board of Grammar Schools in the City of Ottawa has established four such Scholarships. They are open to the boys of deserving parents of limited means, residents of the County or of the City, (orphans, or children deprived of one parent only, to be considered as having prior claims). In all cases of applications for these Scholarships, the circumstances of Parents, Parent, or Guardian, wishing to take advantage of this privilege, shall be thoroughly investigated by a Committee of two of the School Trustees, who shall report to the Board thereon, and the admission of the applicant shall thereafter be determined by vote of the majority of the Trustees, present at any regular Session of the Board, the applicant having been previously furnished with a Certificate from the Principal of the School, that he has passed such an examination as will entitle him to rank as a Grammar School Pupil, it being distinctly understood that no child be admitted to the junior department under this method, as the Common Schools of the City and County are open, free of fees, to all wishing to avail themselves of preparatory education.

2. There shall also be established two competitive Scholarships, which shall be awarded to successful Candidates at the commencement of each autumnal Session. These Scholarships shall entitle the holders thereof to free tuition in all the branches of Grammar School education for two years, and shall be open to pupils of the Common Schools of the City and County generally. The Candidates must be provided with satisfactory Certificates of good conduct from their previous Teacher, and shall be subjected to examination by the Principal in Reading and Writing, Spelling, General History, English Grammar, Geography and Arithmetic, in questions therein either written or printed. The comparative excellence of these "examination papers" will be the test whereby a Committee of two of the Trustees and the Principal, in all three, will be able to decide which Candidates, in case there are three, or more, are most proficient; or whether one, or both, in case of there being one, or two, only, are deserving of the Scholarship thus tendered.

\* See page 305 of the preceding Volume of this Documentary History.

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## CHAPTER XV.

CANADIAN EDUCATION AT THE INTERNATIONAL EXHIBITION,  
LONDON, 1863.

At the International Exhibition which was held in London in 1863 the subject of Education in each Country was fully represented. In the Report on the State and Progress of Education in Canada, it was stated that:—

In Upper and Lower Canada, although carried out under conditions of exceptional difficulty, Education has received a large share of public attention. . . . The Colony produces its own School Books, among which may be mentioned Lovell's General Geography, a trustworthy and attractive Manual, remarkable for its clear arrangement, and for the fulness of its illustrative and statistical contents.

Professor H. Miles, the Commissioner for Canada, furnishes the following interesting details respecting the State of Education in that Country:—

Education in Canada is subsidised, inspected, and in a great part controlled, by the Government. A provincial Superintendent of Education, and a staff of Clerks, etcetera, form an Education Bureau for each of the former Provinces of Upper and Lower Canada. The School Laws in both are the same in their more important features, but differ in details—differences being necessary to adapt them to the wants and usages of the two races which inhabit Canada. In Upper Canada, there are five Colleges with the rank and privileges of Universities. An effort is now being made to fuse them, or adopt a Common Curriculum and common standards of examination. Toronto University is under direct Government control, enjoys a large provincial Endowment, and is not under the direction of any Religious Body. The others are under the control of several Churches. . . . In Upper Canada, the higher part of the work is more strictly apportioned to the Grammar Schools. For the Common Schools, the Provinces vote annually a fixed sum to be distributed by the Provincial Superintendents, who annually report their proceedings to the Government. The share of the Grant falling to each Municipality is handed over to it, subject to the condition that it will tax itself to an equal amount; and the perfect representative Municipal Institutions of the Country make the levying of this Rate upon the property a very simple matter. The same machinery is employed as that created to provide means for the making and support of Roads and Bridges, and other local improvements. In Lower Canada, the distribution is based on the annual census of the children between the ages of seven and fourteen years; in Upper Canada, upon the last decennial census of the total population. In Lower Canada, each school of fifteen scholars, kept open for eight months, receives its allowance. In Upper Canada, each receives in proportion to the length of time it is kept open. But the people in neither Province have been content with raising just enough by local rates, or voluntary subscriptions, to meet the Grant. We cannot furnish statistics for Upper Canada. But, with a Grant slightly larger than that of Lower Canada, as based upon its population, that portion of Canada spent in 1859, upon its Common Schools, upwards of \$1,100,000, or nearly one dollar per head of the entire population.

For the training of Teachers, there have been established one Normal School in Upper Canada, and three in the Lower Province. The one in Upper Canada was established in 1847.

In each Province, there is a Council of Public Instruction to counsel and advise the Chief Superintendent in certain matters, and specially to determine upon the School-books to be used in the Public Schools. By this means, uniformity and system are gradually being introduced.

To assist the Chief Superintendent, there are appointed salaried Inspectors of Schools, who visit and examine the Schools within their respective districts periodically and report annually to the Superintendent.

In Upper Canada, there are Trustees elected for each School Section, or district, set apart by the Municipal Council as entitled to a School within its limits.

In both Provinces, the Authorities may make arrangements for Religious Teaching in the Schools, but no Pupils need stay to receive it whose Parents object. Provision is also made, that wherever a certain number of persons dissenting from the Religious views of the majority desire it, they may establish a Roman Catholic, or Protestant, Separate School, elect Trustees for it, and receive a share of the Government Grant.

## CHAPTER XVI.

## BISHOP FRASER'S ESTIMATE OF THE UPPER CANADA SYSTEM OF EDUCATION IN 1863.

In 1863, the Reverend James, (afterwards Bishop,) Fraser (of Manchester,) was appointed a Royal Commissioner to enquire into the American and Canadian Systems of Education. From his Report, published after his return to England, I quote the following passages:—

The Canadian System of Education, in those main features of it which are common to both Provinces, makes no pretence of being original. It confesses to a borrowed and eclectic character. The neighbouring States of New York and Massachusetts, the Irish, English and Prussian systems, have all contributed elements, which have been combined with considerable skill, and the whole administered with remarkable energy, by those to whom its construction was confided. It appears to me, however, that its fundamental ideas were first developed by Mr. (now, I believe, Sir Arthur) Buller, in the masterly Report on the State of Education in Canada, which he addressed in the year 1838 to Lord Durham, the then Governor-General, in which he sketched the programme of a system, "making," as he candidly admitted, "no attempt at originality, but keeping constantly in view, as models, the system in force in Prussia and the United States, particularly the latter, as being most adapted to the circumstances of the Colony."

As a result of Mr. Buller's recommendations, (not, however, till after the legislative union of the Provinces which Lord Durham had suggested, as the best remedy for the various political ills under which they severally laboured), a law was passed in 1841, covering both Provinces in its range, for the establishment and maintenance of Public Schools. It provided for the appointment of a Superintendent of Education for the whole Province, with two Assistant Superintendents under him, one for each of the Provinces. A sum of \$200,000 was appropriated for the support of Schools, which was to be distributed among the several Municipal districts, in proportion to the number of children of school age in each of them; \$80,000 being assigned to Upper and \$120,000 to Lower Canada, such being the then ratio of their respective populations.

The circumstances of the two Provinces, however, particularly in the proportions of Roman Catholics to Protestants in each, and the extent to which the Roman Catholic Religion may be said to be established in Lower Canada, were soon found to be so different that insuperable difficulties were encountered in working a combined system under one central administration, and in 1842 the law was changed. The nominal office of Chief Superintendent was abolished, and the entire executive administration of the system was confined to the Sectional Superintendents, and the Provinces, for all educational purposes, again became separated. The law itself was thoroughly revised and adapted to the peculiar wants of each Province, as ascertained by experience; and ever since there have been two Systems at work, identical in their leading idea, differing sometimes widely, in their details, administered by independent Executives, and without any organic relations at all.

Before we proceed to observe the manner and record the results of its practical working, it is proper to premise that it is a purely permissive, not a compulsory system, and its adoption by any Municipality is entirely voluntary. . . . Entering a Canadian School, with American impressions fresh upon the mind, the first feeling is one of disappointment. One misses the life, the motion, the vivacity, the precision—in a word, the brilliancy. But as you stay, and pass both Teacher and Pupils in review, the feeling of disappointment gives way to a feeling of surprise. You find that this plain, unpretending Teacher has the power, and has successfully used the power, of communicating real, solid knowledge and good sense to those youthful minds, which,

if they do not move rapidly, at least grasp, when they do take hold, firmly. If there is an appearance of what the Americans call "loose ends" in the School, it is only in appearance. The knowledge is stowed away compactly enough in its proper compartments, and is at hand, not perhaps very promptly, but pretty surely, when wanted. To set off against their quickness, I heard many random answers in American Schools; while, *per contra* to the slowness of the Canadian Scholar, I seldom got a reply very wide of the mark. The whole teaching was homely, but it was sound. I chanced to meet a Schoolmaster at Toronto, who had kept School in Canada, and was then keeping School at Haarlem, New York, and he gave Canadian education the preference for thoroughness and solid results. Each System,—or rather, I should say, the result of each System,—seems to harmonize best with the character of the respective peoples. The Canadian chooses his type of School as the Vicar of Wakefield's wife chose her wedding-gown, and as the Vicar of Wakefield chose his wife, "not for a fine, glossy surface, but for such qualities as will wear well." I cannot say, judging from the Schools which I have seen,—which I take to be types of their best Schools,—that their choice has been misplaced, or that they have any reason to be disappointed with the results. I speak of the general character of education to which they evidently lean. That the actual results should be unequal, often in the widest possible degree, is true of education under all systems, everywhere.

One of the most interesting features in the Canadian system is the way in which it has endeavoured to deal with what we find to be one of our most formidable difficulties, the Religious difficulty. In Canada it has been dealt with by the use of two expedients; one, by prescribing certain Rules and Regulations, which it was hoped would allow of Religious Instruction being given in the Schools without introducing sectarianism or hurting consciences; the other, by permitting, in certain cases, the establishment of "Separate," which are practically Denominational, and in fact Roman Catholic Schools.

The permission under certain circumstances to establish Separate, that is, Denominational Schools, is a peculiar feature of the system both of Upper and Lower Canada. Doctor Ryerson thinks that the admission of the principle is a thing to be regretted, although, at the same time, he considers that the advantages which it entails entirely rest with those who avail themselves of its provisions, and he would not desire to see any coercion used either to repeal or modify them.

Such, in all its main features, is the School System of Upper Canada. A System, in the eyes of its Administrators, who regard it with justifiable self-complacency, not perfect, but yet far in advance, as a System of National Education, of anything that we can show at home. It is indeed very remarkable to me that a Country, occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristic is as far as possible removed from the spirit of enterprise, an educational System so complete in its theory and so capable of adaptation in practice should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as twenty-five years. It shows what can be accomplished by the energy, determination and devotion of a single earnest man. What national education in Great Britain owes to Sir James Kay Shuttleworth, what education in New England owes to Horace Mann, that debt education in Canada owes to Egerton Ryerson. He has been the object of bitter abuse, of not a little misrepresentation; but he has not swerved from his policy, or from his fixed ideas. Through evil report and good report he has resolved, and he has found others to support him in the resolution, that free education shall be placed within the reach of every Canadian parent for every Canadian child. I hope I have not been ungenerous in dwelling sometimes upon the deficiencies in this noble work. To point out a defect is sometimes the first step towards repairing it; and if this Report should ever cross the ocean and be read by those of whom it speaks, I hope, not with too great freedom, they will perhaps accept the assurance that, while I

desired to appreciate, I was bound, above all, to be true; and that even where I could not wholly praise) I never meant to blame. Honest criticism is not hostility.\*

## CHAPTER XVII.

### STATE AND PROGRESS OF EDUCATION IN UPPER CANADA AND ITS CAPITAL.

In 1863, Mr. S. P. Day, of London, visited Upper Canada, and spent some time in this City, and also gave much attention to the study of the Educational System of this Province, and the facilities enjoyed by its inhabitants for intellectual culture. On his Return to England, he embodied the result of his enquiries on the subject in a publication, entitled: "English America, or Pictures of Canadian Places and People." The information contained in this publication is both full and accurate, and contains, in a graphic, yet condensed form, a most interesting summary of our educational state and progress down to the year of his visit. He says:

If the youth of Toronto do not advance in educational attainments, the fault cannot be attributed to the absence of facilities for improvement.—These are numerous and easily accessible.—The City contains no less than thirty-eight Educational Institutions, comprising eight Colleges of various kinds, a Grammar School, fourteen Academies, chiefly private, and fifteen Public, or National, Schools, some of which are conducted on the Roman Catholic Separate School System.

In those Establishments nearly nine thousand Students and Pupils receive mental training of that kind most befitting their respective stations and prospective callings.—The Public Common Schools are all free, and are attended by seven thousand Scholars, about two thousand of whom belong to the Roman Catholic Separate Schools.—Towards the support of the Grammar and Common Schools alone, the sum of 42,396 dollars were provided in 1860; 6,000 dollars having been derived from Legislative Apportionments, and the larger proportion from Municipal and School Trustees' Assessments, Rate-bills, Fees, and extraneous local sources.

University College, Toronto, ranks as the most important educational Institution in Upper Canada. The Building itself, situated in the centre of a spacious Park, is a beautiful and highly finished specimen of Norman Gothic architecture, and would reflect credit on any European Capital.

The University of Toronto was originally established by Royal Charter, in 1827, under the designation of "King's College," and was endowed with a portion of the Land which had been set apart by His Majesty George III, in 1797, for educational purposes.

Owing to the existence of various impediments it was not opened for the admission of Students until the year 1843.—By a Provincial Statute, passed in 1849, whereby several necessary modifications were effected, its title was altered from "King's College" to that of the "University of Toronto."

Under this enactment the College was conducted from January, 1850, until April, 1853, when the University was divided into two Institutions; one retaining the appellation of the "University of Toronto," and the other styled "University College."

\*In a Letter addressed to Doctor Ryerson in 1875, the Bishop says:—

I take it very kindly in you that you remember an old acquaintance, and I have read with interest your last Report. I am glad to observe progress in the old lines almost everywhere. I was flattered also to find that some words of mine, written in 1865, are thought worthy of being quoted. . . . It is pleasant to find a public servant now in the thirty-second year of his incumbency, still so hopeful and so vigorous. Few men have lived a more useful, or active life than you, and your highest reward must be to look back upon what you have been permitted to achieve.

The first is formed on the basis of the London University; its functions being confined to prescribing subjects of examinations for Degrees, Scholarships, etcetera, and the conferring of literary distinctions. These Institutions possess a well selected Library of some fifteen thousand Volumes, in addition to Museums of Natural History, Mineralogy and Geology, embracing many thousand specimens, together with a Magnetical and Meteorological Observatory furnished with necessary Instruments employed for observing the changes in the four magnetic elements. I likewise noticed extensive Apparatus, illustrative of Natural Philosophy, Chemistry and Chemical Physics.

It afforded me no slight pleasure to have met with the distinguished President, the Reverend Doctor McCaul, with whom I had the honour of being acquainted several years before, when he held a Professorship in Trinity College, Dublin. Doctor McCaul is ably assisted by other eminent Professors, such as Doctor Daniel Wilson, the Reverend William Hincks, F.L.S., Mr. George Buckland, the Dean of Residence, Professors Cherriman and Kingston, and the Reverend Doctor Beaven and Doctor H. H. Croft: some of whom are well known in this Country personally and through their writings.

Three classes of Students are admissible to the University College, videlicet:—  
Firstly, Matriculated Students, such as have passed a Matriculation Examination in Arts, Civil Engineering, or Agriculture in any University in the Queen's Dominions, or the Matriculation Examination in Arts in the Toronto College.

Secondly, Students who desire to attend during one, or more, academic Terms, or two, or more Courses of Lectures.

Thirdly, Occasional Students, who propose to attend but one Course of Lectures.

At the time of my visit, the number of Matriculated Students was one hundred and fifty-seven; other Students, forty-four; and Occasional Students, twenty-nine.

Among the Prizes offered annually for competition is the "Prince's Prize," consisting of an ornamental Inkstand of the value of forty-eight dollars, the gift of His Royal Highness, the Prince of Wales.

One excellent feature of University College is the very moderate character of the Fees charged. Undergraduates are admissible to the prescribed courses of Lectures without any payment whatever, while the cost of attending all the Courses during the Academic year does not exceed Sixteen dollars, a maximum of expense somewhat remarkable for a University to adopt.—Such an advantage cannot be too highly appreciated by our Colonists; more especially by the Patersfamilias of Toronto.

The operations of the Normal and Model Schools, combined with the Education Offices of Toronto very materially aid in the furtherance of education in Canada West.

These Educational Buildings form an imposing Structure, and are situated in the centre of an open square occupying seven and a half acres of Ground.

The front of the principal Building is of the Roman Doric Order, having for its centre four pilasters extending the full height of the Building, the pediment being surmounted by a cupola ninety-five feet in elevation.—On the 2nd of July, 1851, the corner stone of the Buildings was laid by Lord Elgin, in the presence of several influential personages and a large concourse of the Citizens.—Towards the erection of the new Institution, the Legislature granted the munificent sum of £25,000.

The establishment contains the Education Department of the Province; also a Normal and two Model Schools.—In the former, instruction is imparted to Teachers-in-training by the medium of Lectures. In the latter, it is conveyed to Children by a practical method. The Normal branch directs how the young idea should best be formed; the other branch gives practical effect to those instructions.—Both as regards the educational system pursued and the general management adopted therein, the Model Schools are designed to be absolutely the model for all the Public Schools of the Province.

The general direction of the Institution is entrusted to a Council of Public Instruction, appointed by the Crown, its superintendence and executive management being delegated to the Chief Superintendent of Education.

The Department of Public Instruction is under the able direction of the Reverend Doctor Ryerson, who, the better to qualify himself for such an important trust, before entering on his duties, visited the leading Cities of Europe and the Federal States of America for the purpose of studying the various Educational Systems adopted. —The want of properly qualified and efficient Instructors had been long and deeply felt. To remedy this deficiency, the Normal School was originally founded in 1847, by the passing of a School Law, the Legislature at the same time granting an appropriation of £1,500 for furnishing suitable Buildings, and an additional sum of £1,500 a year for the support of the Institution. During the first Session of 1860, the number of Teachers-in-training admitted was one hundred and fifty-eight, and during the second Session one hundred and thirty-two; while the Certificates awarded during the year, after a rigid examination, amounted to one hundred and eighty-six.

There is an Educational Museum attached to the Department, similar to that established at South Kensington, but on a more circumscribed scale. It embraces a unique collection of School Apparatus, Models of Agricultural and other implements, specimens of Natural History, Busts of antique and modern Statues, Architectural sculpture, Busts selected from the leading European Museums, in addition to typical copies of works by Masters of the Dutch, Flemish, French, German, Spanish and Italian Schools of Painting.

These furnish a means of educational and social improvement, and will eminently tend to create and develop a taste for Art among the Canadian people, which, from various uncontrollable causes, has not hitherto been cultivated to any considerable extent.

The number of National and Grammar Schools in operation in Upper Canada during 1860 amounted to four thousand and fifty-seven, eighty-eight of which belong to the latter class. These were attended by 320,358 Pupils.

The Roman Catholic Separate Schools at the same period were one hundred and fifteen, which were attended by 15,000 Scholars. According to the returns, the School population, or Children from five to sixteen years of age, was 373,589; so that over 53,200 Children in Upper Canada did not take advantage of the educational opportunities afforded by the Province, the law securing to all persons from five to twenty-one years of age, the right of attending the Common Schools.

The number of Teachers employed amounted to 4,508, of whom 1,181 were Women. The Religious Denominations to which these belong are classified as follows:—Church of England, 797; Roman Catholics, 463; Presbyterians, 1,276; Methodists, 1,262; Baptists, 228; Congregationalists, 92; Quakers, 1. The remainder embraces Christian Disciples and Protestants of different kinds.

The Teachers are divided into three classes, holding high and subordinate ranks in their profession. The Salaries of the Masters range from a lower sum up to thirteen hundred dollars a year. In the case of School Mistresses their salaries do not reach much more than one-half of these amounts. The total expenditure during 1860, on behalf of the Grammar and Common Schools of Upper Canada, amounted to 1,235,339 dollars, or 308,834 pounds sterling.

One pleasing and hopeful feature in our Canadian Colony, is the rapid and steady strides with which education is advancing therein.

Taking a period of eleven years—from 1850 to 1860 for example—this educational progress appears remarkable if not unparalleled. Within this comparatively brief time, the Grammar Schools have increased by thirty-one, and the Pupils by 2,500, while the Common Schools exhibit an increase of nine hundred and ten Buildings, and 63,921 Pupils. The augmentation of attendance at Schools is very noticeable and favourably compares with some of the most flourishing Federal States. During the eleven years specified by the Chief Superintendent, that increase is in the following ratio: Pennsylvania, thirty-eight per cent.; State of New York nine per cent.; and Upper Canada, one hundred and eight per cent.

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Even in the matter of School moneys, Canada takes precedence of those States.

Both, therefore, as regards the attendance of Children at the Schools, and the amount provided for educational objects, the advantage most unequivocally rests with our loyal Colony.

The free Public Libraries, at present scattered widely throughout Western Canada, have been materially aided by Doctor Ryerson and the Educational Depository, under his direction.

In 1860, forty-seven additional Libraries were established, making altogether four hundred and eleven. To these over 9,000 select Volumes have been sent from the Depository. The cost of founding those Libraries has reached close upon 10,000 dollars, the number of Volumes contained in them being 186,585. Such Libraries, however, are exclusive of those of Sunday Schools, and public Institutions, which number two thousand one hundred and three; videlicet one thousand seven hundred and fifty-six of the former and three hundred and forty-seven of the latter.

The Books in the Sunday School Libraries amount to 278,648, and in those of public Institutions to 157,800; so that the aggregative School and Public Libraries are two thousand five hundred and fourteen, and the number of Volumes contained therein, over 623,000.

THE UNIVERSITY OF TORONTO BUILDING, AS DESCRIBED IN HIS WORK ON "NORTH AMERICA," BY MR. ANTHONY TROLLOPE, 1863.

The two sights of Toronto are Osgoode Hall and the University.

But the University is the glory of Toronto. This is a Norman Gothic Building, and will take rank after, but next to the Buildings at Ottawa. It is the second piece of noble architecture in Toronto, and, as far as I know, on the American Continent.

It was, I believe, intended to be purely Norman Gothic, although I doubt whether the received types of Norman Architecture have not been departed from in many of the windows. Be this as it may, the College is a manly, noble structure, free from false decoration and infinitely creditable to those who projected it.

## CHAPTER XVIII.

### THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA, FOR THE YEAR 1863.

TO HIS EXCELLENCY THE RIGHT HONOURABLE VISCOUNT MONCK, GOVERNOR GENERAL

*May it please Your Excellency:*

In presenting, as required by law, my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1863, I am happy to be able to note, during this, as in former years, the gradual and uninterrupted advancement of the School System, in the receipts and expenditures for the support of the Schools, in the attendance of Pupils, as also in the social position and qualifications of Teachers, and the general character of the Schools, together with the entire absence of all agitation on the subject of either the Common, or Separate School, Law. I will first refer to the Statistical Tables contained in the second part of this Report.

I. *Table A.—Receipts and Expenditures of Common School Moneys.*

1. The amount apportioned from the Legislative Grant for the Salaries of Teachers in 1863, was a little more than in 1862; but as a balance of \$1,030 remained unpaid at the end of the year, the sum actually paid, as well as apportioned, is \$1,047 less in 1863 than in 1862,—the apportionment for 1862 being \$3,000 in advance of 1861. The aggregate amount paid from the Legislative School Grant for Salaries of Teachers in 1863, was \$158,073; for 1862, \$159,120—decrease, \$1,047. The amount apportioned the current year, (1864), is \$6,000 in advance of 1863.

2. The amount apportioned and paid for the purchase of Maps, Apparatus, Prize Books and Libraries,—always on the condition of an equal sum being provided from local sources,—was \$8,854; in 1862, \$8,850.

3. As a condition of receiving the Legislative Grant, each Municipality is required to provide, by local Assessment, a sum always equal to that received; but each Municipality can provide as large an additional sum as it may judge expedient for the education of youth within its own jurisdiction. The amount provided by Municipal Assessment in 1863 was \$287,768; an increase over 1862 of \$13,297; and in excess of the Legislative Grant, \$129,695.

4. As the elected Council of each Municipality, so the elected Trustees of each School Section have discretionary authority to provide means for the support of their School, or Schools, by Assessment, and by Fees of Pupils, unless the Ratepayers in Public Meeting decide in favour of a Free School. The amount of Rates levied and collected by Trustees, (in addition to the Municipal Assessment of \$287,768), was \$631,755,—being an increase on the year 1862 of \$11,427.

5. Rate-bills, (or Monthly, or Quarterly Fees,) are imposed on Pupils where the Schools are not Free, so that Rate-bills decrease as Free Schools increase; and the Rate-payers, at each annual School Section Meeting, determine whether their School shall be Free, or not, during the year. In Cities, Towns, and Incorporated Villages, the elected Trustees decide whether the Schools shall be Free, or not. The amount of Rate-bills imposed and collected during the year 1863, was \$72,680,—being a decrease from the preceding year of \$1,170.

6. The amount received from the Clergy Reserve Fund and other sources was \$108,467; decrease, \$4,056.

7. The amount available from balances of 1862, (not paid at the end of the year), was \$167,285; increase, \$20,248.

8. Total Receipts for all Common School purposes in Upper Canada for 1863, were \$1,432,885; increase on 1862, \$36,762. Expenditures: 1. For the Salaries of Teachers, \$987,555; increase, \$27,979. 2. For Maps, Apparatus, Prizes and Libraries, \$20,775; decrease, \$1,541. 3. For School Sites and Building School-houses, \$106,637; decrease, \$8,081. 4. For Rents and Repairs of School Houses, \$34,867; decrease, \$3,093. 5. For School Books, Stationery, Fuel, etcetera, \$104,610; increase, \$7,391. 6. Total expenditure for all Common School purposes, \$1,254,447; increase, \$22,454. 7. Balance, unexpended, or not paid at the end of the year, \$178,438; increase, \$14,308.

II. *Table B.—School Population—Pupils attending Common Schools, and in different Branches of Instruction.*

An old Statute requires the legal Returns of School population to include only Children between the ages of 5 and 16 years. This was long considered the School age of Children, both in this Country and in the State of New York, whence our Statute was chiefly borrowed. But our School Law secures to all persons, from 5 to 21 years of age, the right of attending School, as long as their conduct conforms to its Rules and Discipline; so that Pupils between the ages of 16 and 21 have the same right to attend School, and upon the same terms, as have Children in the same classes between the ages of 5 and 16 years.



1. The School population, (including only Children between 5 and 16 years of age,) was 412,367; being an increase on the preceding year, of 9,065.

2. The number of Pupils between the ages of 5 and 16 years, was 339,817; being an increase of 14,999. The number of pupils of other ages was 20,991; being an increase of 2,076. The whole number of Pupils attending the Schools in 1863 was 360,808; being an increase of 17,075.

3. The number of Boys attending School was 192,990; being an increase of 7,549. The number of Girls was 167,818; being an increase of 9,526. A larger number of Girls than Boys attend private Schools. The number of Pupils returned as indigent was 4,923; being a decrease of 169.

4. I refer to the Table itself for the periods of the attendance at School, and the number in each of the several branches of study taught in the Common Schools. The Table shows a gratifying increase of Pupils in all the higher branches.

5. The same Table reports the painful and humiliating facts of 44,975 not attending any School in Upper Canada,—a public blot, disgrace and danger, which all possible efforts should be made to remove. The number of persons between the ages of 4 and 21 years in the State of New York reported as not attending any School, in 1863, was 372,352.

III. *Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.*

1. According to this Table, there are 4,504 Teachers employed in the Schools of Upper Canada, of whom 3,094 are males,—decrease, 21; and 1,410 are females,—increase, 119. They are reported to be of the following Religious Persuasions: Church of England, 747—decrease, 71; Church of Rome, 504—increase, 20; Presbyterians, 1,316—increase, 29; Methodists, 1,313,—increase, 25; Baptists, 246,—increase, 28; Congregationalists, 75,—increase, 8; Lutheran, 26,—decrease, 6; Quakers, 20,—decrease, 2; Christians and Disciples, 34,—increase, 10; reported as Protestants, 81,—increase, 14; Unitarians, 1,—decrease, 4; other Denominations, 40,—increase, 3; not reported, 101,—increase, 44.

2. *Certificates.* The number of Teachers reported as employed in the Schools holding First Class Normal School, or Provincial, Certificates, was 222,—increase, 21; holding Second Class Normal School Certificates, 275,—decrease, 3. The number of Teachers holding First Class County Board Certificates was 1,263,—increase 72; holding Second Class County Board Certificates, 2,112,—increase, 127; holding Third Class County Board Certificates, 493,—decrease, 127. The whole number of Teachers holding Certificates of qualification was 4,365.—increase, 90.

3. *Annual Salaries of Teachers.* The lowest Salary paid to male Teachers in a County was \$184,—highest salary, \$600. The average Salary of male Teachers, with board, was \$161,—without board, \$261; of female Teachers, with board, \$130,—without board, \$172.

In Cities, the highest salary paid to male Teachers was \$1,300,—the lowest was \$250. The average salary of male Teachers was \$558,—of female Teachers, \$225.

In Towns, the highest salary paid to male Teachers was \$800,—the lowest \$198. The average salary of male Teachers was \$470,—of female Teachers, \$227.

In Villages, the highest salary paid to male Teachers was \$800,—the lowest, \$180. The average salary of male Teachers was \$408,—of female Teachers, was \$120. There is a small increase under each of these heads.

4. The number of Schools in which the Teachers were changed during the year was 787; and the number of Schools in which more than one Teacher was employed was 187,—increase, 27.

IV *Table D.—Schools, School-Houses, School Visits, School Lectures, Time of Keeping the Schools Open.*

Each Township, by the Acts of its own Municipal Council, is divided into School Sections of from two to four miles square. Each of these Sections is intended for one School, or, at most, for two Schools,—one for Boys, the other for Girls, at the discretion of the Trustees and Local School Superintendent. Each City, Town, or Incorporated Village is regarded as one School division, although containing several Schools, being under the direction of one Board of School Trustees, which determines the kind and number of Schools in each such Municipality, and the manner of supporting them.

1. The whole number of School Sections reported in 1863, was 4,273,—increase, 12. The number of Schools reported as open, was 4,133,—increase, 29. The number of Schools closed, or at least not reported, was 140,—decrease, 17.

2. The number of Free Schools reported was 3,228,—increase, 117, being more than three-fourths of all the Common Schools in Upper Canada, by the voluntary action of the rate-payers in each Section separately, as the result of their own discussions, observations, experience, patriotism and annual vote. The number of Schools partly free, was 834,—decrease, 42. The number of Schools in which Rate-bills were imposed, was only 71,—decrease, 46.

3. *School-Houses.*—The whole number of School-houses reported was 4,173,—increase, 39. Of these, 501 are Brick,—increase, 18; 335 are Stone,—increase, 6; 1,633 are Frame,—increase, 36; 1,675 are Log,—decrease, 23; not reported, 29. The number of freehold titles to School premises reported, was 3,546,—increase, 96; number of School Sites held by leases, was 43,—decrease, 33; number rented, 111,—decrease, 16; not reported, 80. Number of School-houses, built during the year, Brick, 27; Stone, 9; Frame, 43; Log, 25. The whole number of School-houses built during the year was 104.

4. *School Visits.*—By Local Superintendents, 9,697,—increase, 329; by Clergymen, 6,318,—increase, 36; by Municipal Councillors, 1,765,—decrease, 94; by Magistrates, 2,250,—increase, 245; by Judges and Members of Parliament, 488,—decrease, 110; by Trustees, 20,046,—increase, 1,088; by other persons, 28,698,—increase, 844. Whole number of School Visits, 69,262,—increase, 1,338.

5. *Public Examinations.*—The number of Public School Examinations reported was 7,570,—decrease, 142, (very extraordinary), although there was a reported increase, the previous year, of 318—not quite two on an average in each School, while the law requires every Teacher to have at the end of each Quarter a Public Examination of his Schools, of which "he shall give due notice to Trustees of the School, and to any School Visitors who reside in, or adjacent to, such School Section, and through the Pupil to their Parents and Guardians."

6. *School Prizes.*—The number of Schools in which Prizes of Books, etcetera, were distributed, as a reward and encouragement to meritorious Pupils, was 1,213,—increase, 227. A comprehensive list of carefully selected Prize Books is furnished by the Department to Trustees applying for them, and one hundred per cent. is allowed to them on whatever Books they may select from this list, as Prizes to encourage the Pupils of their Schools.

7. *Recitations.*—The number of Schools in which Recitations of Prose and Poetry are practised, was 1,738,—increase, 179; a very useful exercise, which ought to be practised monthly in every School.

8. *School Lectures.*—The Law requires every Local Superintendent to deliver annually an Educational Lecture in each School Section under his charge. The number of Lectures delivered by Local Superintendents during the year 1863, was 2,815,—decrease, 90; so that this part of prescribed duty has been neglected by Local Superintendents in more than one-fourth of the School Sections. School Lectures by other persons, 320,—decrease, 54.

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9. *Time of keeping Open the Schools.*—The average time of keeping open the Schools during the year 1863, was 10 months and 29 days,—increase, 1 day. The average time of keeping open the Schools during the year in the State of Massachusetts, according to the last Report, as 8 months; in the State of New York, 7 months and 11 days; in the State of Pennsylvania, 5 months and 17 days; in Ohio, 6 months and 2 days; in Michigan, 6 months and 1 day.

The average time of keeping open the Schools in Upper Canada was formerly little over six months in a year, or about the same as that mentioned in the States of Massachusetts, New York and Pennsylvania. When the annual Legislative School Grant was distributed to each School Section on the basis of school population, upon the sole condition of the School being kept open for six months; but by the School Act of 1850, while the apportionment to each Municipality was to be made, as heretofore, upon the basis of population, the distribution of the sum thus apportioned to each Municipality was to be distributed to each School Section, not according to population, but according to the average attendance of Pupils and the length of time the School should be kept open by a legally qualified Teacher,—that is, according to the work done in each School Section. This provision of the law, in connection with other influences of the School System, has nearly doubled the work done in the Schools since 1850, in addition to their greater efficiency.

V. *Table E.—Text Books, Maps, and Apparatus used in the Schools.*

The paramount object of using a uniform series of Text Books in the Schools has been nearly accomplished, and that, without coercion, by the recommendation of a superior class of Books, and by encouraging and supplying deficiencies in the facilities of procuring them. The series of Irish National Text Books,—having been prepared by experienced Teachers, and revised by the Members, (Protestant and Roman Catholic,) of the Irish National Board, and every sentence omitted to which any Member of the Board objected, was adopted by the Council of Public Instruction for Upper Canada. Arrangements, (open to all Canadian Booksellers,) were made with the National Board for procuring them, and permission obtained to reprint them in Upper Canada. That permission was extended by the Council of Public Instruction to all Publishers and Printers in Canada who wished to avail themselves of it. In addition, therefore, to the original Dublin editions of these Books, successive rival editions of the Books have appeared in Canada; resulting in rendering a uniform series of excellent Text Books accessible, at unprecedentedly low prices, to every part of the Country. Their use in the Schools is all but universal; the Readers are used in 4,051 Schools,—increase, 125,—in all but 82 Schools reported. It has been necessary to modify and adapt some of these Books for the Schools; and it is worthy of remark that these Canadian adaptations of the National Text Books are rapidly superseding, not only all others, but those for which they were intended as substitutes.

2. On the adoption of the decimal Currency in Canada, it was felt that the National Arithmetics should be adapted to it. This task was undertaken by Mr. J. H. Sangster, M.A., and M.D., the Mathematical Master of the Normal School for Upper Canada; and he has compiled a large, as well as small, Arithmetic, upon the plan of the original National Arithmetic, but greatly improved, in the estimation of the most competent Judges, and illustrated by examples taken from Canadian statistics. These National Arithmetics, compiled by Mr. Sangster, and published by the enterprise of Mr. John Lovell, of Montreal, are already used in 2,561 Schools,—increase, during the year, 655 Schools; while the old National Arithmetic for which Mr. Lovell's Sangster's Arithmetic is a substitute, was used in 1,560 Schools,—decrease, 643.

3. It has also been long felt that there should be a Canadian Geography, as well as a Canadian Arithmetic, containing Maps and information of the Canadian and British American Provinces, wanting in both English and American Geographies, apart from the egotistical and anti-British spirit of the latter. Among all the Geographies

heretofore available, Morse's was considered the least objectionable, and constructed upon the best plan. The use of it was therefore permitted in the Schools, in the absence of one better adapted to them. The task of preparing a Geography upon the plan of Morse's, but greatly improved and adapted to Canadian Schools was at length undertaken by Mr. J. G. Hodgins, M.A., Deputy Superintendent of Education for Upper Canada, who spared no labour, or research, to render the publication as perfect as possible. The publication of it was undertaken at the expense and by the enterprise of Mr. Lovell, of Montreal, who expended some \$10,000 in getting up the Maps and other engravings with which it is profusely and Nationally illustrated. It is already used in 2,084 Schools,—increase, 220.

4. The brief, but important *Table* referred to, shows the Books used in the Schools, and the extent to which Globes, Maps and the different kinds of School Apparatus are used in them.

#### VI. *Table F.—Roman Catholic Separate Schools.*

1. The number of Schools reported is 120,—increase, 11.
2. Receipts. The amount of Legislative School Grant apportioned and paid to Separate Schools, according to the average attendance of Pupils at the Schools, as compared with that of the Common Schools in the same Municipality, was \$8,075,—increase, \$238. The amount apportioned for the purchase of Maps, Apparatus, Prizes and Libraries, upon condition of an equal sum being provided from local sources, was \$103,—increase, \$55.
3. Amount received from local Rates on Supporters of Separate Schools, was \$11,684,—increase, \$1,121. The total amount received from all sources for the support of Separate Schools, was \$33,809,—increase \$2,429.
  - Expenditures. 1. For payment of Teachers, \$25,440,—increase, \$252.
  2. For Maps, Apparatus, Prizes and Libraries, \$366,—decrease, \$27.
  3. For other purposes, such as Repairs and Rents of School-Houses, etcetera, \$8,001,—increase, \$2,204.
  4. Pupils.—The number of Pupils reported in the Separate Schools was 15,859,—increase, 1,159.
  5. Teachers.—The number of Teachers reported in these Schools was 171,—increase, 9. Male Teachers, 78,—decrease, 9; Female Teachers, 93,—increase, 18.
  6. The same *Table* shows the subjects taught in the Schools and the number of Pupils taught in each subject. There is a large proportionate increase of Pupils in the higher subjects, and 442 Maps used in 77 of the 120 Schools.

#### VII *Table G.—Number of Grammar Schools, Receipts, Expenditures and Pupils.*

1. The whole number of Grammar Schools was 95,—increase, 3.
2. The amount of Legislative Grant apportioned and paid for Salaries of Teachers, was \$43,523,—increase, \$4,412.
3. The amount of Legislative Grant apportioned and paid for the purchase of Maps, Apparatus, Prize Books, and Libraries, always on the condition of an equal sum being provided from local sources, was \$751,—increase, \$91.
4. The amount received from Local Sources.—From Municipal Grants, \$15,636,—decrease, \$1,133; from Fees of Pupils, \$26,432,—increase, \$242; from balances and other sources, \$8,736.—decrease, \$4,538. Total receipts for Grammar School purposes, \$89,158,—decrease, \$931.
5. Expenditures.—For Masters' Salaries, \$76,121,—increase, \$2,910; for building, rents and repairs of School Houses, \$3,470,—decrease, \$4,032; for Maps, Apparatus,

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Prize Books and Libraries, \$1,825,—increase, \$154; for Fuel, Books, and Contingencies, \$4,492,—increase, \$633. Total Expenditure for Grammar School purposes, \$85,910,—decrease, \$334. Balances not collected and paid at the end of the year, \$3,248,—decrease, \$597.

6. Pupils.—The number of Pupils attending the Schools was 1,354,—increase, 370; the number of Pupils, whose Parents reside in the City, Town, or Village, in which the Grammar School is situated, 4,013,—increase, 462; number of Pupils whose Parents reside in the County, but not in the City, Town or Village of the Grammar School, 1,946,—decrease, 85; number of Pupils whose Parents reside in other Counties than that of the Grammar School, 293,—increase, 3; number of Pupils reported as in Grammar School subjects, 4,786,—increase, 217; number of new Pupils admitted during the year 1863, 1,982; number of those new Pupils who had passed the prescribed entrance examination, 1,718,—increase, 51; number of those Pupils admitted from the Common Schools by Scholarships, 215,—increase, 96. The same Table shows by whom these Scholarships were established, and the Fees per term in each School.

#### VIII. Table H.—Meteorological Observations.

This Table relates to the Meteorological Observations required by law to be made by the Head Master of each Senior County Grammar School, and requires no other remarks than those connected with the Table itself.

#### IX. Table I.—Number of Pupils in the several Subjects taught.

This Table shows the number of Pupils in each of the several subjects taught in the Grammar Schools,—in English, Latin, Greek, French, Mathematics, Geography, (several divisions), History, (several divisions), Physical Science, (several divisions), Writing, Book-keeping, Drawing, and Vocal Music. For minute statistical details of the work done in these subjects, the Table is referred to. In the different branches of English there were 5,196 Pupils,—increase, 324; in Latin, 2,791,—increase, 443; in Greek, only 711,—decrease, 45; in French, 1,610,—increase, 148; in Mathematics, 5,089,—increase, 311; in Geography, 4,738,—increase, 326; in History, 4,196,—increase, 146; in Physical Science, 2,664,—decrease, 285; in Writing, 4,595,—increase, 304; in Book-keeping, 1,145,—increase, 131; in Drawing, 474,—decrease, 65; in Vocal Music, 557,—increase, 50. The Schools in which the Bible is used, was 63.

#### X. Table K.—Masters, Miscellaneous Information.

This Table contains the Returns of the name, College, Degree and Religious Persuasion of each Head Master, the date of his appointment, the number of his Assistants, Salaries, Religious Exercises; the number of Pupils who have matriculated in any University, or passed the Law Society, length of time each School is kept open, how furnished, number of Schools in which Prizes are given, in which Gymnastics are taught, the Schools which are united with Common Schools, etcetera.

#### XI. Table L.—Operations of the Normal and Model Schools during the Year 1863.

This Table presents a condensed statistical view of the operations, from the beginning, of these important Institutions, designed to train Teachers both theoretically and practically, for the great work of conducting the Schools of the Country. As, besides the preliminary education, persons are specially educated, or trained, to a trade, or profession, and no one thinks of working as a Mechanic, or practising as a Physician, or Lawyer, without a professional training, as well as a previous preparatory education; so the training of Teachers for the profession of teaching, in addition to their previous preparatory education, is now considered a necessity in all civilized

Countries, and, as such, is provided for. Most of the Normal Schools, both in Europe and America provide for the greater part of the preliminary education, as well as the special professional training of Teachers. This is, however, attended with great additional public expense. But the Normal School of Upper Canada is not intended to do what can be done in other Schools throughout the Country, but confines itself as exclusively as possible to the special work of training Teachers how to teach. No inducements are held out to any one to apply for admission to it, except those who wish to qualify themselves for the profession of teaching. None are admitted without passing an entrance examination, equal to what is required for an ordinary Second Class County Board Teachers' Certificate; nor is any person admitted except upon the declaration, in writing, that he, (or she,) intends to pursue the profession of a Teacher, and that his, (or her,) object in coming to the Normal School is to qualify himself, (or herself,) better for the profession,—the same declaration that is required of Candidates for admission to the Normal Schools of the neighbouring States. The Model Schools, (one for Boys, the other for Girls, each limited to 150 Pupils, paying 25 cents a week each, while the City Schools are free,) are appendages to the Normal School. The Teachers-in-training in the Normal School, divided into classes spend some time each week in these Model Schools, where they not only observe how a School, teaching Common School subjects, should be organized and managed, and how the several subjects are taught, but, at length, engage in teaching classes themselves, as Assistants, under the observation and instruction of the regularly-trained Teachers of the School.

2. The year, in the Normal School, is divided into two Sessions of five months each,—the one beginning on the 8th of January and ending on the 20th of June; the other beginning on the 8th of August and ending on the 20th of December. The number of applications for admission during the former Session of 1863, was 163—80 males and 83 females. The number admitted was 143,—70 males and 73 females; the rest of the applicants were not found qualified to pass the Entrance Examination. The number of applications for admission at the latter Session, was 166,—95 males and 71 females; of these 148 were admitted,—84 males and 64 females; the rest failed to obtain admission for want of the requisite qualifications. Of the 143 Candidates admitted during the first Session of the year, 76 had been Teachers,—53 males and 23 females. Of the 148 admitted during the second Session, 71 had been Teachers,—58 males and 13 females. The whole number of applications for admission to the Normal School from the beginning in 1847, was 4,482, of whom 3,981 had been admitted. Of these 3,981, 2,086 had been Teachers, before attending the Normal School.

#### XII. *Table M.—Other Educational Institutions in Upper Canada.*

The Common and Grammar Schools constitute only a part of the educational agencies of the Country. The Private Schools, Academies and Colleges must be considered, as well as the Common and Grammar Schools, in order to form a correct idea of the state of Education in the Country. The Table is omitted, containing the names of the Cities, Towns and Villages, and the number of these Institutions in each. I here give the abstract of it. In Table M. the number of Colleges reported in Upper Canada is 16,—increase, 3; attended by 1,820 Students,—increase, 447; reported income from Legislative aid, \$150,000,—increase, \$55,200, (previous report imperfect); increase from fees, \$44,000,—increase, \$1,025. The Number of Academies and Private Schools reported is 340,—decrease, 2; number of Pupils reported as attending them, 6,653,—decrease, 131; number of Teachers employed in them, 497,—increase, 16; amount received from fees, \$58,218,—increase, \$1,985. Total number of Colleges, Academies and Private Schools, 356,—increase, 1; total number of Students and Pupils attending them, 8,473,—increase, 316; total Income from public sources and Fees, \$252,218,—increase, \$67,435. The large increase in some items may be attributed partly to the

fact that more complete information has been obtained by the Department this year, (1863,) than in any previous year.

XIII. *Table N.—Free Public Libraries supplied by the Education Department—Sunday School and other Public Libraries.*

1. It may be proper to repeat, that the system of Free Public Libraries is as follows: A carefully classified Catalogue of about four thousand works, (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section, and the Council of each Municipality. From this Catalogue the Municipal, or School, Authorities, desirous of establishing, or improving, a Library, select such Books as they think proper, and receive from the Department the Books desired, (as far as they are in stock, or in print), at cost prices, with an apportionment of one hundred per cent. upon whatever sum, or sums, they provide for the purchase of such Books. The Libraries are managed by the local Councils and Trustees, according to General Regulations established according to law, by the Council of Public Instruction.

2. Since the severe commercial depression through which the Country has passed, the annual demand for Library Books has been less than during previous years, while the demand for Prize Books in the Schools, (supplied upon the same terms as the Library Books,) has largely increased. However, the demand for Library Books the last year has been in advance of that of the preceding year. The amount provided for Libraries during the year, (the one-half of the cost from local sources, the other by Department,) was \$3,777,—increase, \$504; and the number of Volumes sent out 6,274. The whole number of Libraries established is 551,—increase, 33. The total value of Library Books sent out is \$110,942,—increase during the year, \$6,274. They are on the following subjects: History, 35,764; Zoology and Physiology, 13,981; Botany, 2,586; Phenomena, 5,546; Physical Science, 4,329; Geology, 1,839; Natural Philosophy and Manufactures, 11,867; Chemistry, 1,439; Agricultural Chemistry, 756; Practical Agriculture, 8,533; Literature, 20,027; Travels, and Voyages, 16,116; Biography, 23,311; Tales and Sketches, or Practical Life, 56,569; Teachers' Library, 2,459. To these may be added the Prize Books, 132,466 Volumes,—making a total of 337,588 Volumes sent out. The Volumes sent to Mechanics' Institutes, and not included in the above, 8,293,—making a grand total of Books sent out from the Department to December the 31st, 1863, of 345,265 Volumes.

3. The number of Sunday Libraries reported is 2,020,—increase, 51; the number of Volumes in these Libraries reported, is 314,184,—increase, 12,465; the number of other Public Libraries reported is 377,—increase, 8; containing 172,497 Volumes,—increase, 5,613. The total number of Free School and other Public Libraries in Upper Canada, is 2,948,—increase, 92; containing 691,803 Volumes,—increase, 24,352.

XIV. *Table O.—Maps, Apparatus, and Prize Books supplied by the Department to Grammar and Common Schools.*

1. There is a slight decrease under each head of this brief, but important Table, except in the sets of Apparatus and Volumes of Prize-Books furnished to the Schools,—there being in the former an increase of 36, and in the latter, an increase of 3,310. The amount expended in the purchase of Maps, Apparatus and Prize-Books for the Schools, the one-half of the cost being provided from local sources, was \$15,890. The number of Maps of the World supplied, was 109; of Europe, 172; of Asia, 124; of Africa, 117; of America, 140; of British North America and Canada, 177; of Great Britain and Ireland, 138; of single Hemispheres, 109; Classical and Scriptural Maps, 133; other Maps and Charts, 206; Globes, 106; sets of Apparatus, 36; other School Apparatus, 166; Historical and other Lessons, (in sheets,) 4,974; Prize-Books, 32,890 Volumes.

2. Since the establishment of this important branch of the Department in 1855, there has been expended in connection with it, the sum of \$120,976,—all of this sum being expended, on application from Municipal and School Authorities, and the one-half provided from local sources. By means thus provided, and on applications from the local authorities concerned, there have been sent out by the Department, 1,488 Maps of the World; 2,327 of Europe; 1,896 of Asia; 1,725 of Africa; 2,011 of America; 2,129 of British North America; 2,470 of Great Britain and Ireland; 1,588 of single Hemispheres; 1,420 Classical and Scriptural Maps; 3,506 other Maps and Charts; 1,284 Globes; 36 sets of Apparatus; 11,864 other School Apparatus (pieces); 104,132 historical and other Lessons, (in sheets); 132,466 Volumes of Prize-Books.

3. I think it proper, at the same time, to repeat the following explanatory observations:

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, and nearly all manufactured in Canada, and are better executed and at lower prices than the imported articles of the same kind. The Globes and Maps manufactured, (even to the material,) in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best possible manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way, new domestic manufactures are introduced, and mechanical and artistic skill and enterprise, are encouraged, and many aids to School and domestic instruction, heretofore unknown among us, or, only attainable in particular cases with difficulty and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country.

It is also worthy of remark that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the Articles and Books procured; so that it does not cost either the public Revenue, or School Fund, a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a public Department of this kind, conferring so great a benefit upon the Public, and without adding further expense.

#### XV. Table P.—*The Superannuated, or Worn-out, Teachers.*

Table P gives the age and services of each Pensioner, and the amount of the pitance which he receives. 217 Teachers have been admitted to receive aid from this Fund. Of these 39 have died before, or during, 1863; 4 were not heard from, 3 resumed teaching, and 1 withdrew from the Fund

2. The system according to which aid is given to worn-out Common School Teachers is as follows: The Legislature has appropriated \$4,000 per annum in aid of Superannuated, or Worn-out, Common School Teachers. The allowance cannot exceed \$6 for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 from year to year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing from the time of his beginning to teach, or with 1824, (when the System was established,) if he began to teach before that time. If a Teacher has not paid his subscription annually, he must pay at the rate of \$5 per annum for past time, in order to be entitled to share in the Fund when worn out.

3. The average age of each pensioner in 1863 was 66½ years; the length of service was 21 years. No time is allowed to any applicant except that which has been employed in teaching a Common School in Upper Canada; although his having taught School many years in England, Ireland, Scotland, or other British Provinces has induced the



Council to admit him to the list of worn-out Common School Teachers after teaching only a few years in Upper Canada,—which would not be done, had the candidate taught School altogether for only a short period of his life. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of this Table is omitted.

XVI. *Table Q.—Distribution of the Legislative Grant, together with the Sums raised as an equivalent, and other Moneys provided by Municipalities and Trustees.*

This Table presents a complete view of all the moneys which have been received and expended, (and from what source derived,) in connection with the Normal, Model, Grammar and Common Schools of Upper Canada. It may be here seen at a glance that this money has not been expended in any favoured localities, but has been expended in Counties, Cities, Towns and Villages according to population, and upon the principles of co-operation, in all cases, and according to the extent of it in providing Libraries and all School requisites. The people of Upper Canada provided and expended for Grammar and Common School purposes in 1863, \$1,551,275,—increase \$32,842.

XVII. *Table R.—Educational Summary for 1863.*

This Table exhibits in a single page the number of Educational Institutions of every kind, (as far as we have been able to obtain returns), the number of Students and Pupils attending them, and the amount expended in their support. The whole number of Educational Institutions of every kind was 4,588,—increase, 34. The whole number of Students and Pupils attending them was 375,333,—increase 17,761. The total amount expended in their support was \$1,621,805,—increase, \$86,566. Balances, but not expended, at the end of the year, \$181,667,—increase, \$13,711. Total amount available for educational purposes in 1863, was \$1,803,493,—increase, \$100,277.

XVIII. *Table S.—General Statistical Abstract of the Progress of Education in Upper Canada from 1842 to 1863 inclusive.*

By reference to this brief but important Table, the progress of Education in Upper Canada can be ascertained, in any year, or series of years, since 1841, as far as I have been able to obtain Returns.

Take the last ten years as an illustration, and a few items out of the twenty-eight contained in the Table. In 1853, the population of Upper Canada between the ages of 5 and 16 years, was 268,957; in 1863, it was 412,367. In 1853, the number of Grammar Schools was 64; in 1863, it was 95. In 1853, the number of Pupils attending the Grammar Schools was 3,221; in 1863, it was 5,352. In 1853, the number of Common Schools was 3,093; in 1863, it was 4,013. In 1853, the number of Free Schools reported was 1,053; in 1863, it was 3,228. In 1853, the number of Pupils attending the Common Schools, was 194,736; in 1863, it was 344,949. In 1853, the amount provided and expended for Common School purposes was \$617,836; in 1863, it was \$1,254,447.

XIX. *The Educational Museum.*

Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes

of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government, as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the People. It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of Specimens of the Natural History of the Country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English and French history; also, typical copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated “that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is at the same time strongly expressed, that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desired, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done, in this branch of Public Instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by means of Models, Objects and Publications, collected in a Museum in connection with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.\*

#### XX. Reports of Local Superintendents of Common Schools.

1. I refer to the Appendix for extracts from Reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages,—a most important and essential part of my Report,—as containing a practical exposition of the actual working of the School System in nearly five hundred Municipalities of Upper Canada. The Local Superintendents in many Townships, and in several Villages, Towns, Cities, and even Counties, have made no remarks in transmitting their statistical Reports. It may, however, be fairly assumed that what is stated in the extracts given is applicable to all the Municipalities. The value attached to the Local Reports in the oldest and

\*In 1881, a large number of interesting articles and Objects of Art in our Museum were, by direction of the Honourable Adam Crooks, Minister of Education, distributed among various Public Institutions in the Province. See page 189 of the Twelfth Volume of this Documentary History.

most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from local School Reports.

2. These extracts from local Reports, which I have given impartially, as is clear from their diversity of sentiment, contain the language and sentiments of persons appointed and paid by the local elected Municipal Corporations, and state, from personal observation and experience, the working of the School System, its obstacles and defects, and the views and feelings which more, or less, prevail among the people in the various sections of the Province. These extracts exhibit the inner and practical life of the people in several respects, especially in new settlements, as well as that of the School System; the various hindrances to its operations, from newness of settlements and the poverty, in some instances, from ignorance and indifference in others; the noble way in which the people exert themselves generally to educate their Children. The different working and results of the same system, and of the same measures in the different Townships, Cities, Towns, and Villages, show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence, or circumstances of the people and of their elected Trustees. These extracts also illustrate the local voluntary character of the School System, which, like the Municipal System, is a power and agency given to the people to manage their own affairs in their own way, doing or spending, much, or little, for the education of their Children as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the Country's freedom and progress.

3. In addition to the foregoing considerations, these extracts from local Reports present several other important facts connected with the operations of the School System.

*First.* They exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the examination of Teachers and give them Certificates of Qualifications. It is essential to the elevation of both Teachers and the Schools, that there should be the highest possible standard of the qualifications of Teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their examinations of Teachers in the subjects of the Official Programme, and then give Certificates of Qualifications to Teachers who pass any sort of examination, they send forth into their respective Counties, with their endorsement, Teachers unfit to take charge of their Schools, unable to teach many of the more advanced Pupils in the recognised subjects of a Common School Education; they thus wrong individuals who are taxed for the support of the Schools, degrade the office of the Teacher, and bring a really unqualified Teacher into competition with one well qualified, to his injury and to the great injury of the Schools themselves. If, on the contrary, the County, or Circuit, Board are thorough in their examinations, and will give a Certificate of Qualification to no Teacher who does not come up fully to the prescribed standard, and will not give a Third Class Certificate to any Teacher, except from one Board meeting to another, and only for one School, and that only on the application of the Trustees of such Section, satisfying the Board of their inability to employ a Teacher of higher qualifications,—if County and Circuit Boards will thus act intelligently and patriotically for their respective sections of Country, the office of Teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy Members, and the efficiency of the Schools will be proportionably promoted. No Programme of Examination, however high, can elevate the character and qualifications of Teachers without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction. They are the practical Guardians of the Schools, so far as the character and qualifications of Teachers are concerned. It is a maxim founded on experience that the Teacher makes the School, and it is the County and Circuit Board that, (legally,) make the Teacher. I earnestly hope the County Boards will advance in the noble course which so many of them seem to have pursued

during the last year, and the Schools will soon be freed from the nuisance of an incompetent Teacher, who often obtains a Second, or Third, Class Certificate through the laxity of some County, or Circuit, Board, and then from one School Section to another, endeavouring to supplant some really competent and efficient Teacher, by offering to teach at a lower salary; and when such supplanter meets with Trustees as mean as himself, a really worthy Teacher is removed to make way for an unworthy one, to the great wrong of the more advanced Pupils and their Parents, and to the great injury of the School. Such a Teacher is unreasonably dear at the lowest price; and if any Corporation of Trustees can yet be found to sacrifice the interests of the Children committed to their trusteeship, by employing such a Teacher, it is to be hoped that no County, or Circuit, Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a Teacher.

*Second.* It is not possible for any person to read these extracts from the local Reports, without being impressed with the serious loss to the School and many Children of any Section by the continuance, or re-establishment of a Rate-bill. Whatever may be the Reader's views on the abstract question of Free and Rate-bill Schools, the perusal of these extracts from local Reports must convince him that the Free School has immensely the advantage of the Rate-bill School; that whatever other means must be employed to secure the education of all the youth of the land, the Free School is one absolutely essential means to accomplish that all important end.

*Third.* These extracts illustrate the evil of employing what are miscalled cheap Teachers. It is well known that one horse at a cost of one hundred dollars is cheaper than one at fifty dollars,—that one Clerk at a salary of five hundred dollars, is cheaper than another at a salary of two hundred and fifty dollars,—that one Coat at ten dollars is cheaper than another at five; so it is with Teachers. One Teacher at a salary of from five, to eight, hundred dollars is often cheaper than another Teacher at half that salary, by teaching Children how to learn, as well as what to learn, by aiding them to form proper habits, as well as to make rapid progress. Yet many Trustees are so deluded by a narrow minded selfishness, that they act differently in the employment of Teachers from what they do in the employment of Clerks, or even Labourers, or in purchase of the common articles of use—they sell the priceless time and habits of Children, not to say their principles and the social interest of their neighbourhood, for the sake of a few dollars in the salary of the Teacher. In an American School Report, it is justly observed:

We have learned to distrust cheap things, as likely to prove more costly in the end. Contractors for cheap clothing have earned and received the just maledictions of the Government, while no man probably feels himself richer for the services of this class of operators in the market. Cheap literature and cheap ornaments are enormously expensive at any price; but of all things, we believe cheap Teachers.—cheap as to their attainments and qualifications for the duties of the School-room,—are the most expensive luxury with which parents ever indulged their Children. We would not deny that the merits of a Teacher are not to be measured by his Salary. Moreover we do not forget that the most accomplished and successful Teacher was once a beginner, labouring as faithfully for the improvement of his Pupils as he now does with five, or ten times the amount of his former Salary. But this is no reason why we shall adopt a system that makes the small sum at which a Teacher can be had, his chief recommendation. This is trifling with a trust that is second to none in importance. If we are sick, let us invite the novice to experiment upon our case at the cost of health and its blessings. If we have a fractured bone, let us commit it to the hands of one unskilled in surgery, at the expense of a life-long deformity. But let us not commit the welfare of the rising generation to a mere adventurer in the art of teaching, even though he may be secured at moderate wages.

*Fourth.* These extracts from local Reports illustrate also the evils of frequently changing Teachers. It is true an incompetent Teacher, or a Teacher of bad manners, or bad morals, (if there be any such,) should be changed as soon as possible, and as soon as possible be removed from the ranks of Teachers; but a faithful and efficient Teacher should be retained as a rare and valuable treasure. No College, or Private School, would be considered worthy of confidence that changed its instructions once, or

twice, a year; nor can any Common School prosper, or be efficient, under such a system. In a Massachusetts local School Report, the Committee, while urging the retaining of the same Teachers for a number of terms, remarks:

The Schools of other Townships are reaping the benefit from this plan, and the course is an obvious one, for each Teacher has a way of his own, and must spend about half a term tearing away the superstructure of his predecessor and rearing another, which, perhaps is not superior to the one superseded, and a great loss of time to the School is the only result.

*Fifth.* I refer likewise to these extracts from local Superintendents for illustrations of the system of Libraries and Prizes. In some instances, but little benefit appears to be derived from the Libraries, while in the great majority of cases the most salutary influence is exerted by them. In but one, or two, instances is objection expressed to the distribution of Prize Books as a reward of merit to Pupils of the Schools, and in but four instances is doubt expressed as to the beneficial influence of it. In these exceptional cases, the evil, if any, has doubtless arisen from an exceptional mode of distributing the Prizes,—being the act of the Teacher, or of persons equally liable to the suspicion of partiality. But where the examinations for the Prizes for proficiency are so conducted as to give no room for the suspicion of favouritism, and where the record is so kept, and so adjudged in regard to Prizes for punctuality and good conduct, as to be equally above any reasonable suspicion of unfairness, the distribution of Prizes as awards to Pupils for proficiency and good conduct must exert a most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the local Reports, as it is the universal experience of the Colleges and best Schools in both Europe and America. It is the order of Providence in every day life that, while the slothful hand hath nothing, the diligent hand maketh rich; and merit and attainments are the professed grounds of all the Prizes and rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encouraging diligence and good conduct in Schools by the bestowment of Prizes, (and these prizes consisting of good Books obtained at half-price,) as the rewards of successful diligence and good conduct, is to object to the principles of Holy Scripture, and the rule of Providence, and the universal practice of civilized mankind in all other matters of common life. The distribution of Prize Books in the Schools is the means of diffusing a great deal of useful entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favour of diligence and good conduct among the Pupils of the Schools. In some Schools this influence may be more limited than in others; but it will always be more, or less, felt for good, where the system is properly administered. There are indeed many murmurers and envious persons against the wisdom and even the equity of the distribution of Divine Providence; and it would be surprising indeed if there were not some who would be dissatisfied and envious at the distribution of rewards and distinctions among the Pupils of the Schools; but this is no more an argument against the system of rewards and distinctions in the Schools, than in the Divine and human government of mankind.

*Sixth.* Furthermore, two of these local Reports may be referred to as illustrating the Religious aspect of the Common School system. By the extracts generally, it will be seen that Religious exercises obtain in a majority of the Schools, and some Religious Instruction is given in many of them. But an extract from the very admirable Report of the local Superintendent of Schools for the City of Toronto, and an extract from the Report of the Principal of the Central School of Hamilton, show the facilities which the School System affords to the Clergy of the several Religious Persuasions to give Religious Instruction to the Pupils of their respective Persuasions, in connection with the Schools. In the City of Hamilton, the Clergy of the different Religious Persuasions, have, for several years, given Religious Instruction to the Pupils of their respective Congregations every Friday afternoon from three to four o'clock, and with the most beneficial results. Last year one of the Clergy of the Church of England, in the City of Toronto has pursued the same course, in connection with one of the City Schools. What is thus done by one of the Clergy in the City of Toronto, and by all the Clergy

in the City of Hamilton, may be done by the Clergy of all Cities, Towns, Villages, and I may add Townships of Upper Canada, and, in connection with all the Schools,—thus illustrating the harmony of the School System with the Religious Denominations of the Country, and the Religious interests of the Pupils of the Schools, so far as their Parents and Pastors desire to promote those interests in connection with the Schools.

*Seventh.* I cannot close these references to extracts from local Common School Reports without inviting attention to the eloquent and touching remarks with which the Honourable Mr. Justice John Wilson closes his connection with the Schools of the City of London as their local Superintendent, and the dignified and excellent remarks with which the Episcopal Lord Bishop of Huron assumes the same office—the honoured Judge and the venerable Prelate both devoting the remuneration attached to the office, (\$100 per annum,) to the purchase of Prize Books for the Schools.\*

*Eighth.* The Report of the Inspector of Grammar Schools will be found [on page 94 of this Volume]. Although I do not assume any responsibility as to the opinions expressed therein, any more than as to the opinions expressed in the local Reports of Common Schools; yet the statements and suggestions contained in the Report of the Inspector of Grammar Schools, are an additional proof and illustration, (if any were necessary), of the need of important amendments in the Grammar School Law, without which the Grammar Schools will always be a feeble, defective, branch of our System of Public Instruction, although they have considerably improved, notwithstanding the essential defects of the present law.

#### XXI. *Military Drill in the Schools.*

It is a well known maxim, that "To be prepared for war, is one of the most effectual means of preserving peace." The events of the last three years have drawn the attention of the Legislature and of the whole Country to this important subject. Military exercises to some extent, have formed a part of the gymnastic instruction in the Normal and Model Schools; but, during the last year a Military Association has been formed among Teachers in training in the Normal School, and the Government has furnished them with the requisite arms, on application, through Major Denison, who has visited, inspected, and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent,) have, with praiseworthy intelligence and public spirit, introduced a regular system of military drill among the senior male Pupils of their Schools; the Board of Trustees in Port Hope have done the same. The System of Military Drill can be easily introduced into the Schools of all the Cities, Towns, and Villages in Upper Canada, and perhaps in some of the larger rural Schools; and the military training of Teachers in the Normal School, together with the large number of persons who are being taught and certificated in the Government military School, afford great facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighbouring States this subject is engaging the anxious attention of the Governments and Legislatures; and military drill is likely to become a part of the System of Education in all the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last session, passed a Resolution directing the State Board of Education, "to take into consideration the subject of introducing an organization of Scholars, above the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman,) to investigate the subject, and to enquire into the result of an experiment which has been tried for two, or three, years in one of the Towns of the State,—the Town of Brooklyn. The result of the enquiry is thus stated:

\* The admirable remarks of these two distinguished men are printed in Chapter XII. of this Volume. See page 89.

The Boys in the older class can already be selected from their Playmates by the improvement of their forms. Habits of prompt, instant, and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of the Soldier can be taught to the Boys during the time of their attendance at the Public Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military Instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State.

The Committee adds the following remarks, which are as applicable to Upper Canada as they are to Massachusetts:

The Public Schools are maintained at the public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid in the defense of the Government, whenever and however, assailed. Surely, then, there is no incongruity, no want of reason, in introducing into the Schools such studies and modes of discipline as shall prepare for the discharge of this, equally with the other duties which the Citizen owes to the State.

But can this be done without detriment to progress in other branches? Can it be done without loss of time? The Committee is satisfied that it can, and that thereby a large amount of practical knowledge and discipline in Military affairs may be attained; and at the same time a very great saving of time and labour be effected, under a system of adult training, would be withdrawn from the productive industry of the Country.

*Conclusion of my Twenty Years' labours in the Education Department, and also those of Mr. Hodgins.*

With this Report will close twenty years of my labours, and those of Mr. Hodgins, the Deputy Superintendent, in the Department of Public Elementary Instruction in Upper Canada. During that time the foundation of a System of Public Instruction has been broadly and gradually laid, on which a superstructure has begun to be raised, which I trust, will, under the Divine blessing, place Upper Canada in no secondary place among the future civilized and progressive Countries of North America.

TORONTO, July, 1864.

EGERTON RYERSON.

DEPARTMENTAL BALANCE SHEET FOR THE YEAR ENDING 31ST DECEMBER, 1863.

Receipts.			Accounts.			Expenditure.		
Balance on the 1st of January, 1863.	Receipts during the year.	Total Receipts.				Over-Expenditure the 1st of January, 1863.	Expenditure during the year.	Total Expenditure.
\$	\$	\$	\$	\$	\$	\$	\$	\$
3,403 09	151,028 73	154,431 82	Number 1.—Common School Grant	149,546 00	149,546 00			
1,869 93	.....	1,869 93	2.—Poor School Fund	452 00	452 00			
878 25	11,472 00	12,350 25	3.—Roman Catholic Separate Schools	8,075 54	8,075 54			
1,915 34	44,865 00	46,780 34	4.—Grammar School Fund	43,523 00	43,523 00			
1,574 83	7,111 01	8,685 84	5.—Model Grammar School and G. S. Inspectors	8,282 30	8,282 30			
79 19	17,629 06	17,708 25	6.—Normal and Model Schools	17,234 77	17,234 77			
1,353 25	22,416 15	23,769 40	7.—Libraries, Maps and Apparatus	17,225 83	17,225 83			
.....	4,175 00	4,175 00	8.—Superannuated Teachers	3,271 43	3,271 43	1,123 02		4,394 45
106 54	4,045 80	4,152 34	9.—Journal of Education	1,593 53	1,593 53			1,593 53
2,018 95	2,804 27	4,823 22	10.—Educational Museum and Library	3,586 63	3,586 63			3,586 73
87 99	77 22	165 21	11.—Trust Funds	165 21	165 21			165 21
			Balance on the 31st of December, 1863	\$1,123 02	\$252,956 34			\$254,079 36
\$13,287 36	\$263,624 24	\$276,911 60						22,832 24

TORONTO, December, 1863.

ALEXANDER MARLING, Accountant.



## CHAPTER XIX.

## THE EDUCATIONAL RESOURCES OF CANADA, 1863.\*

The Educational Resources of a Country differ essentially from its Resources of almost every other kind. Thus, when we speak of the physical and industrial Resources of a Country,—its Mines, its Fisheries, and its Timber,—we attach a definite meaning to the term. So also of its more important Commerical Resources, such as Rivers, Lakes, Natural Harbours and indigenous products. All these are in themselves real, actual, tangible. They are God's noble gifts of nature to man, scattered in almost every land with profuse bounteousness. Even the Military Resources of a Country are, to a great extent, uncreated by man's skill. Mountain heights, deep defiles, positions of natural strength, navigable rivers, Lead, Iron and Saltpetre mines, and even Climate, present such an array of Military Resources, that for a Country possessed of them, and not destitute of patriotic zeal, to be overrun, or conquered, could not fail to dim the lustre of its arms, even if it would not in itself be a national disgrace. But the Educational Resources of a Country are purely artificial. They are the result of man's own forethought and care, but which when rightly applied to the cultivation of man's nobler powers and faculties, never fail to obtain the blessing of that great Being who is the central source of all human knowledge.

In this Chapter, I propose to speak of these artificial Educational Resources of Canada under the general heads of:—I. Educational Lands Endowments. II. State Endowments of Education, etcetera. III. Municipal Assessments. IV. Local aid to Education. V. The number, character and value of our Educational Institutions. VI. Libraries. VII. The various supplementary aids to education which are in active operation among us.

Few who take an interest in the subject can look back upon the chequered educational history of Canada without a mingled feeling of admiration and regret. And the feeling of admiration gains strength as we become the more acquainted with the enlarged views and noble aspirations of early Statesmen, and the corresponding princely endowments for education which were made in Upper and Lower Canada before and about the beginning of the present century; while the feeling of regret is deepened as we learn the disappointments, disputes and dissipation of funds which characterized the later educational history of Canada, before even a satisfactory beginning was made in the establishment of its Schools and Colleges.

No less than three millions and a half of acres of land were set apart from time to time in Lower and Upper Canada for the promotion of Education, under French and English Governors. In the educational projects of the Statesmen of those times we discover the dim outlines of a great and comprehensive System of Public Instruction which they evidently had in view, and which was designed to embrace alike the School and the University. Thus, to the Grand Monarque, Louis XIV. and his advisers, are we indebted for the foundation of what is now known as the Laval University at Quebec; and to the no less famous monarch, George III., and his Advisers, are we indebted for the present munificent endowment of the Grammar Schools, University College, Upper Canada College, and the University of Toronto.

As an example of the solicitude felt by His Majesty, George III., in this matter, we will quote the memorable words of the Despatch from the Duke of Portland to Mr. Russell, (interim Governor,) dated Whitehall, 4th November, 1797, and written in reply to a Petition from the Legislature of Upper Canada on the subject. The Duke says, "His Majesty . . . being always ready to show His paternal regard for the welfare of His subjects in the furtherance of so important an object as the instruction of youth, and to assist and encourage the exertions of his Province in laying the foundation for promoting sound learning and a religious education, has condescended to express His most gracious intention to comply with the wishes of the Legislature of His Province of Upper Canada in such manner as shall be judged to be most effectual.

\* Contributed to the Canadian Almanac for 1863, by the Editor of these Volumes.

First, by the establishment of Free Grammar Schools in those Districts in which they are called for; and Secondly, in the process of time, by establishing other Seminaries of a larger and more comprehensive nature for the promotion of Religious and Moral learning, and the study of the Arts and Sciences." (See the first Chapter of the First Volume of this History).

As to the manner in which the splendid Endowment which was set apart for Grammar and Collegiate Education in Upper Canada, in pursuance of this Despatch, was dealt with, I have already given full information in a preceding Chapter. In this Chapter I will briefly refer to the several divisions of the subject in the following order:

The first point of reference is, videlicet, to:—

I.—THE EDUCATIONAL LANDS ENDOWMENT.

I. In Upper Canada.

Through the munificence of King George III., the following Lands, granted in 1797, were afterwards, at different times, set apart for the objects named:—

	Acres.
(1.) Grammar Schools .....	258,330
(2.) King's College .....	226,200
(3.) Upper Canada College .....	66,000
	550,530
(4.) Trinity College, Toronto, (private benefactions) .....	23,585

2. In Lower Canada.

Various Royal Grants, etcetera.†

(1.) Order of Jesuits, for Education .....	891,845
(2.) Bishop and Seminary of Quebec .....	693,324
(3.) St. Sulpicians, Montreal .....	250,191
(4.) Ursuline Convent, Quebec .....	164,616
(5.) Ursulines of Three Rivers .....	38,909
	2,038,885

3. In United Canada.

(1.) Parliamentary Appropriation of Lands for Common Schools in Upper and Lower Canada (1859) .....	1,000,000
	3,613,000

The 550,530 acres of Land set apart, in pursuance of the Duke of Portland's Despatch were afterwards, upon the recommendation of the Executive Government, divided as above, between the Grammar Schools, King's College, (now the University of Toronto and University College), and Upper Canada College.

The grants of Land for religious and educational purposes in Lower Canada were made by the French Monarchs before the Conquest of 1759, and were confirmed by Treaty. Those to the Community of Jesuits were made as early as 1634. Grants were also made to this Order in 1647, 1651, 1652, 1656, 1659, 1682, and the last in 1699. Upon the suppression of that Religious Order, and after the death of the surviving Members in Canada in 1799, the lands reverted to the Crown as equitable Trustees to the Estates for educational purposes. The Jesuit College of Quebec was however retained by the Imperial Government, and converted into a Military Barracks, to which purpose it is still applied. Various efforts have been made to obtain the transfer to the Estates of this "Jesuit Barrack," but as yet without effect. Intimation has, however, been given by the Imperial Government that the Barracks would be surrendered upon the condition of providing another suitable building for barrack purposes. This cannot be done except at a disproportionate cost to the value of the barracks, and so the matter rests for the present.

† This Statement in regard to the Royal Grants of Land in Lower Canada is taken from a Memorial addressed by Bishop Sfrachan to the Canadian Legislature in November, 1843. See page 30 of the Fifth Volume of this Documentary History of Education in Upper Canada.

The Parliamentary Grant of a million of acres for Common School purposes in 1859 was chiefly made through the active exertions of the late Honourable Wm. H. Merritt, who at that time was a Member of the then existing Government. The Revenue from the investments arising out of the sale of these lands does not yet equal the Parliamentary Grant, but it is expected that before many years it will do so, and thus relieve the Consolidated Revenue of the present annual charge upon it for Common Schools.

My second point of illustration is:—

II.—THE STATE ENDOWMENTS OF EDUCATION, ETCETERA.

1. Upper Canada (1862).

(1.) Parliamentary Grant to Superior Education (i. e., Colleges and Universities) .....	\$	
	\$20,000	
Less applied to Grammar Schools as below .....	3,200	
		16,800
(2.) Income of University College, Toronto, and Upper Canada Collere, (from Lands) about .....		75,000
(3.) Parliamentary Grant to Grammar Schools, from Lands, etcetera .....	22,619	
Parliamentary Grant to Grammar Schools, \$10,000, \$3,200 .....	13,200	
		35,819
Parliamentary Grant to three Medical Schools.....	3,000	
Parliamentary Grants to three Literary Institutions, etcetera .....	1,800	
Parliamentary Grant to two Observatories .....	5,300	
		10,100
		\$137,719
(4.) Parliamentary Grant to Common Schools from Lands, etcetera .....		\$186,032

2. Lower Canada (1862).

(1.) Parliamentary Grant to Superior Education (i. e., College and Universities) .....	\$	
	20,000	
Income from Lands and Investments .....	36,685	
Unappropriated balance transferred from Legislative School Grant, as below .....	34,047	
		\$
		80,732
		12,500
(2.) Income of Laval University from Lands, etcetera. (estimated)		
Parliamentary Grant to two Medical Schools .....	2,000	
Parliamentary Grant to two Historical Societies .....	2,000	
Parliamentary Grant to two Observatories .....	2,900	
		6,900
(3.) Parliamentary Grant to Common Schools, from Lands, etcetera	173,967	
Less unappropriated balance transferred as above to Superior Education .....	34,047	
		139,820
		\$563,803

Grand total of State Endowment of Education .....

My third point is:—

III.—MUNICIPAL ASSESSMENT.

(1.) In Upper Canada (1861) .....	\$	\$278,085
(2.) In Lower Canada (1861) .....		241,530

My fourth point is:—

IV.—INCOME FROM LOCAL SOURCES (SCHOOL RATES, FEES, ETCETERA).

I. In Upper Canada.		\$
(1.) Colleges, etcetera. (1861) .....		\$33,750
(2.) Grammar Schools (1861) .....		48,470
(3.) Common Schools (1861) .....		937,014
(4.) Private Schools (1861) .....		45,393
		\$1,064,627
2. In Lower Canada.		\$
(1.) Universities (1861) .....		\$64,355
(2.) Classical and Industrial Colleges (1861) .....		195,671
(3.) Academy for Boys and Girls (1861) .....		238,526
		\$498,552
Less Parliamentary Grant and Income from Lands, as above .....		80,732
		\$417,820
(4.) Common Schools .....		281,700
(5.) Private Schools, estimate .....		45,000
		\$1,809,141
Total Local Aid to Education .....		\$1,809,141
Grand Total, Legislative and Local Aid and Income to Education		\$3,030,284

Thus we see that, in addition to the three millions and a half Acres of the public domain set apart permanently for educational purposes in Canada, the annual expenditure of money derived from these Lands and other sources on behalf of education and knowledge in the Province, amounts to over Three millions of dollars. Of these Three millions of dollars upwards of Two millions are derived from local sources; but of these Two millions not one penny is raised by a government tax. Such a thing as a government educational tax is unknown in Canada. Even the amount contributed towards Education by the Government is chiefly derived from investments arising out of the proceeds of the sale of School and College Lands, formerly set apart for these purposes. The balance is paid out of the General Provincial Revenue.

It is worthy of remark, too, that the imposition of the local Rate for School purposes is a voluntary act on the part of the Municipal authorities. They are not required by law to raise this Rate, and may decline doing so at their pleasure, without suffering any legal penalty. It is true that an apportionment is made from the Legislative School Grant, on condition that the Municipalities raise a sum equal to the amount granted. But this is simply the wise application of the paternal and equitable principle of helping those who help themselves, and involves no compulsion, nor the arbitrary acceptance of the proffered Grant. Even in the rural School Sections, no Rate for the support of the School can be imposed by School Trustees without the consent of the assessed Freeholders and Householdors, as expressed at a public Meeting called for that purpose.

In Upper Canada, the School and College Lands set apart by George III., as already intimated, have for years formed the chief source of Revenue for higher education; and in Lower Canada, investments arising out of the proceeds of the sale of the forfeited Jesuit Estates and of the Seminary Lands have furnished the principal portion of the means for that part of the Province; while for Common School purposes a large portion of the annual Parliamentary Grant is derived from instalments arising out of the proceeds of the sale of the million of Acres of Lands set apart in 1859, by Act of the Provincial Legislature. The balance of this Fund is annually made up, out of the General Revenue, by a vote of the House of Assembly.

Although the aggregate sum expended on behalf of education from various public sources is comparatively large, yet the burthen of this expenditure is so adjusted, or distributed, as to press lightly upon the whole Community. The Income which is set apart from the public domain chiefly for the education of the sons of the wealthier classes, at the Grammar School, and University, is contributed equally by rich and

poor in proportion to their respective civil interest in the value of these Public Lands, so also is the Income from the same source set apart for Common School purposes, contributed in similar proportions, chiefly for the benefit of the other, or less wealthy class. Both are thus alike called upon to contribute towards the support of elementary and higher education, not unequally, nor as rich and poor, but as citizens, and in exact proportion only to the respective values of their assessed property and to the interest which they have in the Public Lands as members of the body politic. Thus the burthen of supporting the educational institutions of the Country falls justly and equitably and proportionably on each class alike. So universally is this obligation felt to rest upon these classes alike, that the objection current some years since in Upper Canada against supporting Free Schools in Cities, Towns, and rural places, on the part of those who only sent their children to be educated at the Private School, the Grammar School, or the University, has almost entirely ceased to exist. As well might the one class object to the support from public sources of Grammar Schools and Universities being extended to the necessary elementary Common Schools of Upper Canada, either directly by the Legislature, or indirectly by making a portion of such support a lien upon the landed property of the Country. Indeed, so strong a hold has the general System of Public Instruction now upon the public mind, that for the Legislature to omit a Grant to the Public or the Grammar Schools from its annual votes, or for the Municipalities to neglect raising the necessary funds for the support of the Public Schools, would be deemed the omission of an important and positive duty, and would give rise to serious disappointment and dissatisfaction.

This state of feeling is of comparatively recent growth. It has arisen chiefly during the last ten years. For in all the fluctuations which our earlier Educational System underwent, in the matter of Grants and the progress of education the public seems to have tacitly acquiesced, or to have been indifferent to them. Thus, in 1807, when Grammar Schools were first established in Upper Canada, only \$3,200 were granted for their support, while no provision whatever was made for Common, or Elementary, Schools until 1816—nine years afterwards. In that year, \$24,000 were granted for the support of these Schools; but in the following year, this sum was reduced to \$10,000! Even in 1832, this Annual Grant had only reached the sum of \$9,600, and that to Grammar Schools \$4,000. In the following year, however, the Grant to Common Schools was increased nearly four-fold, while that to Grammar Schools remained about the same. These Grants were continued undiminished until the union of the Provinces in 1840.

During the civil troubles which occurred in 1837-8, Canada seems to have reached the lowest depths in her educational history. But, as brighter days dawned, she rapidly recovered herself, and has since gradually advanced in educational as well as material and political, prosperity.

My fifth point of illustration is:—

V.—THE NUMBER, CHARACTER AND VALUE OF OUR EDUCATIONAL INSTITUTIONS.\*

1. In Upper Canada there are the following Educational Institutions, videlicet:—

NAME, OR DESCRIPTION OF INSTITUTION.	Number Professors and Teachers.	Number of Students or Pupils.	Estimated Value of Land and Buildings.	Estim. value of School Furnit., Maps, Appara., and Library.	Annual Income.	Religious Denomination.
(1.) Toronto University, including University College	15	250	\$610,00	85,000	\$55,000	Public.
(2.) Trinity College University.	7	40	100,000	10,000	17,000	Church of England
(3.) Queen's College University.	18	160	75,000	6,000	13,300	Church of Scotland
(4.) Victoria College University	20	200	50,000	2,500	12,000	Wesleyan Methodist

\* In many instances the information contained under this head is defective. Circulars were sent by me to the Authorities of each of the principal Institutions named; but replies were only received from the Institutions in Lower Canada before the Almanac had to be printed. An approximation has however been made in those cases in which the desired information had not been received, based upon the best available evidence.

## NUMBER, CHARACTER AND VALUE OF EDUCATIONAL INSTITUTIONS.—Continued.

NAME, OR DESCRIPTION OF INSTITUTION.	No. Professors or Teachers.	No. of Students or Pupils.	Estimated Value of Land and Buildings.	Estim. value of School Furnit., Maps, Appara., and Library.	Annual Income.	Religious Denomination.
<i>Four Roman Catholic Colleges, videlicet:</i>						
(2.) St. Joseph's College, Ottawa	12	.....	\$ 60,000	.....	\$	} Roman Catholic
(2.) Regiopolis College, Kingston	.....	100	.....	.....	.....	
(3.) St. Michael's College, Toronto	11	.....	.....	.....	.....	
(4.) L' Assomption College, Sandwich	.....	.....	.....	.....	.....	
<i>Two Theological Colleges* exclusively, videlicet:</i>						
(1.) Knox College, Toronto	3	50	.....	.....	.....	Canada Presbyterian
(2.) Congregational College of British N. America, Toronto	2	10	.....	.....	.....	Congregational.
<i>Three Colleges, or Seminaries, videlicet:</i>						
(1.) Belleville Seminary	12	.....	.....	.....	.....	Methodist Episcopal
(2.) Canadian Literary Institute, Woodstock	6	160	.....	.....	.....	Baptist.
(3.) Wesleyan Female College, Hamilton	10	136	.....	.....	.....	Wesleyan Methodist.
<i>Two Royal Grammar Schools, videlicet:</i>						
(1.) Upper Canada College	10	.....	.....	.....	.....	.....
(2.) Model Grammar School	8	90	.....	.....	.....	.....
<i>Three Normal and Model Schools, videlicet:</i>						
(1.) Normal School	5	150	} 125,000	.....	.....	.....
(2.) Boys' Model School	3	150		.....	.....	.....
(3.) Girls' Model School	3	180		.....	.....	.....
<i>County Grammar Schools.</i>						
(1.) Eighty-six Grammar Schools	127	4,618	45,000	.....	85,000	.....
<i>Three Industrial Schools, videlicet:</i>						
(1.) Friends' Seminary, near Picton	5	60	.....	.....	.....	Quaker.
(2.) Alnwick Indian Industrial School	.....	.....	7,000	.....	.....	Wesleyan Methodist
(3.) Mount Elgin Indian Industrial School	.....	.....	10,000	.....	.....	"
<i>Four thousand and nineteen Elementary Schools, videlicet:</i>						
(1.) 3,910 Common Schools	4,176	316,287	2,100,000	.....	1,353,339	Public.
(2.) 109 Roman Catholic Separate Schools	160	13,631	27,000	.....	30,940	Roman Catholic.
<i>Three hundred and fifty-one Miscellaneous, videlicet:</i>						
(1.) 30 Indian Schools	35	800	10,000	.....	.....	Various.
(2.) 320 Private Schools	400	7,364	160,000	.....	45,900	Various.
(3.) 1 Deaf and Dumb School	2	20	.....	.....	.....	.....
or 4,477 Educational Institutions in all, in Upper Canada.						
Grand Total	5,072	44,980	3,437,500	193,400	1,736,800	

\* In addition to these purely Theological Colleges, there are Theological Faculties in the Universities of Trinity College, Toronto, and Queen's College, Kingston, as well as the Roman Catholic Colleges at Ottawa, Kingston and Toronto, and in the Baptist Literary Institute at Woodstock.

2. In Lower Canada there are the following Educational Institutions, videlicet:—

NAME, OR DESCRIPTION OF INSTITUTION.	No. of Professors or Teachers.	No. of Pupils or Students.	Value of Lands and Buildings.	Value of School Furniture, Maps, Apparatus, etcetera.	Annual Income.	Religious Denomination.
(1.) Laval University.....	42	445	\$400,000	\$60,000	\$14,700	Roman Catholic. Protestant. Church of England
(2.) McGill College University.....						
(3.) Bishop's College University.....						}
(4.) Ten Classical Colleges.....	186	2,781	530,000	94,100	153,000	
(5.) Fourteen Industrial Colleges.....	102	2,333	86,000	6,100	30,009	}
(6.) Seventy-one Academies for Boys, or mixed.....	166	6,210	122,000	5,500	40,000	
(7.) Seventy-eight Academies for Girls.....	520	14,817	928,000	20,000	178,000	} Various.
(8.) One hundred and ninety-one Primary Superior Schools.....	229		100,000			
(9.) Three Normal Schools.....	24	228	56,000	6,000	37,700	}
(10.) Four Model Schools.....	11	700	4,000			
(11.) 2,600 Elementary Schools.....	2,800	126,500	1,300,000			} 643,700
(12.) 135 Dissident Schools.....	175	4,730	67,500			
(13.) 8 Indian Schools.....	10	300	3,200			
(14.) 300 Private Schools.....	310	22,200	15,000			
3,253 Educational Institutions, in all, in Lower Canada.						
Grand Total.....	4,702	201,820	3,983,000	221,540	1,235,700	

Thus we see that, with a population of 2,507,657, the total number of Educational Institutions in Canada of all grades is about 7,738; or one for about every 325 of the population. The number of Students and Pupils attending these Institutions is 547,000; the estimated value of the Sites and Buildings devoted to the purposes of Education reaches the princely sum of \$7,000,000; the value of school Furniture, Libraries, Maps and Apparatus, is about \$415,000; while the aggregate annual income of these Educational Institutions amounts to \$2,972,500, or is equal to the entire Revenue of the Province of Nova Scotia and New Brunswick, taken together.

These statistics, with those in the preceding part of this Chapter, (in many cases approximative—though understated) are most cheering in their character, and present the educational resources of Canada in a very favourable light. They combine in themselves the evidence of what has been done and is still doing both by the Government and the Rate-payers on the one hand, and by private and Denominational benevolence and enterprise on the other, for the promotion of Education in the Country. They clearly demonstrate that the hearts of the people of the Province are deeply penetrated with the conviction of the national importance of a comprehensive Scheme of Education, embracing every description of educational institution, and combining in its support all classes and creeds in the community.

The sixth point of illustration of our educational resources relates to the number and extent of the

## VI.—PUBLIC LIBRARIES IN CANADA.

(1.) PUBLIC LIBRARIES IN UPPER CANADA.	No.	Number of Volumes.
Public School Libraries, 1861 .....	481	193,258
Sunday School Libraries, 1861 .....	1,875	288,664
Other Public Libraries, in Colleges, Mechanics' Institutes, etcetera .....	355	159,804
Libraries in Jails, Asylums, etcetera .....	22	3,218
Total in Upper Canada .....	2,733	644,944
(2.) PUBLIC LIBRARIES IN LOWER CANADA.*		
In the District of Gaspé, 1860 .....		
In the District of Kamarouska, 1860 .....	13	5,555
In the District of Quebec, 1860 .....	18	52,880
In the District of Three Rivers, 1860 .....	23	10,665
In the District of St. Francis, 1860 .....	7	2,880
In the District of Montreal, 1860 .....	82	50,720
In the District of Ottawa, 1860 .....		
Total in Lower Canada .....	143	122,700
Grand Total in Upper and Lower Canada .....	2,876	767,644

My seventh and last point of illustration is:—

## VII.—VARIOUS SUPPLEMENTARY AIDS TO EDUCATION.

It is not easy to form an estimate of the number or extent of these Supplementary Aids to Education among us. They are very numerous and diversified, but are difficult to classify. In a summary sketch like this of our Educational Resources, no aid to education should be overlooked, however humble; for each, in its place, performs an important function, and contributes materially to the progress of education and intelligence among the people.

Among the Supplementary Aids, I may enumerate the following, although I can in many cases scarcely classify them, or estimate their number.

1. The Religious, Educational, Literary, Scientific, and Secular Press.
2. Bible and Tract Societies.
3. Religious Meetings and Public Lectures.
4. Historical Societies, Literary and Scientific Institutes.
5. Scientific Observatories and Museums.
6. Professional Schools of Theology, Law and Medicine.
7. Schools in Nunneries, Private and Indian Schools.
8. Literary Clubs and Debating Societies.
9. Young Men's Christian Associations.
10. Mercantile Library Associations and Reading Rooms.
11. Mechanics' Institutes and their Libraries.
12. Agricultural and Horticultural Associations, and their Exhibitions.
13. Orphan Asylums and similar Benevolent Institutions.
14. Reformatory Schools and Jail Libraries.

\* There is no reference in the Honourable P. J. O. Chauveau's Report of either Public, or Sunday School, Libraries in Lower Canada, as distinguished from College and Seminary and other public Libraries.



They all perform their duty silently and effectively. Separately they are diverse, both in their character and operations, but combined they form a most important supplementary agency in the after training of an individual. They develop his intellect, call forth his benevolence, cultivate his taste, extend the range of his sympathies, and give an additional interest to his daily life. Each one also, having in view a definite object of pursuit, or taste, or benevolence, gives, when combined, a concentration of purpose, or effort, and thus supplies a want which cannot be furnished by ordinary educational training.

What nobler tribute to the spirit and genius of Christianity can be presented in any land than that such a vast supplementary agency, which in itself is chiefly benevolent, or gratuitous, is being kept constantly at work through many hands to give living, practical effect to the teaching of that Christianity, in ameliorating the condition of society, and in uplifting the masses who have either passed from the Schools and the University into the outer world, or who have never enjoyed the advantages of either.

To recapitulate, it may be sufficient to say that the Educational Resources of Canada consist of:—

3,613,000 acres of Land set apart for educational purposes.

\$263,800 annual State Endowment of Education.

\$2,327,262 local aid of various kinds to Education.

8,130 Educational Institutions.

547,000 Pupils and Students.

\$7,000,000, estimated value of School Sites and Buildings.

\$415,000, estimated value of School Furniture, Maps and Apparatus.

\$530,000 worth of Books annually imported into the Provinces.

2,876 Public Libraries, containing 767,644 Volumes of Books.

Together with the numerous supplementary educational agencies, to which I have just referred. Canada, yet in comparative infancy, may well be proud of her Educational resources. They are princely in their character and priceless in their worth. They demonstrate that her inner life is vigorous and active, and that, if she fails in her high destiny, as the brightest colonial jewel in the Crown of Her Most Gracious Majesty the Queen, her sons must have sadly degenerated from the noble spirit and heroic self-sacrifice of their devoted Fathers, the United Empire Loyalists of America, and from those extraordinary men, who, fired with an untiring national zeal, vainly sought, amid unparalleled privation and suffering, to extend the dominion of France over this entire Continent.

As these resources have yearly accumulated, and have come down to us in such rich abundance, let us sacredly guard them, and seek to extend their value and usefulness.

Taking warning by other Nations, let us neither dwarf their growth, nor extinguish their light, but, through God's Blessing, let us transmit them undiminished and unimpaired to those who come after us.

TORONTO, 1863.

J. GEORGE HODGINS.

## CHAPTER XX.

### EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1864.

#### I. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY.

On the 19th of February, 1864, His Excellency, the Right Honourable Viscount Monck, opened the Second Session of the Eighth Parliament of Canada, by a Speech from the Throne, in which he made no reference to any educational matter.

*February 29th, 1864.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Community of the General Hospital, and Seminary of Learning of the Sisters of Charity at Ottawa; praying that their Annual Grant may be increased. Of the University of Queen's College, Kingston; praying for aid.

*March 3rd, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Congregational College of British North America; praying for an Act of Incorporation.

*March 7th, 1864. Resolved,* That a Select Committee, composed of the Honourable George Brown, the Honourable Mr. Attorney General A. A. Dorion, the Honourable Oliver Mowat, Messieurs F. Z. Tasse, T. S. Parker, T. Robitaille, and J. Y. Bown, be appointed to enquire and report as to the best mode of providing for the Instruction of Blind Persons and Deaf Mutes in this Province; with power to send for persons, papers and records.

*March 9th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. W. Clarke, Mayor, and others, of the Town of Guelph; praying for aid in behalf of the Sisters of St. Joseph, in the said Town.

Mr. R. B. Somerville, from the Committee on Standing Orders, presented to the House the First Report of the said Committee, which was read, as followeth:—Your Committee have examined the following Petition, and find that it is not of a nature to require the publication of notice:—Of the Congregational College of British North America, for an Act of Incorporation.

*Ordered,* That Mr. Christopher Dunkin have leave to bring in a Bill to incorporate the Congregational College of British North America. He accordingly presented the Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time to-morrow.

*March 14th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Right Reverend the Anglican Bishop of Ontario and others; praying for the passing of an Act to authorize him, with the consent of the Rector of the City of Kingston, to sell and dispose of the property in the said City, known as the Queen Street School Property, and to apply the proceeds thereof towards the erection of a Parochial School on the Land adjacent, and belonging to the Cathedral of St. George's, Kingston.

*March 16th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the County of Halton; praying for amendments to the Act, 27th Victoria, Chapter 17, to enable Municipal Corporations in Upper Canada to invest their surplus Clergy Reserve Money for Educational purposes in certain Securities, and to legalize such Investments already made, and for other purposes.

*March 21st, 1864.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Municipality of the Township of Nassagaweya; praying for amendments to the Act to enable Municipal Corporations in Upper Canada to invest their Surplus Clergy Reserve Money, for Educational purposes in certain Securities, and to legalize such investments already made, and for other purposes. Of the Children's Industrial School, of the City of Hamilton; praying for an Act of Incorporation. Of the Reverend Anson Green, in behalf of the Conference of the Wesleyan Methodist Church in Canada; praying for a Grant of Money to the Victoria College.

*March 24th, 1864.* Mr. John White, from the Committee on Standing Orders, presented to the House the Fifth Report of the said Committee, which was read, as follows:— . . . The Petition of the Children's Industrial School of the City of Hamilton, is not of a nature to require the publication of notice.

*March 28th, 1864.* Mr. John Scoble, from the Committee on Standing Orders, presented to the House the Sixth Report of the said Committee, which was read as followeth:—Your Committee have examined the Notice given on the following Petition and find it sufficient:—Of the Right Reverend the Anglican Bishop of Ottawa and others, for authority to dispose of certain School Property in Kingston.

*March 31st, 1864.* *Ordered*, That Mr. W. F. Powell have leave to bring in a Bill to incorporate the Hamilton Children's Industrial School. 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, the third of May next.

*May 9th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Canadian Literary Institute of Woodstock, praying for amendments to their Act of incorporation.

*May 12th, 1864.* Mr. R. B. Somerville, from the Committee on Standing Orders, presented to the House the Tenth Report of the said Committee, which was read, as followeth:—On the Petition of the Canadian Literary Institute of Woodstock, for authority to borrow a sum of money on the security of their Property, your Committee find that Notice was published in the *Canada Gazette* only; but it has been represented to them that the consent of the Stockholders was obtained to the application, they beg to recommend that it (the Notice) be considered sufficient.

*Ordered*, That Mr. H. F. Mackenzie, (North Oxford,) have leave to bring in a Bill to amend the Act of incorporation of the Canadian Literary Institute of Woodstock. 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 to-morrow.

*May 13th, 1864.* The Clerk of the Legislative Council delivered at the Bar of the House, the following Message:—The Legislative Council have passed the Bill intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston."

*May 17th, 1864.* On motion of the Honourable Mr. Attorney General J. A. Macdonald, seconded by the Honourable Mr. Attorney General G. E. Cartier.

*Ordered*, That the Bill from the Legislative Council intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston to dispose of the Queen Street School Property, in the City of Kingston," be now read the First time. The Bill was accordingly read the First time; and ordered to be read a Second time on Friday next.

*May 19th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Municipality of the Township of Nelson, praying for amendments to the Act, 27th Victoria, Chapter 17, to enable Municipal Corporations in Upper Canada to invest their surplus Clergy Reserve money for Educational purposes in certain Securities, and to legalize such investments already made, and for other purposes.

*May 20th, 1864.* The Order of the Day for the Second reading of the Bill to incorporate the Hamilton Children's Industrial School, being read; The Bill was accordingly read a Second time and referred to the Standing Committee on Miscellaneous Private Bills.

The Order of the Day, for the Second reading of the Bill from the Legislative Council, intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston being read; The Bill was accordingly read a Second time; and referred to the Standing Committee on Miscellaneous Private Bills.

The Order of the Day for the second reading of the Bill to incorporate the Congregational College of British North America, being read; The Bill was accordingly read a Second time; and referred to the Standing Committee on Miscellaneous Private Bills.

The Order of the Day, for the Second reading of the Bill to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock, being read; The Bill was accordingly read a Second time; and refererd to the Standing Committee on Miscellaneous Private Bills.

The House, according to Order, again resolved itself into the Committee of Supply.

*Resolved*, That a sum not exceeding Ninety-six thousand dollars, (\$96,000,) be granted to Her Majesty, videlicet:—For an additional sum for Common Schools, Upper and Lower Canada, Three thousand dollars of which, out of the Lower Canada share,

to be applied to Normal Schools, the sum of Eighty thousand dollars, (\$80,000,) and for an additional sum for Common Schools, (the proportion for Upper Canada to be applicable to Grammar Schools,) the sum of Sixteen thousand dollars, (\$16,000,) for the half year ending on the 30th of June, 1864.

*Resolved*, That a sum not exceeding Six thousand five hundred and fifty dollars, (\$6,550,) be granted to Her Majesty, to meet Salaries and Contingencies of Department of Education, Canada West, for the half year ending on the 30th of June, 1864.

*Resolved*, That a sum not exceeding Nine hundred and fifty dollars, (\$950,) be granted to Her Majesty, as an aid to the Deaf and Dumb Institution, Upper Canada, under the Order in Council of the 8th of January, 1864, for the half year ending on the 30th of June, 1864.

*Resolved*, as an aid to Superior Education Fund, Upper Canada, the sum of Ten thousand dollars, (\$10,000,)—to be distributed as follows: Victoria College, Cobourg, Two thousand five hundred dollars, (\$2,500); Queen's College, Kingston, Two thousand five hundred dollars, (\$2,500); Regiopolis College, Kingston, One thousand five hundred dollars, (\$1,500); St. Michael's College, Toronto, One thousand dollars, (\$1,000); Bytown College, Ottawa, Seven hundred dollars, (\$700); Grammar School Fund, Upper Canada, One thousand six hundred dollars, (\$1,600); L'Assomption College, Sandwich, Two hundred dollars, (\$200); for the half year ending on the 30th of June, 1864.

*Resolved*, as an aid to Superior Education, Upper Canada, the sum of Twenty thousand dollars, (\$20,000), to be distributed as follows:—Victoria College, Cobourg, Five thousand dollars, (\$5,000); Queen's College, Kingston, Five thousand dollars, (\$5,000); Regiopolis College, Kingston, Three thousand dollars, (\$3,000); St. Michael's College, Toronto, Two thousand dollars, (\$2,000); Bytown College, Ottawa, One thousand four hundred dollars, (\$1,400); Grammar School Fund, Upper Canada, Three thousand, two hundred dollars, (\$3,200); L'Assomption College, Sandwich, Four hundred dollars, (\$400), for the year ending on the 30th of June, 1865.

*Resolved*, That a sum not exceeding Thirty-two thousand dollars, (\$32,000,) be granted to Her Majesty, as an additional sum for Common Schools, Upper and Lower Canada, the proportion for Upper Canada to be applicable to Grammar Schools, for the year ending on the 30th of June, 1865.

*May 25th, 1864.* Mr. T. C. Street reported from the Committee of Supply the following Resolutions:—

*Resolved*, As an aid to Superior Education Fund, Upper Canada, the sum of Ten thousand dollars,—to be distributed as follows: Victoria College, Cobourg, Two thousand five hundred dollars; Queen's College, Kingston; Two thousand five hundred dollars; St. Michael's College, Toronto, One thousand dollars; Bytown College, Ottawa, Seven hundred dollars; Grammar School Fund, Upper Canada, One thousand six hundred dollars; L'Assomption College, Sandwich, Two hundred dollars, for the half year ending on the 30th of June, 1864.

*Resolved*, As an aid to Superior Education, Upper Canada, the sum of Twenty thousand dollars, to be distributed as follows: Victoria College, Cobourg, Five thousand dollars; Queen's College, Kingston, Five thousand dollars; Regiopolis College, Kingston, Three thousand dollars; St. Michael's College, Toronto, Two thousand dollars; Bytown College, Ottawa, One thousand four hundred dollars; Grammar School Fund, Upper Canada, Three thousand two hundred dollars; L'Assomption College, Sandwich, Four hundred dollars, for the year ending on the 30th of June, 1865.

*Resolved*, That a sum not exceeding Thirty-two thousand dollars be granted to Her Majesty, as an additional sum for Common Schools, Upper and Lower Canada, the proportion for Upper Canada to be applicable to Grammar Schools, for the year ending on the 30th of June, 1865.

*May 30th, 1864.* Mr. George Irvine, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Ninth Report of the said Committee, which was read as followeth:—Your Committee have considered the following Bills, and have agreed to report the same without amendments, videlicet:—

Bill from the Legislative Council, intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston."

Bill to amend the Act of Incorporation of the Canadian Literary Institute at Woodstock.

May 31st, 1864. The Honourable John Simpson, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, the Report of the Council of University College, for the year 1863.

The House, according to Order, resolved itself into a Committee on the Bill from the Legislative Council, intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston;" and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Francis Jones, (North Leeds,) reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

Ordered, That the Bill be read the Third time, to-morrow.

June 1st, 1864. A Bill to incorporate the Hamilton Children's Industrial School, was, according to Order, read the Third time.

Resolved, That the Bill do pass, and the title be: "An Act to incorporate the Children's Industrial School of the City of Hamilton."

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

A Bill from the Legislative Council, intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston," was, according to Order, read the Third time.

Resolved, That the Bill do pass.

Ordered, That the Clerk do carry back the Bill to the Legislative Council and acquaint that House that this House hath passed the same, without any amendment.

June 8th, 1864. Mr. Alexander Morris, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Fourteenth Report of the said Committee, which was read, as followeth:—Your Committee have considered the following Bill, and have agreed to report the same with amendment, videlicet, Bill to incorporate the Congregational College of British North America.

June 9th, 1864. The Clerk of the Legislative Council delivered at the Bar of the House, the following Message:—The Legislative Council have passed the Bill, intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton."

June 10th, 1864. The House proceeded to take into consideration the Amendments made by the Legislative Council to the Bill, intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton," and the same were read, as follows:—

Page 1, line 24,—After "Hamilton," insert "for the education of the destitute Children of the said City of Hamilton, and training them to habits of industry and virtue."

Page 1, line 33,—Leave out "five," and insert "two."

Page 2, line 40,—Leave out "Trustees," and insert "Masters."

Page 3, line 3,—Leave out from "in" to "this," in line 4.

Page 3, line 12,—Leave out "each of," and, after the second "the," leave out "three branches," and insert "Governor and both Houses."

Page 3, line 13,—Leave out "Legislature," and insert "Provincial Parliament," and leave out "thereof," and insert "of the said Parliament."

The said Amendments, being read a Second time, they were agreed to.

Pursuant to the Order of the Day, the following Petition was read:—Of Beverley R. Morris, M.D., Superintendent of the Toronto Institution for the Dead and Dumb and the Blind; setting forth certain grievances, and praying relief in the premises.

*June 13th, 1864.* The House, according to Order, resolved itself into a Committee on the Bill to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Donald A. Macdonald, (Glengarry,) reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

*Ordered,* That the Bill be read a Third time, to-morrow.

The House, according to Order, resolved itself into a Committee on the Bill to incorporate the Congregational College of British North America; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. H. F. Mackenzie, (North Oxford,) reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

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

*June 14th, 1864.* A Bill to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock, was, according to Order, read the Third time.

*Resolved,* That the Bill do pass.

*Ordered,* That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

A Bill to incorporate the Congregational College of British North America, was, according to Order, read the Third time.

*Resolved,* That the Bill do pass.

*Ordered,* That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

*June 16th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr Marcus Gunn; praying for the passing of an Act to define the educational status and all the requisite moral qualifications of Local Superintendents of Schools in Upper Canada.

The Honourable John Simpson, one of Her Majesty's Executive Council, laid before the House, by Command of His Excellency the Governor General, the Report of the Chief Superintendent of Education for Upper Canada, for the year 1863.

*June 24th, 1864.* The Clerk of the Legislative Council delivered at the Bar of the House, the following Message:—The Legislative Council have passed the following Bills without any amendment:

Bill, intituled: "An Act to incorporate the Congregational College of British North America."

Bill, intituled: "An Act to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock."

*June 30th, 1864.* Mr. Speaker laid before the House,—Reports of the Senate of the University of Toronto, for the years 1862 and 1863.

## II. EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE COUNCIL.

*February 29th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Community of the General Hospital, Alms House, and Seminary of Learning of the Sisters of Charity at Ottawa; praying for the increase of their Annual Grant.

*March 1st, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Board of Trustees of the University of Queen's College, Kingston; praying for the continuance and increase of their Annual Grant.

*March 4th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend Henry Wilkes and others, of the Provisional Board of the Congregational College of British North America; praying for an Act of Incorporation for "The Congregational College of British North America."

*March 15th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Right Reverend the Anglican Bishop of Ontario and others, of Kingston; praying for the passing of an Act authorizing the sale of certain Lands, and to apply the proceeds of the said sale towards the erection of a Parochial School-house at Kingston aforesaid

*March 16th, 1864.* Two Petitions of Mr. William Clarke and others, of the Town of Guelph; praying for aid in favour of "The College of St. Ignatius," and also for aid in favour of the Sisters of St. Joseph, of Guelph, in the Roman Catholic Diocese of Hamilton.

The Honourable Alexander Campbell presented to the House a Bill intituled: "An Act to authorize the Anglican Bishop of Ontario and the Rector of Kingston, to dispose of the Queen Street School Property, in the City of Kingston." The said Bill was read the First time.

*Ordered,* That the said Bill be read a Second time on the thirty-first day of March instant.

*May 3rd, 1864.* Pursuant to the Order of the Day, the Bill intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston," was read a Second time.

On motion of the Honourable Alexander Campbell, seconded by the Honourable Sir E. P. Taché, it was,—

*Ordered,* That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*May 11th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend Anson Green, on behalf of the Conference of the Wesleyan Methodist Church in Canada; praying for a permanent Grant in favour of the Victoria College.

The Honourable A. J. Fergusson Blair, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment.

On motion of the Honourable Alexander Campbell, seconded by the Honourable John Ross, it was,—

*Ordered,* That the said Bill be read a Third time presently. The said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative.

*Ordered,* That the Clerk 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.

*May 12th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of Miss Jane O'Reilly and others, of the City of Hamilton; praying to be incorporated as "The Children's Industrial School of the City of Hamilton."

*May 19th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the Township of Nelson; praying for certain amendments to the Act, 27th Victoria, Chapter 17, respecting the investment of their Surplus Clergy Reserve Funds for Educational purposes by Municipalities in Upper Canada.

*May 27th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of the Canada Literary Institute of Woodstock; praying for certain amendments to their Act of Incorporation.

*May 31st, 1864.* The Honourable the Speaker presented to the House the Report of the College Council of the University of Toronto, for the year 1863.

*Ordered,* That the same do lie on the Table.

*June 2nd, 1864.* A Message was brought from the Legislative Assembly by their Clerk, to return the Bill intituled: "An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston," and to acquaint this House that they have passed the said Bill, without any amendment.

*June 6th, 1864.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton," to which they desire the concurrence of this House. The said Bill was read for the First time.

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

*June 7th, 1864.* Pursuant to the Order of the Day, the Bill intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton," was read a Second time. Or motion of the Honourable Samuel Mills, seconded by the Honourable John Crawford, it was,—

*Ordered,* That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*June 8th, 1864.* The Honourable A. J. Fergusson Blair, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton," reported that they had gone through the said Bill, and had directed him to report the same with several amendments, which he was ready to submit whenever the House would be pleased to receive them.

*Ordered,* That the report be now received, and the said amendments were then read by the Clerk, as follows:—

Page 1, line 24.—After "Hamilton," insert "for the education of destitute children of the said City of Hamilton, and training them to habits of industry and virtue."

Page 1, line 33.—leave out "five," and insert "two."

Page 2, line 40.—Leave out "Trustees," and insert "Masters."

Page 3, line 3.—Leave out from "in" to "this," in line 4.

Page 3, line 12.—Leave out "each of," and after the second "the," leave out "three Branches," and insert "Governor and both Houses."

Page 3, line 13.—Leave out "Legislature," and insert "Provincial Parliament," and leave out "thereof," and insert "of the said Parliament."

The said amendments being read a Second time, and the question of concurrence put on each, they were severally agreed to. On motion of the Honourable A. J. Fergusson Blair, seconded by the Honourable Samuel Mills, it was,—

*Ordered,* That the said amendments be engrossed, and the said Bill, as amended, read a Third time to-morrow.

*June 9th, 1864.* Pursuant to the Order of the Day, the Bill intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton," was, as amended, read a Third time. The question being put whether this Bill, as amended, shall pass? It was resolved in the affirmative.

*Ordered,* That the Clerk do go down to the Legislative Assembly and acquaint that House, that the Legislative Council have passed this Bill, with several amendments, to which they desire their concurrence.

*June 10th, 1864.* Pursuant to the Order of the Day, the following Petition was read:—Of Beverley R. Morris, M.D., Superintendent of the Toronto Institution for the Deaf, Dumb and Blind; praying for the re-payment of certain sums expended by him, at the instance of the Government, for the benefit of the said Institution.

*June 14th, 1864.* A Message was brought from the Legislative Assembly by their Clerk, to return the Bill intituled: "An Act to incorporate the Children's Industrial School of the City of Hamilton."

*June 16th, 1864.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled: "An Act to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock," to which they desire the concurrence of this



House. The said Bill was read for the First time. On motion of the Honourable George Alexander, seconded by the Honourable W. H. Dickson, it was,—

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

*June 20th, 1864.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled: "An Act to incorporate the Congregational College of British North America," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable James Ferrier, seconded by the Honourable James Leslie, it was,—

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

*June 22nd, 1864.* Pursuant to the Order of the Day, the Bill intituled: "An Act to amend the Act of Incorporation of the Canadian Literary Institute, Woodstock," was read a Second time. On motion of the Honourable George Alexander, seconded by the Honourable Alexander Campbell, it was,—

*Ordered*, That the Sixty-second Rule of this House be dispensed with, in so far as relates to the said Bill, and that the same be referred to the Committee on Standing Orders and Private Bills.

Pursuant to the Order of the Day, the Bill intituled: "An Act to incorporate the Congregational College of British North America," was read a second time. On motion of the Honourable James Ferrier, seconded by the Honourable James Skead, it was,—

*Ordered*, That the Sixty-second Rule of this House be dispensed with, in so far as it relates to the said Bill, and that the same be referred to the Committee on Standing Orders and Private Bills.

*June 23rd, 1864.* The Honourable A. J. Fergusson Blair, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled: "An Act to incorporate the Congregational College of British North America," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment. On motion of the Honourable James Ferrier, seconded by the Honourable James Leslie, it was,—

*Ordered*, That the said Bill be read a third time presently.

The said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly, and acquaint that House that the Legislative Council have passed this Bill, without any amendment.

The Honourable A. J. Fergusson Blair, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled: "An Act to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock," reported that they had gone through the Bill and had directed him to report the same to the House without any amendment. On motion of the Honourable George Alexander, seconded by the Honourable Oliver Blake, it was,—

*Ordered*, That the said Bill be read a Third time presently. The said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill, without any amendment.

Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Marcus Gunn of London, C. W., praying for certain amendments to the existing School Laws of Upper Canada.

*June 24th, 1864.* The Joint Committee of both Houses on the Legislative Printing, beg leave to make the following as their Tenth Report. The Committee recommend that the following Document be printed. Annual Report of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1863. (This Report to be printed in the condensed form of last year, and the same number of copies).

The Honourable J. O. Bureau moved, seconded by the Honourable M. P. de S. Latour, That an humble Address be presented to His Excellency the Governor

General, praying that His Excellency will be pleased to cause to be laid before this House, a Statement, shewing:—

*First.* The quantity of Land in Upper Canada and in Lower Canada respectively, set apart for purposes of Education.

*Secondly.* The amount realized from the sale of these Lands, the number of Acres, or Arpents, sold, the number remaining to be sold.

*Thirdly.* In what manner these Lands, or their proceeds, have been divided between Universities, Academies, Colleges, Grammar Schools and Common Schools, respectively, in Upper Canada, and in Lower Canada.

*Fourth.* The Sums granted during the last five years, respectively, for Upper Canada and for Lower Canada, for the above mentioned Institutions, from out of the Consolidated Revenue Fund, or any other source of Revenue, in this Province.

The question of concurrence being put thereon, the same was resolved in the affirmative, and it was,—

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

*June 30th, 1864.* The Honourable the Speaker presented to the House the Reports of the Chancellor, Vice Chancellor and Senate of the University of Toronto, for the years 1862 and 1863.

His Excellency the Right Honourable Charles Stanley, Viscount Monck, Governor General of British North America, being seated in the Chair on the Throne, the Honourable the Speaker, commanded the Gentleman Usher of the Black Rod to proceed to the Legislative Assembly and acquaint that House that "It is His Excellency's pleasure they attend him immediately in this 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 follows:—

An Act to authorize the Anglican Bishop of the Diocese of Ontario, and the Rector of Kingston, to dispose of the Queen Street School Property in the City of Kingston.

An Act to incorporate the Children's Industrial School of the City of Hamilton.

An Act to amend the Act of Incorporation of the Canadian Literary Institute of Woodstock.

An Act to incorporate the Congregational College of British North America.

## CHAPTER XXI.

### EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF CANADA, 1864.

#### 27TH AND 28TH VICTORIA, CHAPTER CXLIH.

##### AN ACT TO AMEND THE ACT OF INCORPORATION OF THE CANADIAN LITERARY INSTITUTE OF WOODSTOCK.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

(Received the Royal Assent on the 30th of June, 1864).

Preamble.

WHEREAS the [Trustees of the] Canadian Institute of Woodstock have prayed to be empowered to raise a certain sum of money, not exceeding Four thousand dollars, on the Property held by the Corporation, and to change the day for holding the Annual Meeting of the Corporation; and it is expedient to grant their Prayer: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The said Corporation may raise, by way of loan, for the purposes of the said Corporation, any sum of money they may from time to time require for the purpose of completing their Buildings, or otherwise improving, or enlarging the same, or for paying, on continuing any loan; Provided always, that the total amount of such debt shall not at any time exceed the sum of Four thousand dollars; and for securing the repayment of such borrowed money the Corporation may grant a Mortgage, or Mortgages on their Property, by Deed, under the Corporate Seal thereof; anything in the Act incorporating the said Institute to the contrary notwithstanding.

Power to borrow money on mortgage

Proviso: amount limited

2. The Mortgagees, under this Act, shall not be bound to see to the application of the money lent.

Mortgages not bound, etcetera

3. The day for holding the Annual Meeting of the Subscribers and Contributors to the said Institution, is hereby changed from the Thursday next before the Twenty-fifth of December in each year, as provided in the Third Section of the Act incorporating the said Institute, to such day in the month of July in each year, as the Board of Trustees may, from time to time, determine.

Day of Annual Meeting changed

4. This Act shall be deemed a Public Act.

Public Act

27TH AND 28TH VICTORIA, CHAPTER CXLV.

AN ACT TO INCORPORATE THE CHILDREN'S INDUSTRIAL SCHOOL OF THE CITY OF HAMILTON.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

(Received the Royal Assent on the 30th of June, 1864).

WHEREAS an Institution has for some time existed in the City of Hamilton, supported by voluntary Contributions, and having for its object the Education of Destitute Children of the said City, and training them to habits of industry and virtue; and whereas the management of the affairs of the said Institution has hitherto been vested in a Committee, consisting of twenty-four Ladies as Directresses, Treasurer, Secretary and Managers, elected annually; and whereas the Ladies comprising the said Committee have, by their Petition, represented that the said Institution would be rendered much more efficient by giving it the character of a Corporation, and have prayed that an Act may be passed for that purpose, and it is expedient to grant their prayer; Therefore, Her Majesty, by and with the advice of the Legislative Council and Assembly of Canada, enacts as follows:

Preamble

1. Jane O'Reilly, and Helen Rae, Directresses, Jane R. Ewing, Treasurer, Kate E. Young, Secretary; Emma MacKeand, Eliza Osborne, Catharine Young, Helen Edgar, Mary Bickle, Margaret Robb, Agnes Buchanan, Barbara MacNab, Emily Lisber, Olivia Hunter, Susan Geddes, Elizabeth A. Boice, Eliza Bickle, Hughina MacDonald, Jessie Greer, Elizabeth MacKelcan and Catharine Ferrie, Managers, and all others who now, or may, from time to time, be elected to succeed them in manner hereinafter mentioned as Directresses, Treasurers, Secretary and Managers, shall be, and they are hereby nominated and constituted a body politic and corporate by the name of The Children's Industrial School of the City of Hamilton, for the Education of Destitute Children of the said City of Hamilton, and training them to habits of industry and virtue, and shall, by that name, have perpetual succession, and all the rights vested by the Interpretation Act in Corporations generally, and shall, from time to time, and at all times,

Incorporation

Corporate name

hereafter, be able and capable to have, take, receive, purchase and acquire, hold, possess, enjoy and maintain, to and for the use of the said Corporation, all Lands, Tenements and Hereditaments, which may hereafter be sold, ceded, exchanged, given, devised, or granted, to the said Corporation, or to sell, alienate, convey, let, or lease, the same, it need be; provided that the annual Income to be derived from such Real Property shall not exceed Two thousand dollars; and the said Corporation shall further have the right to make and establish so many By-laws, Orders and Regulations, (not being contrary to the Laws of this Province, or to this Act,) as they shall deem useful and necessary for the conduct, or government, of the said Institution; provided always, that no act done by such Directresses and Managers shall be valid and effectual unless five of such Managers, and one of the said Directresses, or Office-bearers, at the least, shall be present and the major part of these consenting thereto.

2. The said Directresses, Office-bearers and Managers shall keep, or cause to be kept, in a Book to be opened for that purpose, a list of all Subscribers to the said Institution; and a Meeting of the said Subscribers shall be held annually on the first Wednesday in the month of May in each year, (the first of such Meetings to be held on Wednesday, the sixth day of July next,) at such hour and place as the Directresses and Managers for the time being shall, by notice thereof, given at least one week beforehand in some Newspaper published in the City of Hamilton, appoint; And, at each such Meeting, a Report in writing of the affairs and management of the said Institution, and of all moneys received and expended, and of all Property, Real and Personal, then held by the Institution, and also of the number of Children of each sex received into the Institution, and of the number sent out for adoption, or to service, shall be exhibited under their proper heads by the Directresses, Office-bearers and Managers for the year then past; and, at such Meetings, the Ladies then present who are respectively Subscribers of a sum not less in amount than One dollar annually, or Donors, at any one time, of not less than Twenty dollars, or of Lands to an amount of not less in value than One hundred dollars, shall elect from the Subscribers, or Donors, of like amounts, not fewer than twelve fit and proper Persons as Managers of the said Institution, and also a Secretary, a Treasurer, and a First and Second Directresses, and the said Directresses, Treasurer, Secretary and Managers shall be the Governing Body of the Institution, and all vacancies which may occur in the interval between the annual Meetings, in their number, from death, resignation, or otherwise, may be filled up at a Special Meeting of the Subscribers called for the purpose, by a notice given in a similar manner to that required to be given for the Annual Meeting; provided always, that, if from any cause, such Annual, or Special, Meeting shall not take place at the time appointed by the notice, such Meeting may be called, as aforesaid, at any subsequent time.

3. The said Directresses, Office-bearers and Managers shall and may send out to service and apprentice thereto, or to any healthy trade, or business, all Children having the protection of the Institution aforesaid, to such Person, or Persons, and upon such terms, as to the said Directresses, Office-bearers and Managers shall seem fit and proper, and for that purpose, and on behalf of, and for such Child and themselves, may enter into and make, with any Persons, or Person, with whom such Child may be placed by said Directresses, Office-bearers and Managers, Articles of Apprenticeship, or Agreement, and such Articles, or Agreement may be enforced as well by action at Law, or in Equity, for breach thereof warranting such action, as by summary application to a Magistrate, or Justice of the Peace,

Real property

Proviso: value limited

By-laws

Proviso: quorum of managers, etcetera

List of members

Annual Meeting

Reports to be submitted

Election of managers and officers

Vacancies

Proviso: in case of failure of election

Power to apprentice

Children

Articles in such case

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(who is hereby authorized and empowered to act thereon), on any such occasion as would, according to the Laws of this Province, warrant the interference, or adjudication, of any one, or more, Justice, or Justices, of the Peace in the disputes and difficulties between Masters and Apprentices; provided always, that a copy of the Articles of Indenture apprenticing such Child shall, within six days from the time such Articles were executed, be lodged with the Clerk of the Common Council of the City of Hamilton, who is hereby required to file such copy; and provided further, that all persons desirous of obtaining any Child for the purpose of service and apprenticeship, or adoption, shall deposit in the hands of the Treasurer of the said Institution, for the benefit of such Child, not less than Three dollars a year.

Proviso:

Proviso:

4. The said Directresses, Office-bearers and Managers may exercise power of over, with respect to, the Children having the protection of the said Institution, such powers as their Parents, or Guardians, would have, or might exercise. power of parents given to directresses, etcetera

5. All Property which shall, at any time, belong to the said Institution, as well as the revenues thereof, shall, at all times, be appropriated and applied exclusively to the object and purposes mentioned in this Act. Property to be applied to objects of corporation

6. The Directresses, Managers, Secretary and Treasurer of the said Institution shall be and continue to be Directresses, Managers, Secretary and Treasurer of the said Corporation, until others shall be elected in their stead, as provided by this Act; And the By-laws, Rules, Orders and Regulations of the said Institution shall be, and continue to be, the By-laws, Rules, Orders and Regulations of the said Corporation, until altered, or repealed. Present office-bearers to continue until new election  
Present By-laws continued

7. The said Corporation shall present to the Governor and both Houses of the Provincial Parliament, within the first fifteen days of each Session of the said Parliament, a full return of all Property, Real and Personal, held by them, and of their Receipts and Expenditure for the past year. Returns to Government

8. This Act shall be deemed a Public Act.

Public Act

27TH AND 28TH VICTORIA, CHAPTER CLVII.

AN ACT TO AUTHORIZE THE LORD BISHOP OF THE DIOCESE OF ONTARIO, AND THE RECTOR OF KINGSTON, TO DISPOSE OF THE QUEEN STREET SCHOOL PROPERTY IN THE CITY OF KINGSTON.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

(Received the Royal Assent on the 30th of June, 1864).

WHEREAS, by a Deed, bearing date the Twenty-fourth day of July, in the year of Our Lord One thousand eight hundred and fifty-four, a certain parcel of Land situate on Queen Street, in the City of Kingston, more particularly described in the said Deed, and now known as the Queen Street School Property, was, by the Reverend William M. Herchmer, since deceased, conveyed in Fee to the Right Reverend John Strachan, Lord Bishop of the Diocese of Toronto, (within which Diocese the said Land, at the date of the Deed, was situate), and the Venerable George O'Kill Stuart, Archdeacon and Rector of Kingston, upon trust for a Parochial School, appurtenant to Saint George's Church in said City, to be established and continued for ever in accordance with the usages, discipline, and doctrine of the United Church of England and Ireland; and whereas, the Building erected on said Land for the purposes aforesaid having been destroyed by

Preamble.

fire, it is deemed advisable to rebuild the same, and the Lord Bishop of the Diocese of Ontario and the Rector of Kingston are desirous of disposing of the said Land, and with the proceeds of the sale thereof erecting on the Land adjacent to the Cathedral, and more advantageously situated, a Building suitable for the purposes expressed in the said Deed; and whereas doubts have arisen whether, under the Act of the Parliament of this Province, passed in the Twenty-fifth year of Her Majesty's Reign, and intituled: "An Act to incorporate the Synod of the Diocese of Ontario," the said Land can be sold; Therefore Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Power to sell land, and make deeds of conveyance in fee simple, and take mortgage for part of price

1. The Lord Bishop of the Diocese of Ontario for the time being, may, with the consent of the Rector of Kingston, sell to any person the whole, or any part, of the said Land, which may be described as follows:—Commencing on the northerly limit of Grave, (now Queen,) Street, where a post has been planted at the south-eastern angle of Town Lot number Thirty, and at the south-western angle of the said Tract, and at the distance of three chains one link and six-tenths of a link from the limit between Town Lots numbers Three hundred and seventy-seven and Three hundred and seventy-eight in the said City; thence northerly along the limit between said Lot number Thirty and said Tract, two chains eighty-nine links and nine-tenths of a link, more, or less, to Colborne Street; thence easterly along the southern limit of said Colborne Street sixty feet; thence southerly parallel to the first course two chains eighty-nine links and eight-tenths of a link, more, or less, to the northerly limit of Grave, (now Queen,) Street, and thence along the same sixty feet, more, or less, to the place of beginning; for such price as they may deem most advantageous, and on such terms of payment as may be agreed on, and may execute all needful Deeds of Conveyance in Fee simple as to them may seem meet, and may receive and hold a Mortgage for securing the balance of the purchase money, if necessary; the purchase money accruing from such sale shall be duly invested and applied by the Lord Bishop of the Diocese of Ontario and the Rector of Kingston, towards the erection of a suitable Building for the Parochial School, according to the trust expressed in the said Deed, to be erected on the Land adjacent to, and belonging to, Saint George's Cathedral in said City.

Application of the purchase money

Purchasers not required to see to application

2. No person paying any money to such Lord Bishop and Rector and obtaining their receipt, shall be required to see to the proper application of the money.

Public Act

3. This Act shall be deemed a Public Act.

## 27TH AND 28TH VICTORIA, CHAPTER CLXII.

AN ACT TO INCORPORATE THE CONGREGATIONAL COLLEGE OF BRITISH NORTH AMERICA.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

(Received the Royal Assent on the 30th of June, 1864).

Preamble.

WHEREAS, the Reverend Henry Wilkes, Doctor of Divinity, the Reverend George Cornish, Master of Arts, and Mr. William R. Hibbard, Mr. Charles Alexander, Mr. John Dougall and Mr. Charles R. Black, have, by

their Petition set forth, that they and others have, for many years past, been associated for the maintenance of an Institution for the training of young men for the Christian Ministry, in connection with the Congregational Denomination of Christians, under the name of the Congregational College of British North America; that the said Institution is about to be removed to Montreal; that it would greatly promote the efficiency thereof that it should there be affiliated to the McGill University, in order to which it must be incorporated; and whereas they, therefore, pray for the incorporation thereof by the name aforesaid, and under the conditions hereinafter set forth; and whereas it is expedient to grant their prayer; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The said Doctor Henry Wilkes, Reverend George Cornish, Mr. William R. Hibbard, Mr. Charles Alexander, Mr. John Dougall, Mr. Charles R. Black, and all other persons aforesaid, or who may, by virtue of this Act, replace, or join them, for such purposes, are hereby constituted a body politic and corporate by the name of "The Congregational College of British North America."

Corporate name and powers.

2. The said Corporation may acquire by any legal title, and may hold any Real Estate required for its actual use and occupation, and may, at any time, dispose thereof and acquire other instead thereof; but it shall not acquire, or hold, any Real Estate whatever, not required for such its actual use and occupation.

May hold real estate for its own use and occupation only

3. No bequest in favour of the said Corporation shall be valid, unless made at least six months before the death of the person making the same.

Requests to Corporation

4. All the Revenues of the said Corporation, from whatever source derived, shall be devoted exclusively to the maintenance thereof, and the furtherance of the object aforesaid, namely, the training of young men for the Christian Ministry, in connection with the Congregational Denomination of Christians, and to no other purpose whatever.

Appropriation of revenues

5. The said Corporation shall have power to administer their affairs by such, and so many, Directors and Officers, and under such restrictions, as touching their powers and duties as, by By-law in that behalf, they may, from time to time, ordain; and they may assign to any of such Officers such remuneration as they may deem requisite; and generally, they may, from time to time, make all such By-laws as they may deem requisite for the due ordering of their affairs, and may, from time to time, amend, or repeal the same.

Appointment of Directors, etcetera

6. The said Congregational College of British North America may, at any time, become affiliated to the McGill University, upon such terms as the said University and the said Corporation hereby created may agree upon.

Affiliation to McGill University

7. The said Corporation shall, at all times, when thereunto required by the Governor, or either House of the Legislature, make a full return of their Property, Real and Personal, and of their Receipts and Expenditure, for such period, and with such details and other information as the Governor, or either House of the Legislature, may require.

Yearly return to the Legislature

8. This Act shall be deemed a Public Act.

Public Act

## CHAPTER XXII.

## PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1864.

*January 7th, 1864.* Read a Letter from the Provincial Secretary, enclosing the Commission of Reverend John Davison as a Member of the Senate. Read a Memorial of Mr. William Thompson, Student in Arts, praying to be allowed to take the Examination of the third year, without taking the Mathematics of the first year, which he has already passed.

Moved by the Vice Chancellor, seconded by Doctor L. W. Smith, That the Reverend Professor Jones of Trinity College be appointed one of the Examiners in Mathematics. (Carried).

*January 21st, 1864.* Read a Letter from the Provincial Secretary, enclosing approved Statutes on the Lectureship in Chemistry and Physiology in Upper Canada College, and amending the Statute as to Degree of M.B.

Doctor Daniel Wilson gives notice that he will introduce a Statute relative to the taking of the Scholarship at Matriculation in any Faculty by those who have already matriculated in another Faculty.

Read the Report of the Committee on Regulations for the guidance of Examiners.

The Report of the Observatory Committee on the Observatory and the Director's Report thereon were read.

Moved by the Vice Chancellor, seconded by Professor Cherriman, That the Report just read be adopted. (Carried).

In the absence of Mr. Adam Crooks, it was moved by Doctor L. W. Smith, seconded by Doctor Daniel Wilson, That it is expedient to appoint a Committee, to whom shall be referred the Letter of the Bursar, in relation to the excess of Expenditure over Income, with power to suggest measures for the reduction of such Expenditure, and also to take into consideration the continued occupation of the old King's College Building, and part of the University Grounds for the purpose of a Branch Lunatic Asylum, thereby preventing the increase of revenue by the leasing of the same, as designed in plans approved of, and now in the hands of the Bursar; also that such Committee shall consist of the following Members of Senate: The Chancellor, Vice Chancellor, the Reverend Doctor McCaul, Doctor Daniel Wilson, Professor J. B. Cherriman, Mr. Adam Crooks, the Reverend Doctor Adam Lillie, the Principal of Upper Canada College and the Mover. (Carried).

Doctor W. T. Aikins moved, seconded by Mr. T. A. McLean, the first reading of the Statute amending the Statute entitled: "Statute for increasing the acquirements for the Degree of M.B." Doctor Aikins gave notice that at the next Meeting he would move the second reading of the Statute.

The Report of the Upper Canada College Committee on the claim of the Reverend Walter Stennett was again read.

Moved by the Reverend Doctor R. A. Fyfe, seconded by the Reverend Doctor Adam Lillie, That the Report be adopted, but, at the same time, the Senate will not recognise any claim on the part of the Principal, or Masters, of Upper Canada College for any expenses incurred in the College Building, or Houses of the Masters, which have not been sanctioned and executed under the order of the College Committee of the Senate, or by Resolution of the Senate. (Carried).

Moved by Professor J. B. Cherriman, seconded by the Reverend John Jennings, That the following alterations be made in the Text Books in Mathematics:—Matriculation: Todhunter's Algebra for Beginners, Pott's, or Todhunter's, Euclid. First year: Cherriman's Plane Trigonometry. Second year: Puckle's Analytical Conic Sections; Hemming's Differential Calculus. Third year: Parkinson's Optics; Miller on Besant's Hydrostatics. Fourth year: Todhunter's Spherical Trigonometry; Miller, or Besant's Hydrodynamics; Parkinson's Optics. (Carried).



February 11th, 1864. On motion of Professor J. B. Cherriman, the Report of the Committee on Regulations for Examiners was ordered to be read clause by clause.

Moved by the Reverend Doctor McCaul, seconded by Professor J. B. Cherriman, That the Report of the Committee on Instructions to Examiners be adopted, and that the Instructions be printed together with the Statutes relating to Examiners, and that the Registrar send a copy to each Examiner on his acceptance of Office. (Carried).

Doctor Daniel Wilson introduced the Statutes of which he had given notice.

Moved by Doctor Daniel Wilson, seconded by the Reverend Doctor Adam Lillie, That the Statute amending Statutes as to Scholarships be read a First time. (Carried).

Moved by Doctor W. T. Aikins, seconded by Doctor Daniel Wilson, That the Statute amending the Statute entitled: "Statute for increasing the requirements for the Degree of M.B." be read a second time and passed. (Carried).

March 24th, 1864. Read a Memorial from Sixteen Students of the Toronto School of Medicine, praying for a special Matriculation Examination during the present month.

Resolved, That the prayer of the Memorial be granted, the Examination to commence on Tuesday, the 29th instant.

Read a Letter from Mr. T. C. Pateson, B.A., Oxon., asking to be admitted as *ad eundem gradum*, and enclosing Certificates of his matriculation, of his having passed the Responsions, and the Certificate of the Registrar of the University of Oxford, of his having been admitted to the Degree of B.A.

Ordered, That Mr. Pateson's request be granted, and that he be admitted to present himself at Convocation for admission *ad eundem gradum*.

Doctor Daniel Wilson gave notice that he would at the next Meeting introduce a Resolution, altering some of the Text Books in the Departments of History and English Literature.

The Reverend Doctor McCaul gave notice of his intention to introduce, at the next Meeting, a Resolution relative to the attendance of Students of affiliated Colleges at the University Examinations.

Mr. J. H. Morris introduced the Statute relative to the settlement of the claims of Doctor Barrett, of which Doctor Aikins gave notice on the 5th of December last.

Moved by Mr. J. H. Morris, seconded by Doctor Daniel Wilson, That the Statute relating to the payment of \$559.40 to Doctor Barrett for services rendered, as Superintendent of the Boarding House of Upper Canada College, be read a first time. (Carried).

April 20th, 1864. The Chancellor and Vice Chancellor being absent, moved by Mr. John Boyd, and seconded by Doctor Daniel Wilson, That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a Memorial of Messieurs Constantinides and McLaughlin, praying that a special Convocation might be held for the purpose of allowing them to receive their Degree of M.B., as they intend to enter the Royal College of Surgeons and wish to sail for England next month.

Read a Letter from Mr. W. M. Keefer, stating that he intends to present himself not only for the Degree of B.A., but also for the second year in Agriculture, and asking to be exempt from passing in Mineralogy and Geology, Chemistry and Natural History.

Read a Memorial from the Students of the second year in Law, praying to be relieved from the Examination in Austin's Jurisprudence," for the reason that the Book cannot be obtained from any of the Booksellers.

The Draft Annual Report of the Senate was read.

The Vice Chancellor's report on the results of the Medical Examination was read.

A Letter from Doctor Ogden and Professor H. H. Croft, recommending the re-consideration of the case of Mr. Lynch, rejected by the Examiners, having been read, it was moved by Professor Croft, seconded by Professor Wilson, That the Report of the Vice Chancellor on the result of the Examinations in Medicine be referred back to the Examiners for re-consideration. (Carried).

Moved by Mr. J. H. Morris, seconded by Doctor Daniel Wilson, That the Statute relating to the settlement of the claims of Doctor Barrett, as Superintendent of the Boarding House of Upper Canada College, be read a second time and passed. (Carried).

It having been stated that the Registrar had replied to Mr. W. M. Keefer, that, in his opinion, he would be obliged to pass Examinations in the subjects mentioned in his Letter, the Registrar was ordered to inform Mr. Keefer that the Senate concurred in the opinion already given.

The prayer of the Memorial of Students in Law was refused.

Moved by Doctor Wilson, seconded by the Reverend Doctor McCaul, That the Statute amending the Statute of Scholarships be read a second time and passed. (Carried).

Moved by Doctor Daniel Wilson, seconded by Mr. G. R. R. Cockburn, That the following changes be made to the Text Books and Books of Reference in English and History:—First year: English Pass and Honours, Fowler's "English Language, and its Elements and Forms," instead of Latham's "English Language." History for Honours, add "Robertson's Charles V., (Prescott's Edition,)" Third year: In Etymology, add Max Muller's "Science of Language." That the English Literature of the first year be defined to be that to the Accession of Queen Elizabeth. That the English Literature of the second year be defined to be that from the Accession of Queen Elizabeth to the Accession of Queen Anne. That the English Literature for the Degree of B.A., be from Accession of Queen Anne to the present time.

The Reverend Doctor McCaul gave notice that, at the May Session, he will introduce a Statute amending the Statutes on Examinations, and Degrees in the Faculty of Arts.

*April 26th, 1864.* The Annual Report of the Senate having been read, it was,—

Moved by the Vice Chancellor, seconded by Professor Croft, That the Annual Report of the Senate, just read, be adopted. (Carried).

Mr. Adam Crooks introduced the Report of the Committee, to whom had been referred the Letter of the Bursar, relating to the Income and Expenditure of the University.

Moved by Mr. Adam Crooks, seconded by Professor H. H. Croft, That the Report just read, be adopted. (Carried).

The Vice Chancellor re-read his Report on the recent Medical Examination.

Moved by the Vice Chancellor, seconded by Doctor McMichael, That the Report on the Medical Examination, just read, be adopted. (Carried).

The Memorial from Messieurs Constantinides and McLaughlin having been again read, it was,—

Moved by the Vice Chancellor, seconded by Mr. Adam Crooks, That the Senate do not feel called upon to depart from the requirements of the Statute, in regard to referring Degrees, as requested by Messieurs Constantinides and McLaughlin, Students in Medicine.

The Vice Chancellor informed the Senate, that, in consequence of the Reverend Doctor Leitch's illness, that Gentleman had resigned his position as Examiner in Metaphysics and Ethics, and requested the Reverend Professor Murray to be appointed as Examiner in his place, and that, accordingly, he had requested Mr. Murray to accept, which the Gentleman has expressed his willingness to do.

*May 12th, 1864.* Read a Memorial of Mr. W. D. Ballantyne, Student in the Faculty of Arts, praying that he might be allowed to present himself for the examination of the third year, without passing that of the second year, under the circumstances stated in his Memorial.

Moved by the Vice Chancellor, seconded by Professor H. H. Croft, That the Committee for the supervision of Upper Canada College shall consist of the Chancellor, the Vice Chancellor, Doctor Daniel Wilson, Doctor L. W. Smith and Mr. Adam Crooks.

Doctor Wilson gave notice that he would move a Resolution at next Meeting to have the University Calendar, with the list of Graduates of the year, printed annually, along with the Examination Papers.

Mr. Adam Crooks gave notice that, in reply to the Letter of the Bursar, referring to the Income and Expenditure of the University, he be furnished with a copy of the Report of the Committee thereon.

Mr. Adam Crooks gave notice that a copy of the Report of the Committee, to whom was referred the Letter of the Bursar be sent to the Provincial Secretary, for the consideration of His Excellency the Governor General-in-Council, and that the Chancellor be requested to urge upon the Governor the necessity of an early removal of the Branch Lunatic Asylum from the University Grounds.

Mr. Adam Crooks gave notice that, at the next Meeting of the Senate, he would introduce a Statute to amend the Statute relating to Examiners, to the effect that there be one, instead of two, Examiners in Chemistry, and also one in each of the Departments of Mineralogy and Geology, Natural History, Metaphysics and Ethics, Oriental Languages.

Doctor Daniel Wilson, on behalf of the Reverend Doctor McCaul, gave notice that he would introduce a Statute, amending the Statute on Examinations and Degrees in the Faculty of Arts.

*May 13th, 1864.* There not being a quorum present, the Senate adjourned.

*June 3rd, 1864.* Read a Letter from the Provincial Secretary, inclosing the Statute relating to compensation to Doctor Barrett, as approved of by His Excellency, the Visitor.

The Vice Chancellor read the Report upon the Examinations in Law and Arts, in which several recommendations for Medals and Scholarships were made and approved.

The Vice Chancellor, seconded by Mr. G. R. R. Cockburn, moved the adoption of the Report.

Moved by the Reverend Doctor McCaul, seconded by Professor Cherriman, That the Report be amended, by substituting for the recommendation of the division of the Scholarship for General Proficiency of the second year between Messieurs Campbell and Fitzgerald, the following: "That, in view of the excellent examination passed by Messieurs Fitzgerald and Campbell, of the second year, the Senate awards to each the sum of Five pounds, in addition to the one-half of the Scholarship for General Proficiency. (Carried). The Report, as thus amended, was adopted.

Mr. G. R. R. Cockburn gave notice, that, at the next Meeting, he would move, That the names of all the Matriculants be printed in the Annual Convocation Programme, and that to the names of the Honour Matriculants be appended the names of the School, or Schools, which they attended during the previous eighteen months, and that the names of these Honour Matriculants be published three times in the City papers, as soon as the results of the Matriculation Examination have been determined.

Moved by Mr. Adam Crooks, seconded by Doctor Daniel Wilson, That, in reply to the Letter of the Bursar, referring to the Income and Expenditure of the University, he be furnished with a copy of the Report of the Committee thereon. (Carried).

Moved by Mr. Adam Crooks, seconded by Doctor Wilson, That a copy of the Report of the Committee, to whom was referred the Letter of the Bursar, on the subject of the Income and Expenditure of the University be sent to the Provincial Secretary, for the consideration of His Excellency the Governor-in-Council, and that the Chancellor be requested to urge upon the Government the necessity of an early removal of the Branch Lunatic Asylum from the University Grounds. (Carried).

Moved by Mr. Adam Crooks, seconded by Doctor Daniel Wilson, That a Calendar of the University of Toronto be published annually, containing lists of the Graduates, Undergraduates, Scholars, and Honour men, and that it be bound up with the Course of Study, and with the Examination Papers, or with the former alone, and that they

shall be sold either together, or separately, at a reasonable price, towards defraying the cost.

*June 8th, 1864.* Read an application for admission *ad eundem gradum* from Mr. John Seath, B.A., of the Queen's University, Ireland, and the Vice Chancellor's Report that Mr. Seath had produced the necessary proofs of his standing.

*Resolved*, That Mr. John Seath, B.A., Queen's University, Ireland, be admitted *ad eundem gradum* in this University.

The Senate then adjourned to the Convocation Hall, where Degrees and Scholarships were conferred and Matriculants admitted, as appears from the record entered in the Book of Convocation.

*July 14th, 1864.* Read a Letter from the Provincial Secretary, enclosing, for the Report of the Senate thereon, a Memorial from Doctor Forneri, Professor of Modern Languages in University College, praying to be allowed to resign his Chair, on condition of receiving Five years' salary.

Read a Letter from Doctor Forneri to the Registrar, stating that, by a Memorial addressed to His Excellency, the Visitor, and forwarded on the 23rd of June last to the Honourable the Provincial Secretary, he had withdrawn his Resignation.

Read a Letter from the Assistant Provincial Secretary to Doctor Forneri, acknowledging the receipt of his Communications of the 23rd of June, and the 9th instant, and informing him that they will receive His Excellency's consideration.

Moved by the Reverend Doctor McCaul, seconded by Professor Cherriman, That the Statute, amending the Statutes on Examinations and Degrees in the Faculty of Arts, be read for the first time. (Carried).

In pursuance of notice given by Mr. G. R. R. Cockburn at the Meeting of the 3rd of June, it was,—

Moved by the Reverend Doctor McCaul, seconded by Professor J. B. Cherriman, That the name of the School, or Tutor, at which, or by whom, each of the Honour Matriculants has been educated during the eighteen months previous to Examination for Matriculation, be published in the Order of Proceedings for Convocation, but that none shall be named except those, at which, or by whom, he has been instructed for a greater period than three months.

Moved by Doctor Daniel Wilson, seconded by Doctor L. W. Smith, That the Chancellor be requested to draw the attention of the City Authorities to the present condition of the Avenue, leading from Queen's Street to the Queen's, or University Park, and to the Buildings now in progress, having their principal entrance on the Avenue, and requiring them to carry out the conditions of the Lease which binds them to preserve the Avenue intact, as its injury, if not ruin, is inevitable if the range of planking on each side is thus permanently encroached upon. (Carried).

Moved by Doctor L. W. Smith, seconded by Doctor George Herrick, That the Registrar be instructed to inform the Provincial Secretary, with reference to his Letter dated the 10th of June last, that, it having been communicated to the Senate by Doctor Forneri, that he has since withdrawn the Memorial referred to in the said Communication, the Senate respectfully beg to ask whether it is still desired that they should take any action upon the said Letter.

*September 15th, 1864.* Read a Letter from the Provincial Secretary, dated the 21st of July last, with reference to Memorial of Doctor Forneri, stating that, under the circumstances, no Report from the Senate is necessary.

Read a Letter from the Provincial Secretary, dated the 16th of July last, enclosing the copy of an Order-in-Council, reinstating Mr. Alan Cameron as Cashier of the University of Toronto and Upper Canada College, from the 13th of May last, at the same rate of salary as he received at the time of his removal, and to commence from the period up to which he was paid at the time.

Read a Letter from Doctor Forneri, Professor of Modern Languages in University College, suggesting certain modifications in the subjects of Study and Text Books in his department.

Read a Letter from the Bursar, drawing attention to the continued occupation of Building in the Park for a Lunatic Asylum, and stating his opinion that it seriously obstructed the letting of the Building Lots.

Read a Letter from Mr. David Buchan, offering for sale to the University the Microscope owned by the late Mr. Patrick Freeland.

Read an application from Mr. John L. Rose, Student of the second year in Victoria College, to be admitted *ad eundem statum*, accompanied by a Certificate of the Reverend Doctor Nelles, as to his good standing.

Moved by Mr. Adam Crooks, seconded by Mr. D. E. Blake, That the Letter of the Provincial Secretary, referring to the appointment of Mr. Alan Cameron to the office of Cashier in the Bursar's Office, be referred to a Committee, consisting of Mr. T. A. McLean, Mr. J. H. Morris, and the Mover and Secunder, to report thereon for the future action of the Senate. (Carried).

Moved by Doctor Daniel Wilson, seconded by Mr. T. A. McLean, That the Registrar be instructed respectfully to invite the attention of his Excellency, the Visitor, to the occupation of the Building and Grounds in the University Park, as referred to in the Bursar's Letter, and to forward copies of former Memorials and remonstrances on this subject.

Moved by Mr. Adam Crooks, seconded by Professor H. H. Croft, That the Statute amending the Statute on Examiners be read a second time and passed. (Carried).

Doctor Daniel Wilson gave notice that he will introduce a Statute re-arranging the times of Meeting of the Senate.

Moved by the Reverend Doctor McCaul, seconded by Mr. Adam Crooks, That the Statute amending former Statutes, relative to the Faculty of Arts, be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. Adam Crooks, That the said Statute be referred to a Committee of the whole Senate on Monday next. (Carried).

The Reverend Doctor John Jennings gave notice that at such Meeting of the Senate in Committee, he will propose to make the following additions to the Statute on "Candidates for admission to the Degree of M.A. shall have been admitted to the Degree of B. A., shall be of the standing of — years from admission to the Degree of B.A. and shall pass in a Competitive Examination on the main subjects taught in the University, and to be prescribed by Statute."

Moved by the Reverend Doctor McCaul and seconded by Mr. J. H. Morris, That Mr. J. L. Rose be admitted as an Undergraduate of the Second year in the Faculty of Arts. (Carried).

September 19th, 1864. Mr. Adam Crooks introduced the Report of the Committee, to whom had been referred the Letter of the Provincial Secretary, relating to the reinstatement of Mr. Alan Cameron.

Moved by Mr. Adam Crooks, seconded by Mr. D. E. Blake, That the Report of the Committee, to whom was referred the Letter of the Honourable the Provincial Secretary, informing the Senate of the appointment of Mr. Alan Cameron as Cashier in the Bursar's Office, be received and adopted, and that a Memorial, founded thereon, be presented to His Excellency the Governor-in-Council, and that the Chancellor be requested to cause the same to be presented to His Excellency. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. Adam Crooks, That the Senate do now resolve itself into Committee of the Whole, upon the Statute amending former Statutes in the Faculty of Arts. (Carried).

Various amendments to the Statute were considered and discussed. The Committee then rose and reported the Draft of a Statute, to be taken into consideration on Friday next.

Moved by Doctor Daniel Wilson, seconded by Mr. D. E. Blake, That the Statute relating to the times of holding the Meetings of the Senate be read a first time. (Carried).

*September 23rd, 1864.* Moved by Doctor Daniel Wilson, seconded by Mr. Adam Crooks, That the Statute altering the times of holding the Sessions of the Senate be read a second time and passed. (Carried).

*October 3th, 1864.* The Chancellor and Vice Chancellor being absent, it was moved by Doctor L. W. Smith, seconded by Professor J. B. Cherriman, That the Reverend Doctor McCaul do take the Chair. (Carried).

Doctor McCaul presented the Report of the Examiners for Matriculation, by which it appeared that nine Candidates had presented themselves for Examination in the Faculty of Law, of whom eight had passed; that, in the Faculty of Medicine, twenty Candidates offered themselves, of whom only twelve had passed; that, in the Faculty of Arts, forty-four Candidates offered themselves, of whom forty-one passed; and that there were no Candidates in Civil Engineering, or Agriculture. In Arts several recommendations for Scholarships were made and approved.

Read a Memorial from Mr. John H. Miller, praying to be allowed to take the third year's Examination, without taking the Mathematics of the first year, on the ground that he was prevented from passing the second year's Examination by illness.

Read a Memorial from Mr. F. Macleunan, stating that, in consequence of the sudden illness of his Mother, terminating in her death, he was prevented from presenting himself for the second year's examination, and praying to be allowed to take the third year's subjects, with the usual options.

Read a Letter from Mr. J. Smiley, Student of the fourth year in Arts, asking whether he is entitled to Options, he having taken first class Honours at the third year's Examination in German and Italian.

Moved by Professor J. B. Cherriman, seconded by Doctor W. T. Aikins, That the Report of the Examiners for Matriculation be received and adopted. (Carried).

Moved by Doctor L. W. Smith, seconded by the Reverend Doctor John Barclay, That the Senate, having taken into consideration the Petition of Messieurs Macleunan and Miller, do not consider it advisable to depart from the Statutes already laid down for their guidance.

The Senate having taken into consideration the Letter of Mr. Smiley, were of the opinion that he is entitled to Options.

Various details of the proposed Statute amending Statutes in the Faculty of Arts were taken up and discussed.

The Reverend Doctor McCaul gave notice of his intention to introduce a Statute, amending the Statute on Law, Medicine, Civil Engineering and Agriculture.

*October 7th, 1864.* The Chancellor and Vice Chancellor being both absent, it was moved by Professor J. B. Cherriman, seconded by Mr. J. H. Morris, That the Reverend Doctor McCaul take the Chair. (Carried).

Read a Letter from Mr. John H. Miller and Mr. F. Macleunan, praying for a reconsideration of their cases.

Further details of the proposed Statute amending the Statutes in the Faculty of Arts were discussed and modifications made in the Draft brought in.

*October 11th, 1864.* The Chancellor and Vice Chancellor both being absent, it was moved by Professor J. B. Cherriman, seconded by Professor H. H. Croft, That the Reverend Doctor McCaul take the Chair. (Carried).

The discussion on the Statute amending the Statutes in the Faculty of Arts was continued.

*October 14th, 1864.* Moved by Doctor McCaul, seconded by Professor Cherriman, That the Statute amending the Statutes on the Faculty of Arts do now pass. (Carried).

The Reverend Doctor McCaul moved, seconded by Mr. G. R. R. Cockburn, That the Statute amending the Statute in the Department of Agriculture be read a first time. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Professor J. B. Cherriman, That the Statute amending the Statute in the Department of Civil Engineering be read a first time. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Professor H. H. Croft, That the Statute amending the Statute in the Faculty of Medicine be read a first time. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. Adam Crooks, That the Statute amending the Statute in the Faculty of Law be read a first time. (Carried).

Mr. G. R. R. Cockburn gave notice of a Resolution to substitute some other French Books for those in use at Matriculation, and during the first year.

October 21st, 1864. The Chancellor and Vice Chancellor both being absent, it was moved by Doctor Daniel Wilson, seconded by Doctor H. H. Croft, That the Reverend Doctor McCaul take the Chair.

Mr. G. R. R. Cockburn moved, seconded by Doctor Daniel Wilson, That the Junior Matriculation in French consist of: D'Fiva's Grammar and Exercises. Voltaire's *Historie de Charles XII.*, Books I., II., III., Corneille's *Horace*, Act IV., and that in the Senior Matriculation, Aue's German Grammar be substituted for Forneri's. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. T. A. McLean, That the following notice shall be added to the Prospectus of the Faculty of Arts, as altered by the Statute amending the Statutes relative to the Faculty of Arts. (Carried).

N. B. This Statute will come into operation for Matriculation in September, 1865, and for all Undergraduates in May, 1866, according to the following arrangements for the intervening years. The subjects in German will all be the same as those, under the existing Statutes, for Undergraduates of the second and third and fourth years of 1866; for Undergraduates of the third and fourth years in 1867, and for Undergraduates of the fourth year in 1868.

Undergraduates will not be required to pass an Examination in any sub-department, or branch, in which they had previously passed the necessary examination under the existing Statutes.

Undergraduates of the Second year, who are candidates for Honours at the annual examination of 1866 will exercise the Options, under the provisions of the existing Statutes, and Undergraduates of the Third year, who are Candidates for Honours at the annual Examination of 1866 and 1867 will exercise the Options, under the provisions of this Statute.

Undergraduates who present themselves at the final examination as Candidates for Honours in Classics will make certain prescribed substitutions.

Scholarships for Classics, or Mathematics, will be offered for competition at the Matriculation in 1865.

The provisions whereby Students of an affiliated College are required to produce Certificates from the Head of such College will be enforced at and after the Annual Examination in May, 1865.

Moved by the Reverend Doctor McCaul, seconded by Mr. Adam Crooks, That the Statute amending the Statute on Law be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by the Honourable William Cayley, That the Statute amending the Statute in the Faculty of Medicine be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. G. R. R. Cockburn, That the Statute amending the Statute on the School of Agriculture be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Doctor L. W. Smith, That the Statute amending the Statute in the School of Civil Engineering be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. D. E. Blake, That, in view of the provisions made for supplemental Examinations in the Statute amending the Statute relative to the Faculty of Arts, Mr. Miller and Mr. MacLennan shall be permitted to present themselves as Candidates at the Examination for the third year, and shall not be required to pass an additional Examination in the Mathematics of the first year, as they have previously passed it. (Carried).

December 1st, 1864. In the absence of the Chancellor and Vice Chancellor, it was moved by Doctor Daniel Wilson, seconded by Doctor W. T. Aikins, That the Reverend Doctor McCaul do take the Chair. (Carried).

Read an application from Mr. William McGeachy to be admitted to the standing of the third year in this University, accompanied by Certificates of Matriculation, and of having passed the first and second year's Examinations in the Faculty of Arts in Queen's College, Kingston.

Read a Memorial from Mr. A. Macallum, stating that he had passed the examination for the Degree of B.A. last May, but was prevented by illness from attending the Convocation, and praying that the Degree may be conferred upon him.

Doctor W. T. Aikins, in the absence of Professor J. B. Cherriman, gave notice of an intention to introduce a Statute amending Section Six of Statute Four on the salary of the Vice Chancellor.

*December 14th, 1864.* Moved by Mr. G. R. R. Cockburn, seconded by Doctor W. T. Aikins, That Mr. William McGeachy's Certificates having been found satisfactory, he be admitted to the Standing of the third year in the Faculty of Arts. (Carried).

Read a Petition from Mr. C. Douglas, stating that he had passed the Examination for the Degree of M.B., and that, through illness, he had been prevented from attending Convocation and praying that he might be admitted to the Degree.

The Registrar was ordered to inform Mr. Douglas that, upon the production of a satisfactory Medical Certificate of his illness, he may be admitted to the Degree.

The Registrar was ordered to inform Mr. McCallum, in reply to his Memorial that no reason is thereby assigned for inducing the Senate to depart from the established practice of only conferring Degrees at the Annual Convocation.

*December 22nd, 1864.* Read a Letter from the Provincial Secretary, enclosing the Statute altering the times of holding the Sessions of the University, approved of by His Excellency the Governor General, as Visitor of the University.

Moved by Doctor Daniel Wilson, seconded by the Vice Chancellor, That the annual allowance of Thirty Dollars due to Mr. David Alderdice, for his attendance on the Senate and the Upper Canada College Committee during the present year, be ordered to be paid. (Carried).

Professor J. B. Cherriman introduced the Statute of which notice was given amending the Statute relating to the salary of the Vice Chancellor.

Moved by Professor J. B. Cherriman, seconded by Doctor W. T. Aikins, That Section VI. of Statute IV. be amended by inserting, in lieu of the words: "two hundred pounds" the words "four hundred dollars." (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That Mr. Adam Crooks be appointed Vice Chancellor for the ensuing term of two years. (Carried).

Moved by the Honourable Doctor Patton, seconded by the Reverend Doctor John Jennings, That the Library Committee shall consist of the following Members: The Chancellor, the Vice Chancellor, the President of University College, Professor Cherriman, Professor Wilson, the Reverend William McCaure and Mr. D. E. Blake. (Carried).

Moved by the Honourable Doctor Patton, seconded by the Reverend Doctor John Jennings, That the Committee on the University Grounds shall consist of the following Members: The Chancellor, the Vice Chancellor, the President of University College, Professor Croft and Mr. T. A. McLean (Carried).

Moved by the Honourable Doctor Patton, seconded by the Honourable William Cayley, That the Observatory Committee shall consist of the following Members: The Chancellor, the Vice Chancellor, the Chief Superintendent of Education, Professor J. B. Cherriman, and the Reverend Doctor John Jennings. (Carried).

Moved by the Honourable Doctor Patton, seconded by the Reverend Doctor John Jennings, That Mr. J. H. Morris be appointed a Member of the Upper Canada College Committee, in the room of Mr. Vice Chancellor Patton resigned. (Carried).

Moved by Professor J. B. Cherriman, seconded by the Reverend Doctor McCaul, That the Registrar be instructed respectfully to solicit the attention of the Government



to the Memorial of the Senate, relative to the continued occupation of the Building in the Queen's Park by Lunatics, whereby the interests of the University are seriously injured, not merely by the non-payment of rent for the Building and Grounds occupied, but also by the inability of the Bursar to lease the Lots occupied and those in the neighbourhood. (Carried).

Moved by Doctor Daniel Wilson, seconded by Mr. D. E. Blake, That the attention of His Excellency the Governor-in-Council be respectfully requested to the Memorial of the Senate, praying the reconsideration of the recent action of the Government, through which the expenses of the Bursar's Office have been augmented by the restoration of the Staff to its former number, notwithstanding the recommendation of the reduction of the Staff by the Visitorial Commissioners, appointed to enquire into the expenditure of University Funds, and the repeated remonstrances of the Senate, in reference to the excessive Expenditure in the Bursar's Office, and the former action of the Government in reference thereto.

CHAPTER XXIII.

REPORTS OF THE SENATE AND OF UNIVERSITY COLLEGE, 1864.

I. ANNUAL REPORT OF THE SENATE OF THE UNIVERSITY, 1864.

To His Excellency, the Right Honourable Charles Stanley, Viscount Monck, Governor General of British North America:

MAY IT PLEASE YOUR EXCELLENCY,

The Chancellor, Vice Chancellor and Senate of the University of Toronto, respectfully present their Annual Report for the year 1864, and beg to state as follows:—

1. In the Faculty of Law, the number of Students who have passed the required requisite Examinations during the year, is as follows:—

Matriculation Examination .....	8
First year's Examination .....	3
Second year's Examination .....	3
Third year's Examination .....	3
Examination for the Degree of Bachelor of Law .....	8

Total number who have passed ..... 25

2. In the Faculty of Medicine, the number of Students who have passed the requisite Examinations during the year, is as follows:—

Matriculation Examination .....	21
First year's Examination .....	4
Second year's Examination .....	6
Third year's Examination .....	3
Examination for Degree of Bachelor of Medicine .....	19
Primary Examination .....	2

Total number who have passed ..... 55

Besides which, the Degree of Doctor of Medicine was conferred upon two Gentlemen, being of the requisite standing, and having complied with the requirements of the Statute.

3. In the Faculty of Arts, the number of Students who have passed the required examinations during the year, is as follows:—

Matriculation Examination .....	41
First year's Examination .....	21
Second year's Examination .....	23
Third year's Examination .....	20
Examination for the Degree of Bachelor of Arts .....	22

Total number who have passed ..... 127

Besides which, the Degree of Master of Arts was conferred on nine Gentlemen, being of the requisite standing, and having complied with the requirements of the Statute in that behalf.

4. The total number of Students examined during the year, is 207, and 60 Degrees were conferred in the different Faculties.

5. Thirty Scholarships were awarded during the year.

6. From a comparison with the Report of the preceding year, 1863, it appears that there is but slight variation in the number of Students who have submitted themselves for examination. For the year 1863, the gross total was 209; for the year 1864, the total is 207, and the distribution of Scholarships amongst the different Faculties is nearly the same.

7. During the year, an amended Curriculum of Subjects of Examination in the different Faculties was prepared, and the Statutes embodying the same have been presented for Your Excellency's approval. This amended Curriculum has been the result of careful consideration on the part of those Gentlemen of the Senate, who were especially conversant with the different subjects involved, and the alterations and amendments which have been are such, as it is hoped, will tend to the further usefulness of the University, and render any other changes unnecessary for a long period of time to come.

8. The University of each year is satisfactorily discharging the important objects for which it has been founded, and the Senate have every reason to believe that the people of Upper Canada fully appreciate the great benefits it is conferring on the community.

All of which is respectfully submitted to Your Excellency.

THOMAS MOSS, Registrar.

JOSEPH C. MORRISON, Chancellor.

REPORT OF THE OBSERVATORY COMMITTEE OF THE SENATE OF THE UNIVERSITY OF TORONTO  
FOR THE YEAR 1864.

The general arrangements of the Observatory continue the same as heretofore.

*Instruments.*—No additions to the Instruments have been made during the year.

*Observations.*—No changes have been made in the times and manner of taking the Observations.

*Records.*—The primary reductions of all the Observations is in an advanced state, and will be completed to the end of the year, in the course of a few weeks.

During the year just completed, two Volumes have been published, containing the results of the Meteorological Observations. Three hundred copies of the larger of these, containing 164 pages, and giving the results for the six years, 1854-59, were printed and half bound by Messieurs Lovell and Gibson at a cost of \$627.35. An equal number of copies of the other Volume, consisting of 110 pages, and containing the results for the three years, 1860-62, were printed and half bound by Messieurs Chewett, for the sum of \$467.50.

Between 40 and 50 copies of each of the Meteorological Volumes, as well as of the Volume of Magnetical Abstracts, have been distributed in Canada.

Through the liberal assistance of General Sabine, President of the Royal Society of London, a large number of copies of each of the three Volumes have been presented, or are in course of transmission, to various Institutions and Individuals in Great Britain and Ireland, the Continent of Europe, and other parts of the World.

I am greatly indebted also to Professor Henry, Secretary of the Smithsonian Institution at Washington, for his aid in distributing several copies in the United States, as well as in the Brazils and Spanish America.

*Library.*—No additions of any moment have been made to the Library during the year, besides the ordinary Serials, and a few Volumes of Observations presented to the Observatory.

*Furniture.—Building.*—No additions of any kind have been made to the Furniture, but it was found necessary to renew the greater part of the outside paint work of the Observatory Building.

*Staff.*—The Staff of Overseers, consisting of Messieurs Walker, Menzies and Stewart, remains unaltered, and Mr. Davidson, as additional Observer and Computer, has been employed, as in former years.

*Accounts.*—It will be seen by Financial Statement of the Expenditure during the year, that, owing to the extraordinary items of publishing the two Meteorological Volumes, amounting together to \$1,094.85, the Expenditure has exceeded the Parliamentary Grant by \$482.66. But, as the balance at the close of 1863 was \$1,334.82, there is now a balance of \$852.16 in favour of the Observatory, and available for future contingencies.

TORONTO, 29th December, 1864.

G. T. KINGSTON, Director.

II. REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, FOR THE YEAR 1864.

*To His Excellency the Right Honourable Viscount Lord Monck, Governor General of British North America:*

MAY IT PLEASE YOUR EXCELLENCY.

The College Council have the honour to present their Annual Report, for the year 1864, as follows:—

Professor Cherriman takes the Department of Mathematics, and discharges the duties of College Auditor.

At the commencement of this year, the Reverend Doctor Wickson, who had efficiently discharged the duties of Classical Tutor and Registrar, during the preceding eight years, accepted the appointment of Rector of the Toronto Grammar School. Temporary appointments have been made to the offices thus vacated.

*Graduates.*—Since 1854, the following Degrees have been conferred by the University of Toronto, on Students of this College:—M.D., 2; M.A., 44; LL.B., 7; M.B., 7; B.A., 75. The total number of Graduates is 135.

*Students.*—The total number of those who attended Lectures during the past year was 240; of these 177 were Matriculated, and 63 non-matriculated. Of the Matriculated Students, 133 were in the Faculty of Arts, 43 in the Faculty of Medicine, and one in the Faculty of Law. Of the 63 non-Matriculated Students, 19 attended two, or more, Courses of Lectures, and 44 but one Course.

The following Table shews the Religious Denominations of the Matriculated Students:—

Church of England .....	58	Congragationalist .....	4
Presbyterian .....	55	Unitarian .....	1
Methodist .....	20	Universalist .....	1
Church of Scotland .....	17	Protestant .....	3
Roman Catholic .....	7	Not classed .....	7
Baptist .....	4		

Total number ..... 177

*Courses of Study.*—No change has been made in these Courses of Study during the past year, but next year, they will be modified, in accordance with the Statutes recently passed by the Senate of the University of Toronto.

TORONTO, January, 1865.

JOHN McCaul, President.

## CHAPTER XXIV.

### EDUCATIONAL PROCEEDINGS OF THE VARIOUS CHURCHES ON UNIVERSITY MATTERS, 1864.

#### 1. THE METHODIST CHURCH, REPRESENTING VICTORIA COLLEGE UNIVERSITY.

##### I. PROCEEDINGS OF THE BOARD OF VICTORIA COLLEGE.

*May 3rd, 1864.* The Committee appointed to audit the former Accounts of the Reverend John Ryerson, not having acted, it was moved by the Reverend Doctor Enoch Wood, seconded by Mr. John Dumble, that the Reverend Richard Jones, the Reverend John Douse, and the Reverend John Borland be a Committee to audit those Accounts. (Carried).

The Lay Treasurer of the College, having presented his Financial Statement for the year 1863, it was moved by the Reverend G. R. Sanderson, seconded by the Reverend S. D. Rice, that the Treasurer's Report be accepted, and that he be authorized to embody in a supplementary Report, for the Conference, the probable expenditure to the 1st of June. (Carried).

The Agent of the College, having presented his Report, it was moved by the Reverend Doctor Ryerson, seconded by the Reverend Doctor Wood, that the Financial Statements of the Reverend Doctor Aylesworth be received, and that the cordial thanks of the Board be presented to him for the diligence, zeal and success with which he has prosecuted the laborious duties of his College Agency during the year. (Carried).

Moved by the Reverend John Douse, seconded by the Reverend Richard Jones, that the Reverend Doctor Aylesworth be requested to act as Agent of the College for the ensuing year. (Carried).

Moved by the Reverend Doctor S. S. Nelles, seconded by the Reverend Doctor Wellington Jeffers, that the Reverend George C. Whitlock, LL.D., having found it expedient, for domestic reasons, to resign his Chair as Professor of Natural Philosophy and Natural History in the University of Victoria College, the Board, in accepting the same, would express their high estimate of Doctor Whitlock, both as a Scholar and a Christian, and would record their warm appreciation of the diligence, zeal and fidelity with which he has discharged his duties in the University. (Carried).

Moved by the Reverend John Douse, seconded by the Reverend Doctor Jeffers, that the Reverend Doctor Whitlock, having resigned his Chair of Natural History and Natural Philosophy, the subjects taught by him be assigned to the Reverend Doctor E. P. Harris and Professor William Kingston, and that a new Chair be established, to be styled the Chair of Modern Languages and English Literature.

*May 4th, 1864.* Moved by the Reverend John Douse, seconded by the Reverend Richard Jones, that the Reverend W. H. Poole be requested to meet with the Committee appointed to audit the Accounts of the Reverend John Ryerson, and to afford such information as he may possess in relation to those Accounts. (Carried).

*Resolved,* That the Bursar be authorized to settle with Mr. W. W. Dean, allowing him for the loss which he has sustained by three Scholarships Notes which he took from Mr. James Cisk.

Moved by the Reverend G. R. Sanderson, seconded by the Reverend John Douse, that the Reverend Doctors Wood, Ryerson, Green, Jeffers and the President of the College be requested to make all the enquiries practicable in relation to a suitable supply for the Chair of Modern Languages and English Literature, and to report the result to the next Meeting of the Board. The President of the College to be Chairman of the Committee. (Carried).

Moved by the Reverend Richard Jones, seconded by the Reverend John Douse, that the Reverend Doctor Aylesworth be substituted for the Reverend John Borland on the Committee to audit the Accounts of the Reverend John Ryerson. (Carried).

*Resolved*, That the President of the College, the Reverend G. R. Sanderson, Mr. John Dumble, Mr. William Kerr, Doctor John Beatty, and Doctor Cameron be a Committee on repairs of the College Building.

*Resolved*, That the renting of the Boarding Hall be referred to the same Committee.

*Resolved*, That the Agents of the College shall divide their work as follows: namely Reverend Doctor Aylesworth to take the Cobourg and Peterborough Districts and all West of them the Reverend Charles Fish to take the Section East of the Cobourg District.

*Resolved*, That the Reverend Doctor Aylesworth's salary, and that of the Reverend Charles Fish, be \$900 each per annum, exclusive of the Children's Fund allowances.

The President of the College asked for some instructions as to the salary the Committee would be authorized to offer the Professor of Modern Languages and English Literature, when it was agreed that the Committee might make an arrangement similar to that made in the employment of Reverend Doctor Harris, if found possible.

*Resolved*, That Mr. J. H. Dumble be appointed Treasurer of the College for the present year.

*July 13th, 1864.* The President of the College presented a Report which he had received from the Honourable Doctor John Rolph, Dean of the Medical Faculty, respecting the operations of that Faculty during the past year.

The Report was read by the Secretary, and after the reading, the venerable Dean was requested to make to the Board any statements he might deem advisable. The Dean addressed the Board at some length in relation to the Medical Faculty, after which the nomination of the Dean of the Faculty were approved.

*Resolved*, 1st, That Doctor James Newcombe be appointed Professor of Surgery.

*Resolved*, 2nd, That the Dean be authorized to make provisions for the Chair of Anatomy during the ensuing year.

*Resolved*, That the Chairman of the Board be authorized to endorse, on behalf of the Board, the note given by the Dean of the Medical Faculty to Mr. Thomas Johnson.

*Resolved*, That the Report of the Dean of the Medical Faculty be adopted and placed among the records of the Board.

*Resolved*, That the Members of the Board in the City of Toronto, with the Dean of the Medical Faculty, and the President of the College, be an Executive Committee to act in reference to matters relating to the Medical Faculty that may require special consideration *ad interim*.

The President of the College mentioned to the Board that he had called a Meeting of the Committee on the selection of a Professor of Modern Languages and English Literature, and that they were not at present able to report any recommendation.

*Resolved*, That another Committee be appointed to engage a Professor of Modern Languages and Literature.

*Resolved*, That the Committee consist of the President of the College, the Reverend Doctor Jeffers, Mr. J. D. Dumble, Mr. William Kerr, the Reverend Doctor Wood, and the Co-delegate.

*Resolved*, That Doctor Aylesworth be re-appointed Agent of the College for the present year.

*Resolved*, That a Second Agent be appointed to assist Doctor Aylesworth in securing subscriptions for the liquidation of the debt on the College.

*Resolved*, That the Reverend Charles Fish be appointed Co-Agent.

*Resolved*, That Doctor John Beatty and Reverend D. B. Madden be a Committee to audit the Accounts of the College Board.

*Resolved*, That Reverend Doctor Aylesworth be appointed Co-Treasurer of the College.

PROCEEDINGS OF THE CONFERENCE ANNUAL MEETING OF VICTORIA COLLEGE, 1864.

*June 1st, 1864.* The Conference Annual Meeting of Victoria College met this day in Toronto. The Reverend Anson Green, D.D., was appointed Chairman and the Reverend S. S. Nelles, D.D., Secretary. The names of more than forty Members of Conference having been called, the Meeting was duly organized and adjourned to meet again on Monday, June 6th.

*June 6th, 1864.* Reference having been made to the College Charter it was deemed advisable that the Reverend W. L. Thornton, M.A., the President of the Conference, should take the Chair. The Treasurer of the College, Mr. J. H. Dumble, presented his Financial Statement and Accounts for the past year. After some inquiries and conversation the Treasurer's Accounts were approved.

The President of the College laid before the Meeting the University Calendar, containing a full report of the educational operations of the College for the year. He directed attention to the fact that the whole number of Students for the year was 328, being a considerable increase on former years.

Moved by the Reverend Doctor Wellington Jeffers, seconded by the Reverend Doctor J. B. Aylesworth, and,—

*Resolved*, That nine Members of this Annual Meeting be now appointed, who shall be joined to the Members of the Board present, in order that they may hear Doctor J. B. Aylesworth's Statements and Suggestions, preparatory to the presentation of his Report to the Annual Meeting of the Conference.

The following were appointed as Members of this Committee, videlicet, the Reverends A. Hurburt, J. Borland, W. Philip, G. H. Davis, W. S. Griffin, S. Rose, W. H. Poole, D. B. Madden, and J. Gemley.

*June 10th, 1864.* The following were appointed Trustees of Victoria College Board: The Reverend R. Jones, G. R. Sanderson, S. S. Nelles, and Mr. J. L. Biggar. The following were appointed Visitors: The Reverends S. Rose, J. Borland, W. Jeffers, and J. B. Aylesworth; the Honourable J. Ferrier, J. Macdonald, M.P.P., W. Kerr, M.A., W. W. Dean, M.A., Doctor Cameron, Doctor Lavell, W. Anglin, Doctor Beatty.

In the course of a discussion relating to certain actions of the Board, the Reverend Doctor Ryerson stated that he wished to resign his connection with the Board.

After conversation, it was moved by the Reverend G. R. Sanderson, seconded\* by the Reverend S. D. Rice, That the Reverend Doctor Ryerson's resignation be not accepted. (Carried).

*Resolved*, That the Estimates of last year be the Estimates of the present year.

*Resolved*, That the assessment of one and a quarter per cent. on the Preachers' incomes, according to the terms of the Resolution of last year, be adopted for the present year.

*Resolved*, That the Resolutions relating to this matter be published in the Minutes of Conference.

The Report of the Committee to meet with the College Board in reference to certain matters connected with the Agents' Report was read and adopted.

*Resolved*, That a Committee of three be appointed by this Annual Meeting to audit all the Accounts and examine the transactions of the College Board, and its Financial Agents, for the coming year, and report as to their correctness, to the ensuing Annual Meeting.

The following were appointed a Committee of Audit by the Annual Meeting, videlicet, the Reverends G. H. Davis, W. L. Griffin, and Thomas Keough. The Reverend Doctor J. B. Aylesworth and the Reverend Charles Fish were appointed Agents of the College.

FROM THE PASTORAL ADDRESS OF THE WESLEYAN CONFERENCE, 1864.

The Educational Institutions of our Church, we are thankful to know, fail not to commend themselves to your continued patronage. The attendance at the University of Victoria College presents an increase over the preceding year. The total number of Graduates at the recent Convocation, in the several departments of Arts, Law and Medicine, was sixty. We rejoice also to believe, from the interest manifested, that it is taking an increasingly strong hold of the minds and hearts of our people throughout the Country. During the past year an effort has been made to secure subscriptions in order to free the College from debt and, while much has been already done, still there remains yet much to be accomplished. The Conference has specially felt its indebtedness to the energy, activity and faithfulness of the Agent, the Reverend Doctor Aylesworth; and, as he must still continue to prosecute his labours, we beg to commend him again, and his Co-Agent, the Reverend Charles Fish, to your kind attention, and trust that ere long, by your liberality, the College will be placed in circumstances of ease, and thereby become more efficient than even heretofore, in affording a liberal education to the youth of our Country.

The Female College in the City of Hamilton still maintains its exalted position in presenting opportunities to obtain for your Daughters instruction in all the higher branches of education, ornamental as well as useful, not disassociated from that moral and religious culture, which must ever be, to the Christian Parent, of primary importance.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND) REPRESENTING QUEEN'S COLLEGE UNIVERSITY, 1864.

1. PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH (OF SCOTLAND), 1864.

NOTE: In 1864,—owing probably to the lamented death of Principal Leitch,—there was no Report presented to the Synod, so far as can be learned from the Minutes of the Synod for that year.

The following Resolution, however, was adopted by the Synod, regarding Principal Leitch:—

The death of the Very Reverend William Leitch, D.D., Principal of Queen's University and College, Kingston, having occurred since the last Meeting of this Court, the Synod take the earliest opportunity of recording their sense of the loss thereby occasioned. By this dispensation, with which it hath pleased the All-wise Head of the Church so soon to afflict us, we are deprived of one to whose services we had reason to attach a very great value. His numerous accomplishments as a Scholar, and his eminent worth as a Christian, imparted far more than ordinary weight to his personal character. In him both Theological learning and Natural Science had a distinguished Representative, and an able Expounder. Rare powers of discriminating and observing, exercised upon important questions, gave breadth to his views and force to his Counsels, while the gift of lucid and effective expression seldom failed to secure consideration for his opinions. Whilst, from his large and enlightened sympathies, the late Principal took a lively interest in the subjects of Religion and Education, as bearing upon the welfare of Mankind, and the advancement of Science, it is as a Minister of this Church, as a Member of this Court, and as Principal of Queen's University, and Professor of

Divinity during the last few years, that we, his Brethren, are especially familiar with his name and acquainted with his career. In these several capacities he showed a zeal and an aptitude for work from which we believe, much benefit has already flowed, and the influence of which, it is hoped, may be felt among us for many days. This Synod, while lamenting his early departure, and sympathizing with his numerous friends here and his bereaved relatives in Scotland, desire, with humble submission, to acknowledge the hand of God in this dispensation, and to pray that they may be enabled to reap therefrom the peaceable fruits of righteousness and to learn the solemn lesson of the uncertainty of life and of the necessity of working while it is called to-day. The Synod hereby instruct their Clerk to transmit an Extract of this Minute to Miss Leitch.

There was also adopted a Report, regarding the election of a Professor to act as a Trustee, as follows:—

There was read a Report of Judge Malloch, Judge Logie and Mr. Alexander Morris, a Committee appointed to consider whether a Professor of Queen's College can be legally elected a Member of the Board of Trustees, stating that it is their unanimous opinion that a Professor cannot be legally appointed to act as both a Professor and a Trustee. The Report was ordered to be kept *in retentis*.

The Reverend William Snodgrass, D.D., was appointed Principal of Queen's College and University on the 3rd of August, 1864.

#### PROCEEDINGS OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE, 1864.

*January 6th, 1864.* A Letter from Mr. John McMahon, dated Plympton, 23rd of December, 1863, was read, relative to the purchase of a Lot in the First Concession of the Township of Plympton. The Secretary was instructed to inform Mr. McMahon that the Trustees decline selling the Lot on the terms he proposes.

The Treasurer, Mr. Paton, informed the Board that Mr. John Watkins had made a donation of One hundred dollars in aid of the general funds of the College. The Secretary was instructed to acknowledge the receipt of this donation, and to express the high sense the Board entertain of Mr. Watkins' continued liberality to the College.

*February 9th, 1864.* A Statement of the 8th of February, was read from Mr. Robert Bell, interim Professor of Natural History and Chemistry, relative to the Medical Faculty.

A Communication from Mr. Robert Bell, of the 9th of February, was read, applying for the appointment of Professor of Natural History and Chemistry in this Institution. The application was accompanied with Testimonials from Sir W. E. Logan and others.

Moved by Judge Logie, seconded by the Reverend Doctor Mathieson, and unanimously resolved, that Mr. Robert Bell be, and he is hereby, appointed Professor of Chemistry and Natural History in Queen's University, pursuant to the Charter and Statutes of the said University, and that, in addition to the Fees of his Classes, he be paid a Salary, as such Professor, of One hundred and fifty pounds per annum. The Salary to commence from the end of the present Session, and that the appointment of Mr. Bell be communicated to the various Faculties.

Moved by the Reverend D. Morrison, seconded by Mr. Hugh Allan, and,—

*Resolved,* That a Communication having been read, signed by Doctor Dickson, Dean of the Medical Faculty, commenting on the state and condition of the Classes taught by Mr. Robert Bell, Interim Professor of Natural History and Chemistry, the Board express regret that such a Communication should have been laid upon their Table, and that the Medical Faculty should have conferred with Mr. Bell's Students to his damage and the prejudice of this University. The Secretary was instructed to transmit a copy of the above to Doctor Dickson, Dean of the Medical Faculty.

*February 10th, 1864.* Moved by Mr. Morris, seconded by Mr. Cameron, and,—

*Resolved,* That the Estate and Finance Committee be instructed to prepare and submit a report to the Board, exhibiting the value of the Lands belonging to the



College, and making suggestions as to the disposal of such Lands, so as to increase the Revenue of the Institution.

The legal opinion of the Honourable Alexander Campbell, in relation to the tenure of office by Professors, dated 8th of February, was read.

Moved by Mr. Hugh Allan, seconded by Mr. George Neilson, and,—

*Resolved*, That from facts, which have come to the knowledge of the Trustees, and the present serious state of the College, the Trustees deem it necessary, in the interest of the College, to remove Professor Weir from his office of Professor of Classics and Secretary to the Senatus, and in the exercise of their power to remove him at their discretion; they hereby do remove him from these offices accordingly forthwith,—and that the Treasurer do pay to him his salary in full to the end of the present Session and for six months thereafter, in advance, in lieu of notice, and that the Secretary be instructed to communicate this Resolution to Mr. Weir.

A vote upon this Resolution having been called for and taken, the Resolution was declared carried. The following is a record of the votes. Yeas, the Reverend Doctor Mathieson, Reverend Alexander Spence, Reverend Doctor Urquhart, the Reverend D. Morrison, Reverend George Bell, Messieurs Morris, Cameron, Neilson, Allan, Davidson, McLean, Paton, and Logie,—13. Nays, the Reverend Doctor Williamson, Judge Malloch,—2. The Reverend J. McMorine and the Reverend W. Inglis declined to vote.

Moved by Mr. Alexander Morris, seconded by the Reverend J. McMorine, and,—

*Resolved*, That the Chairman and the Principal be authorized to take the necessary steps for the immediate discharge of the duties of Professor of Classical Literature, until the end of the Session.

Moved by Mr. Allan, seconded by Doctor Mathieson, the Trustees, having, in the exercise of their power, owing to the serious state of the College, removed Professor Weir from his position therein, entertain the hope that no further action on their part will be required to manifest to all parties their determination to maintain and exercise their power of government in the affairs of this University. They trust, therefore, that, in the future, the Professors will do all in their power to maintain harmony amongst themselves, and exercise due discipline amongst the Students, and that the result may be that a proper *esprit de corps* may be raised amongst them, and that the College will so prosper as to make it to be regarded a privilege on the part of the Members of our Church and the public, to send their Sons to the College, and that a copy of this Resolution be sent to each of the Faculties of the College, and a copy affixed to the Notice Board. (Carried).

*Resolved*, That Mr. John Machar, B.A., Fellow in the Arts of this University, be appointed Lecturer in English History, in accordance with the terms of his Letter of the 20th of January, 1864, it being understood that the attendance of Students be optional, and that the Senatus be requested to provide Mr. Machar with a Class Room for his Lectures.

Moved by Judge Logie, seconded by the Reverend J. McMorine, that a Committee be appointed to make inquiry regarding Candidates for the office of Professor of Classical Literature in this University, and to report to the Annual Meeting of the Trustees. The Committee to consist of the Principal, the Reverend W. Inglis, and the Reverend D. Morrison. (Carried).

Moved by Judge Logie, seconded by the Reverend Doctor Urquhart, and,—

*Resolved*, That the Reverend John B. Mowat, M.A., be appointed Secretary to the Senatus of this University.

*March 9th, 1864.* The Principal was requested to act as Chairman of the Meeting, in the absence of the Honourable John Hamilton, Chairman of the Board.

The Secretary reported that he had transmitted to the Audit Office at Quebec, through the Chairman of the Board, the usual Annual Tabular Statement of the financial affairs of the College.

The Secretary also stated that he had transmitted to the Chairman, at Quebec, Petitions to the Governor-General, the Legislative Council and the Legislative Assembly, for the Annual Grant to the College.

A Letter having been read from Doctor Dickson, dated the 15th of February, 1864, resigning the office of Professor of Surgery in this University, to take effect from the 31st instant, the Trustees unanimously agreed to accept the same. The Secretary was instructed to intimate the above to Doctor Dickson, and to the Medical Faculty.

A Letter of the 3rd of March instant from Doctor Lavell, with extract from Minutes of a Meeting of the Medical Faculty, held on the 25th ultimo, relative to Doctor Dickson's resignation, was also read.

A Letter of the 17th of February, 1864, from the Reverend George Weir was read, protesting against his removal from the offices of Professor of Classics and Secretary to the Senatus. The Secretary was instructed to acknowledge the receipt of Mr. Weir's Letter.

The Treasurer reported that he had tendered to Mr. Weir his Salary for six months in advance, in accordance with the terms of the Resolution, by which he was dismissed, and that Mr. Weir declined to accept the same.

A Letter from Mr. Woods, Head Master of the Kingston County Grammar School, dated the 9th instant, was read, requesting the Trustees to appoint one of the Professors to attend the Examination of the pupils of the Common Schools, who are to compete on the 23rd instant for the Queen's College Scholarships for the next two years.

The Reverend Doctor Williamson and the Reverend Mr. Mowat were appointed to attend the above mentioned Examination, on behalf of the College.

The Reverend W. M. Inglis and Mr. John Paton were appointed to prepare the usual Annual Report of the Colonial Committee of the Church of Scotland.

The Committee appointed to make arrangements for the discharge of the duties of Professor of Classical Literature, until the close of the Session, reported that they had secured the services of the Reverend Donald Ross, M.A., for the time specified. The Treasurer was authorized to pay to Mr. Ross the sum of Two hundred and fifty dollars as a remuneration for his services.

*April 28th, 1864.* Judge Logie was requested to act as Chairman of the Meeting, in the absence of the Chairman of the Board.

The Committee appointed to prepare the Annual Report to the Colonial Committee of the General Assembly of the Church of Scotland reported, that the same had been prepared and dispatched.

An Extract from the Minutes of the Medical Faculty was read, relating to suggestions for filling the vacant offices in the Faculty.

It was, thereupon, resolved that a Committee be appointed to confer with the Medical Faculty in regard to the above matters. The Committee to consist of the Chairman of the Board, the Reverend W. Morrison, Judge Logie, and the Treasurer. The Committee to report at the next General Meeting of the Board.

*May 31st, 1864.* A General Meeting of the Board of Trustees, duly summoned by thirty days notice to each Member of the Board and by public notice in two newspapers in the City of Kingston, was held to-day.

The Board desire on this the first opportunity of their assembling since the decease of the Reverend Doctor Leitch, late lamented Principal of Queen's College, to express their sense of the great loss which that melancholy event has occasioned to this Institution, and to the cause of higher education, in the advancement of which he took so deep an interest.

Endowed with a vigorous intellect, and possessing rare powers of scientific investigation, with a mind well stored with varied and valuable acquirements, a bright prospect of usefulness in the important position of Principal of Queen's College seemed opened to him.

During the brief period of his connection with that Institution he had done much to extend its usefulness and promote its interests. Under him, the pursuit of scientific

and religious knowledge received an impulse, which, it is hoped, may not cease to be felt until the high aims of him, from whom it proceeded, shall be fully realized. The Students of Queen's were, from his position as Primarius Professor of Theology, the special objects of his care, and alike from the fatherly interest he took in their welfare and the high abilities which he brought to bear in communicating instruction to them, they, in common with the Trustees, will ever look back to his memory with the fondest respect.

Conscious that from a less sensible contact, owing to the long distance which intervenes, the sympathy which they desire to convey may not be so warmly felt, yet the Trustees cannot allow this opportunity to pass without saying that with his bereaved relations and friends they do most warmly sympathize, and for them most earnestly join in imploring the comfort and consolation of Him, who, in His good providence, has removed their beloved friend to shine in a higher sphere.

*Resolved*, That copies of the foregoing Minute be sent to the relatives of the late Principal, to the Colonial Committee, and be inserted in the Kingston papers.

An application for permission to place a portrait of the late Principal Leitch in the Convocation Hall was granted unanimously.

A Letter was read from Mr. S. S. Lowrie, Secretary to the Colonial Committee of the General Assembly of the Church of Scotland, acknowledging the receipt of the Annual Report of the Trustees of the College, and authorizing the Secretary to draw for the usual grant of £350 Sterling,—which the Secretary reported had been done.

The Committee appointed at the last Meeting of the Board to confer with the Medical Faculty, submitted a Report, which was received, read and referred to Messieurs Logie, Morrison and Paton, to draft and submit to the Board arrangements with the Medical Faculty.

Moved by the Reverend Doctor Spence, seconded by the Reverend Doctor Mathieson, and,—

*Resolved*, That a Committee be appointed to look out for a duly qualified "Minister of the Church of Scotland, or of the Presbyterian Church of Canada, in connection with the Church of Scotland" as successor to the late lamented Doctor Leitch, Principal of this University,—consisting of the following members,—videlicet the Reverend Doctor Spence, Convenor, Mr. Hugh Allan, Mr. A. Morris, Judge Logie, the Reverend Doctor Mathieson, the Reverend Doctor Urquhart, the Reverend D. Morrison, Mr. George Davidson, and the Reverend Doctor Barclay, and that the Committee be instructed to report at the earliest possible period consistent with their convenience.

*June 3rd, 1864.* A Letter from the Reverend Doctor James Williamson was read, resigning the office of College Trustee.

Moved by Judge Logie, seconded by the Reverend Doctor Mathieson that the resignation of the Reverend Doctor Williamson be accepted, and that the Board, in accepting his resignation, take this opportunity of expressing their high sense of the zeal which he has always evinced in connection with this University, both as a Professor, and as a Trustee, and of the exertions he has always made for the promotion of the welfare of this Institution, and they desire further to express their hope that Doctor Williamson may long be spared to fulfil the duties of the Professorial Chair, which he now holds, with the same zeal and ability which he had always shown and that a copy of this Resolution be transmitted to Doctor Williamson. (Carried unanimously).

Moved by the Reverend Doctor Mathieson, seconded by the Reverend Doctor Spence, that as a small mark of their consideration for his long and faithful services, and of his position as Senior Professor, the salary of Doctor Williamson be increased to £400 per annum, the Board regretting that the present state of their Funds does not permit of an adequate addition. (Carried unanimously).

*June 4th, 1864.* The Reverend Doctor Spence reported, on the part of the Committee appointed to look out for a successor to Principal Leitch, to the following effect: That they had requested the Reverend Doctor Barclay and Mr. Alexander Morris to correspond with the Reverend Doctor Stevenson, of Edinburgh, and Mr. James A.

Campbell, of Glasgow, with the view of obtaining information as to whether the services of a duly qualified person as Principal could be obtained in Scotland, and that the Committee beg to be relieved from further action.

The Committee, to whom was referred the report of the 29th of April last from the Committee appointed to confer with the Medical Faculty, submitted the following Report, signed by the Convenor of the Committee, Judge Logie, and dated the 4th of June, 1864:

The Committee recommend that, under existing circumstances, the Accounts incurred by the Medical Faculty be paid out of the Government Grant for the past year, and that, after payment of these Accounts, the balance of the Grant be paid over to the Medical Faculty, upon the understanding that it be applied towards the purchase of Apparatus and Books for the use of the Medical Faculty, such Apparatus and Books, when purchased, to be the property of the College, and that, in future, immediately on receipt of the Annual Government Grant, the sum of \$500 be paid over to the Medical Faculty, upon the understanding that out of that sum they will pay all their expenses, and that the College will not pay, or be responsible for any Accounts contracted by them, and further, upon the understanding that any surplus of the \$500 remaining on hand, after payment of necessary expenses, be applied annually towards the purchase of Books, or Apparatus, which, when purchased, are to be the property of the College. That lists, or inventories, of the Books and Apparatus, purchased, from time to time, by the Medical Faculty, be handed in to the College Registrar. Also, that the balance of the Annual Grant, after deducting the \$500 paid to the Medical Faculty, be retained by the College, in lieu of rent for the Building occupied by them, and lastly, that an Agreement be drawn up, setting forth this arrangement, to be signed by the Medical Professors and the Chairman of the Board of Trustees.

It was resolved that the foregoing Report be received and adopted, and that immediate action be taken thereon.

Judge Logie, from the Committee, to whom was referred the Report of the Finance and Estate Committee, stated that, owing to the absence of the other two Members of the Committee, Messieurs Morris and Cameron, no report had been prepared.

Moved by Judge Logie, seconded by Mr. Neilson and resolved, that the Estate and Finance Committee be authorized to take such steps as they may deem best for the immediate disposal of the Lands of the College, and, in case of sales, to undertake that a Deed will be given for the Land purchased, also to take steps to complete the Title to the Lands, the Title to which is defective, and to take necessary steps to collect the arrears of interest due on Mortgages as speedily as possible.

Moved by Judge Logie, seconded by Mr. George S. Mowat, and unanimously resolved that, in the altered circumstances of the Country, since the establishment of the Preparatory School, (formerly in connection with Queen's College, now amalgamated with the Kingston County Grammar School,) it was inexpedient to continue the Grant of £105 out of the Funds of the University for Bursaries to Students entering the College from the Kingston Grammar School, or to Boys entering the Grammar School from the Common Schools of the City of Kingston, and that the necessary steps be taken to terminate the arrangement made with the Trustees of the Grammar School, as soon as possible, but so as not to interfere with arrangements made for the present year.

*August 3rd, 1864.* The Secretary stated that, in pursuance of the summons and instructions of the Chairman, he had caused notice of the time and place of the Meeting to be inserted in the newspapers, and that he had notified in writing each Member of the Board of the time and place of the Meeting.

A communication of the 29th of July, 1864, from the Medical Faculty was read, relative to the Government Grant to the School of Medicine at Kingston, the Chairman was requested to communicate with the Government upon the subject.

Letters having been read by the Chairman from the Honourable A. Campbell, Solicitor to the Board of Trustees, in answer to the question if a Member of the Board be legally qualified to hold the position of Treasurer, as has heretofore been done by Trustees, and that opinion, being in favour of a continuance of the mode adopted by the Board, it was moved by Mr. Cameron, seconded by Mr. Davidson, and resolved, that Mr. Paton be requested to act in the position he now holds as honorary Treasurer.

Moved by the Reverend Doctor Urquhart, seconded by the Reverend George Bell, and resolved, as follows:—

1. That it is highly desirable that the Memory of the late Principal of this University, the Very Reverend William Leitch, D.D., be perpetuated by some suitable monument.

2. That the endowment of a memorial Professorship in Queen's College will at once be a suitable monument, and an appropriate way, whereby the friends of the late Principal may express their estimation both of his private virtues and his public efforts on behalf of the higher education.

3. That a Circular be issued to all the Congregations of the Presbyterian Church of Canada, in connection with the Church of Scotland, soliciting Contributions in the form of Donations, Subscriptions payable in instalments, or otherwise, on this behalf, also that a correspondence be opened with the Colonial Committee, and with the Presbytery of Cupar, with the view of interesting the numerous friends of the late Doctor Leitch in Scotland in raising funds for such a Memorial.

4. That all moneys received for this object be invested by the Board of Trustees, and for a Special Fund, to be added to, as circumstances admit, until it shall amount to a sufficient sum for the endowment of a Professorship or other testimonial, and that the name of Principal Leitch be attached to it in perpetuity.

5. That the following Committee be appointed to use all endeavours to carry out the above Resolutions, with Instructions, should they find the proposal practicable, to solicit subscriptions in Canada and in Scotland, and to report to the Board, namely: Doctor Mathieson, the Chairman, Doctor Barclay, Mr. Morris, Mr. Inglis, Mr. Allan, Mr. Paton, and the Mover and Seconder, with power to call in the aid of the Professors, or others. The Chairman to be Convenor.

Moved by the Reverend Doctor Mathieson, seconded by the Reverend John McMorine, that, in the present depressed state of the finances of the College, the salary of the Principal be Five hundred pounds currency, per annum. The motion was not carried.

A Letter from the Honourable Archibald McLean of Toronto, dated 2nd of August, was read, relating to the appointment of a Principal, and expressing his regret that the state of his health prevents him from attending this Meeting.

Moved by Mr. Neilson, seconded by the Reverend Doctor Mathieson, that the Reverend John Barclay, D.D., of Toronto, be, and he is hereby, appointed Principal and Primarius Professor of Divinity in Queen's College at Kingston.

Moved in amendment by Mr. Hugh Allan, and seconded by the Reverend D. Morrison, that the Reverend William Snodgrass of St. Paul's Church, Montreal, be now appointed Principal and Primarius Professor of Divinity, under, and according to the Statutes of this University.

The amendment having been put to vote was carried by a majority of 10, and Mr. Snodgrass declared duly appointed Principal.

Moved by the Reverend Doctor Barclay, seconded by the Reverend Doctor Urquhart, and resolved, that the Reverend John H. McKerras, M.A., be appointed Interim Lecturer in Classics, during the pleasure of the Board, at the rate of Eight hundred dollars for the Session of 1864-1865.

*August 4th, 1864.* A verbal report of the Committee, appointed at the previous diet to consider the proposal to secure a Memorial to the late Doctor Leitch, having been given in, making certain suggestions, and a draft Circular, prepared by the Committee having been also submitted, the Committee were discharged, and the Board resolved that, in order to give practical effect to the proposal to establish a Memorial to the late Doctor Leitch, in connection with the University, the Chairman, the Principal, the Reverends Inglis, Bell, and Mr. Paton, be appointed a Committee to further the matter, with all necessary powers to carry out the objects of the Resolution, and with authority to obtain the co-operation as well of the Members of the Board, as of

the Professors and Members of the Church at large, with power to add to their numbers; and it was further resolved that the Circular Letter be transmitted to the Committee now appointed with authority to issue the same, or a Circular of like purport, on behalf of the Trustees, and that the Committee be instructed to report their action to the Board from time to time.

*October 5th 1864.* The Members present proceeded to the Convocation Hall, where the Reverend William Snodgrass, the Principal elect of the University, was publicly installed as Principal and Primarius Professor of Divinity, with the usual ceremonies, after which he delivered the following Inaugural Address on "The Sacredness of Learning:"—

The learning which you come hither to acquire, which it is the high function of a University to impart, is characterized by many qualities, each of them affording abundant scope and material for profitable discussion. To the studious mind it offers an inexhaustible luxury of interest with which to regale the noblest faculties and feed the purest cravings of our nature. To the youth, whose soul has begun to burn with the desire to equip himself, as fully as he possibly can, for that which he recognizes to be the great end of his being, namely, the service of his Maker and his species, it justly appears to be invested with the greatest utility. And, without attempting to specify all the excellencies which belong to it, it is worthy of observation that when we are actually engaged in the pursuit of it, we perceive its varied characteristics to be constantly uniting in the formation of most attractive combinations, which, in their turn, contribute force to the impetus that urges us on. For example, the interesting character of the details of a subject, for which we have acquired a special relish, is immensely augmented by the discovery of adaptations to practical purposes; and again, the usefulness of any department of knowledge, if not increased as to its sphere, is very greatly enhanced as to its value, when our path to the application of results lies through a succession of exercises, in the conducting of which all difficulties are charmed away by the pleasure they afford. From these and other similar qualities of learning the earnest student derives many powerful incentives to persevere in his daily round of self-imposed and cheerful toil. There is, however, one feature of it the existence of which it is of special importance to recognize, the influence of which it is a paramount duty to feel. I mean its sacredness, that characteristic for which supremacy must be claimed in every proper estimate of the subject. If the present occasion is seasonable, as I presume it is, for offering to you any observations which are fitted to excite in you a just regard for your high vocation as learners, and to induce you to walk worthily of it, I consider the topic now indicated, "the sacredness of learning," to be eminently adapted to these ends, and venture to hope that an attempt to illustrate this view will not be altogether fruitless of advantage.

Let us, first of all, agree as to what may be fairly understood by "the sacredness of learning." The subject of this term is in common language chiefly used as synonymous with knowledge, in the sense of an acquaintance, or familiarity, with things that may be known. The signification may be accepted as far as it goes. Philosophically considered, its faultiness consists in its being too contracted, as to its general application, in its being limited to the greater, or less, number of facts which one is enabled to gather into the treasury of the mind. The popular notion of a man of learning sets up, for our admiration, the individual who, upon a variety of subjects, has made himself conversant, no matter how,—it may be by a mere effort of memory,—with the authenticated results of other men's inquiries, such as are attainable in a certain class of books to which the virtue of making learning easy is very erroneously ascribed; and, agreeably to that notion, it is not common to represent the idol of its creation with more truth than attractiveness, as a walking encyclopaedia, or a marvel of learning. Let us not unduly depreciate this species of knowledge, nor the labour spent in its acquisition. It gives its possessor a position in which he can be pleasantly serviceable to a very large portion of his fellow beings; it answers the same purpose as the "Ready Reckoner" on

the counter of the Shopkeeper, who knows, or practices, so little of mental arithmetic that he cannot trust himself in making the simplest calculations. But, with every desire to value it justly, it is obvious to remark that the faculty almost exclusively employed, namely, the faculty of memory, is but a very small part, and, as regards the formation of character, a comparatively unimportant part of the whole man which is the subject of education; and, therefore, that however extensively exercised in the accumulation of facts, and however retentive and ready it may be, the most successful cultivation of it falls far short of what is demanded by an adequate claim to learning; and, unfortunately it is that part of our intellectual nature, excessive attention to which is most likely to impair those sentiments of self-reliance and independence, which are essential elements in the composition of every rightly constituted, thorough student.

The true idea and definition of learning cover a much larger, at least a much more diversified, ground than the popular notion of it. They embrace both the method of exercising correctly the mental powers, by which knowledge is acquired, and the effect of that exercise upon the whole nature of the inquirer. Learning is an art; properly speaking it is the alpha and omega of all the arts, having every variety of truth as its subject, and the incorporation of truth with man's spiritual organization for the development of intellectual and moral life, as its grand result. To be even moderately proficient in it requires not only laborious application, but also, and much more, a careful, judicious, and conscientious direction of every effort. There must be earnestness, as well as activity, in the cultivation of it, and yet sympathy with the subject must not interfere with the calm and deliberate treatment of it. But then, this art of learning gives you a much higher style of being than the mere collector of information, who with all his treasures of knowledge may be a very uneducated person, whose knowledge may be more of a burden than a benefit to his spiritual system, more of a hindrance than an aid to self-culture. The purpose of learning is not to fill up so much vacancy, like that of the man, who intent on furnishing the shelves of his library purchases good looking volumes by measurement, say at so much per foot, without any regard to the quality of their contents; but to discipline our capacities in such a way as that they shall always be in readiness and under control, for any exercise that may be required of them in the life-long business of learning, and that by means of them we shall ever duly appreciate and feel, whether as a necessity, or as an enjoyment, the power of truth under which it is our only noble aim to live. Hence, with a little learning properly acquired, a man may be greatly superior to the possessor of vast stores of knowledge. The better of two Mathematicians is not he who can recite without mistake all the Propositions of Euclid, but he who is so appreciative of the exactness of mathematical truth, and so skilled in its application, that he finds little difficulty in the solution of the hardest Problems. The better of two classical scholars is not he who has read the greater number of works, but he who is so familiarized with the structure of languages and the principles of their interpretations, that he can at any time arrange a passage for translation, and in choice terms convey the nicest shades of meaning. And hence, also, it can never be too frequently, or deeply, impressed upon those who seek the education, which it is the special design of Universities to furnish, that it is not the function of that class of Institutions to cram the mind with classic lore, or scientific information, but rather to give the right direction to the love and habit of study, such a direction as is suited to a certain stage of mental development, such as will best qualify a man to be a learner, such as will teach him always with humility to remember, that the true stature of his manhood is not distinguished by the crown of knowledge, which may be anything but a crown of glory, but by large, and wise, and generous sympathies with truth, the substance of all knowledge worth acquiring,—sympathies which bring the human into harmony with the divine, which restore in the finite understanding a filial resemblance to the infinite.

For this learning the quality of sacredness is claimable. Ordinarily those things are accounted sacred which are specially recognized as belonging to God, or which under

the impulse of religious conviction, are solemnly devoted to God. When it is felt to be necessary to distinguish them from other things, the matter are described as common, because not set apart in any way to the service and glory of the Divine Being; or secular, because not supposed to lie within the domain, or under the control of Religion. It is so convenient to have terms indicative of such distinctions; moreover, we are so accustomed to the use of them that one feels reluctant to start an objection, or to raise a quarrel respecting them. It may be sufficient to remember the general principle, that the language of mankind is constructed to express their ideas of the qualities and relations of things, and that, therefore, such distinctions as those referred to have not necessarily any real existence. In truth they have not any real existence; and their persistent maintenance in current phraseology is only an unconscious but condemnatory witness to the sin of profanity,—the sin of regarding as other than sacred anything soever which is of God, from Him, or to Him. This matter is decisively determined, determined beyond all dispute, when we appeal it to the authority of God's written revelation, wherein, if anywhere, we may hope to find a language expressive of the actual and real, as seen by the Eternal Source of intelligence and truth. In the 'Sacred Volume God is declared to be the originator of all things but sin, which is an abhorrence to his nature and a profanation of his works; the Institutor of all relations; the Giver of all laws; the Disposer of all events; the Consummator of all systems. The Psalmist witnesseth to a perpetual homage ascending from all parts of the Almighty's dominions,—“All Thy works praise Thee.” Saint Paul asserts an omnipresent essence, energy and purpose,—“By Him all things consist.” The same Apostle describes, while he enforces, the principle and end to which restored humanity would willingly subject itself,—“Do all to the glory of God.” And, in the reproofing and correcting words addressed to Peter in his vision, though primarily applied to a particular case, we have a ground for that “earnest expectation of the creature,” according to which, by the power of redemption, it shall be delivered from the bondage of corruption,—“What God hath cleansed that call not thou common.”

This authority is supreme. By the holiest and most constraining considerations you, as students and learners, are bound to defer to it. Recognize it in every exercise of those intellectual powers and moral sentiments with which your Maker hath endowed you. Recognize it in all the sources and means of instruction, which, by a divinely beneficent arrangement, profusely and invitingly surround you,—in your perusal of the records of history, every page of which bears convincing testimony to the invisible but omnipresent Hand that holds the direction and shapes the issue of all events,—in your study of the book of nature, where each relation you observe, each law you discover, each symbol you interpret, is an exponent of the marvellous skill with which the Father of lights, that, everywhere, on land and skies, on air and seas, photographed the glory of His perfections,—in your inquiries into the physical structure and spiritual organization of the individual man, and into the universal conditions, diversifying distinctions, and ultimate destiny of humanity, all of which demand the belief as they are pregnant with evidence of a moral government. Recognize, especially recognize it, in the bearings, upon personal development and social progress, upon the consciousness of responsibility and the aspiration after fulness of life, of that many-sided but single purpose for which it is given us to know anything of the past, present, and future, anything of the universe, of ourselves, of God. And what is the effect of this devout recognition? It is unquestionably to invest the art, the subject, and the fruits of learning with the character of sacredness; and, therefore, either to abolish the common and the secular, or to resolve them into the profaned—the result of a sacrilegious contact, on the part of creatures spiritually disordered and morally unclean, with the holy furniture of the stupendous temple which the Architect of the universe hath created and consecrated, for the showing forth of His praise.

To truth, which is at once the subject of learning and the ailment of the learner, belongs in point of importance, according to its nature, a multiplicity of varying



degrees; but even when marked by the lowest, it has the essence of which the highest is only a model form; and truth is always, and in all circumstances, a very sacred thing,—as surely, in its own way and within its own sphere, as an expression of divine character and will, as any word which ever proceeded from the mouth of God. There are truths so simple, so universally believed and implicitly acted upon, that we do not stop to inquire, and, if we did, might not be able to discover, what is their exact relation to the system of truth as a whole, and to the highest truths in particular; but not the less on that account are they to be regarded as emanations from the Infinite Source of truth,—links in that mighty chain which girds and binds all things together, each of them more, or less, remotely situated from the point of fixture in the throne of the Unchangeable, but each of them essential to the integrity of God's government, and necessary to the interests of His intelligent creatures.

The work, which has to do with this sacred thing, namely, the pursuit of learning, comprehending all those exercises, whether of mind, or body, of the understanding, or the heart, or of the whole combined, by which the truth is discovered, weighed, arranged, appropriated, and felt, is a sacred occupation. By it we are introduced, through our first and simplest lessons, to the mysteries of creation, providence and grace; by it we realize the tokens of a presiding Deity; by it we hold deep and secret communings with the mind of the Invisible. We devote the powers which we have of God to the task of acquainting ourselves with the works and ways of God. To learn how to learn,—to know with what humility and reverence we should comport ourselves as we approach any department of knowledge, or tread the courts of the temple of truth, is, therefore, the first and most important part of education.

As to the fruits of learning, these too, if sound and if seasonably gathered, are to be estimated as sacred. If truth be the subject of learning, the genuine results of learning must correspond in kind thereto. Learning to be worth anything must enter largely into the formation of the student's character. Therein lies its highest use,—to enlighten, purify, elevate, and refine. The moral power which comes from this, and not the dead weight of knowledge, is the proper measure of a learned man. A truthful character is the most sacred, an untruthful the profanest of characters. He has yet to begin to learn, yet to know what study means, who has exhausted all accessible treasures of knowledge, thinks of resting from his labours, with a soul out of harmony with the sacred and the true.

You, who come here to learn, must see from what has been advanced how grave and serious a thing it is to assume the garb and take the distinctive rank of a student,—not so grave and serious as to destroy all sense of pleasure and love of recreation, for he who has no cheerfulness in mental effort had better desist from it, and he who neglects the physical, from an exclusive devotion to spiritual, training, understands not but perverts the rudimental laws of his being; but yet so grave and serious as to compel you to put yourselves in a watchful, manly attitude, against all false enjoyments and trifling dispositions. Your vocation is the highest, your profession the noblest, to which time and life can be devoted; for it becometh you to remember that your attendance here is but the beginning of a lifelong course, during the whole of which, (whatever post of active usefulness you may hereafter fill), you will still be learners, if within these walls the true student-spirit shall have been fostered; and learners all the more, because of the opportunities and facilities for self-instruction which the discharge of public duty will, by and by, be constantly throwing in your way. A vocation so important, a profession which brings you in contact with those realities which are the greatest in heaven and the best on earth,—is worthy of a solemn prayerful self-consecration,—is entitled to the willing servitude of a spirit which knows how to respect all means, and agencies, and institutions, appointed of God, or dedicated by man, to the sacred cause of learning.

There is especially one sentiment which must not be wanting, which must abide and prevail with you throughout your career. That sentiment is a loving and confiding reverence for the God of truth, the Author of that Volume which is usually, but not

consistently, divided into the two great sections, natural and revealed, and concerning which both the best and worst books have been written. This sentiment is that which makes the child place his hand in his Father's hand, when he desires and trusts to be led in the way in which he should go, and, as he goes, to gather the wayside lessons which it is best for him to learn. The opinion of the wisest man, in regard to the importance of this sentiment and its relation to learning, must be worth quoting and remembering. He states it again and again in his own inimitable, aphoristic way. One occasion you can probably recall. It is towards the commencement of the Book of Proverbs, wherein he discourses largely on the subject of knowledge, and on its excellence as affording material for the enlightenment of the understanding,—as fitted, when rightly acquired, to make men wise, trustworthy, useful,—as designed to beautify and strengthen the social relations, and generally, to promote the highest interests of mankind; but, ere he advances one step in the course which he prescribes for himself, he takes his stand on the great first-principle, which, in his estimation, is the foundation of all knowledge, science, philosophy, or whatever else may designate the subject of learning,—“The fear of the Lord is the beginning of knowledge.” No view, or system, can ever improve this arrangement; to proceed on any other is a grand educational blunder. Learning, then, of which knowledge is only an important means, begins with the cultivation of a moral sentiment,—not with one kind of knowledge as compared with another, but with a disposition to reverence the Possessor and Giver of all knowledge, whom to know is the end of knowledge, whom in Christ to know is life eternal. He who begins here is the best qualified for the prosecution of inquiries, and the obtaining of results. The very circumstance that he is a God-fearing man fits him for the adoption of correct views. He is the most likely of all men to avoid fallacious reasonings and rash conclusions. His imagination is under the most salutary restraint. He is disinclined to indulge in wild, unwarrantable speculation. Where reason and faith are at variance, he will distrust his reason rather than make shipwreck of his faith. When science and revelation are brought into collision, he will unhesitatingly pronounce the deductions of science to be at fault, rather than incur the impiety of tampering with one jot, or tittle, of God's Holy Word. In the former case he will imperatively demand of reason to retrace her steps, humiliated at the discovery of her weakness; in the latter he will insist that the apparent discrepancies between nature and revelation, which science sometimes evolves, be not allowed, but that patience be exercised until further light be obtained, strong in the belief that He, who cannot lie, hath not caused to be written one word which needs to be recalled, because of its actual disagreement with scientific conclusions. There is not a sadder spectacle than that of a man of lofty intellect, and commanding talents, and most plausible pretensions to learning, engaged in the baneful work of adverting the oppositions of science “falsely so called,” to shake the faith of humble, less daring minds, in the teachings of the Holy Scriptures.

Despise not, then, the wisdom and security of Solomon's arrangement, for if you miss the beginning of knowledge your whole course will be wrong and perilous. When the fear of the Lord is not established in the heart, intellectual vanity and self-sufficient pride take possession of that citadel, and, in such a case, the more one knows the more unsafe and dangerous he becomes.

#### VALUABLE DONATIONS TO QUEEN'S COLLEGE MUSEUM AND LIBRARY

Queen's University has recently received a munificent donation in the shape of a very valuable collection of Plaster relief Medallions of the finest works of ancient and modern Art. This collection has been presented by Mr. Donald Ross, of Montreal, through the Principal, to the Library of the University. The Medallions are tastefully and systematically arranged in cases of the form of Imperial Octavo Volumes, to the number of twenty-five, each Volume being handsomely bound in parchment, and entitled according to the nature of its contents. Each case contains on an average forty of these

little gems of Art, so that the whole collection numbers about one thousand. This little Museum contains many truthful and spirited imitations of the chefs d'œuvres of Greek Sculpture and Italian Paintings in the Galleries and Churches of Europe. We need only specify the beautiful reliefs of the Apollo Belvidere in the Vatican Museum, and the Venus de Medici at Florence—the great ideals of manly and womanly beauty;—the Dying Gladiator of the Capital, so touchingly described in Childe Harold—the Venus of Milo—the Laocoon of the Vatican. The Italian Masters are represented by reliefs of Leonardo da Vinci's Last Supper—the Madonna di San Sisto and the Madonna della Saggiola of Raffaele—the Beatrice Cenci of Guido—the picturesque Sybils of Guercino and Domenichino—and a number of other well-known Paintings. There is a whole series of Casts from antique Gems and Cameos of subjects from the Mythology and History of Greece;—another illustrative of the History of Rome under the Republic and the Empire—another comprising Portrait-medallions of the most illustrious men of ancient and modern times—and yet another very extensive one showing the historical development of plastic art from the earliest Egyptian and Etruscan period to the decadence of Art which attended the decline of the Roman Empire. The modern Schools of Sculpture are well represented by reliefs from the most beautiful productions of Canova, Thorwaldsen, and Gibson. Several of the Volumes are filled with the views in Basso-relievo of the edifices of Palladio and the other Masters of the Italian Renaissances. The copies of the Cameos and Gems form in themselves a perfect copy for an art collection. We see in these exquisite works the liveliest play of exuberant fancy in the never-ending and ever-varied myths of Classical Antiquity, while the Historian finds in the subjects which are taken from daily life, the most vivid and truthful delineations of the manners of the time. The value and importance of this collection cannot be too highly estimated. The student of history and of art will find in it an invaluable adjunct to his reading, while the artist can go to it for models of beauty, the scarcity of which is the greatest drawback to which native art in a new Country is unavoidably subject.

The Library of Queen's University has received another handsome donation of above sixty Volumes from Mr. John Smith, of Montreal. They comprise for the most part works which are well known. Among these we need only specify, for example, the works of Isaac Watts in six quartos, Sir Walter Raleigh's History of the World, in six Library octavo Volumes, and a fine copy in quarto of Howard's work on Prisons.

It is of very great importance that the members of the learned professions and other gentlemen in this part of the Province, who are interested in literary pursuits, should have thus within their reach a library in which they may be able to consult authorities that they cannot expect to find in private. It is in general to these Universities that men in all Countries look for such assistance in the study of literature, and Queen's University is doing its part in this matter. We believe that several of those who are interested in the welfare of the University are at present engaged in considering the best means for increasing its library, and they deserve the co-operation of all who have at heart the elevation of our academical institutions and the advancement of profound learning.

In the Museum there are Collections of Canadian Minerals and Fossils, bequeathed by the late Reverend A. Bell, together with a Collection made by the Reverend Professor Williamson, and contributions illustrating fully the Minerals and Fossils of Canadian Rocks, presented by Sir William Logan, Director of the Geological Survey. A collection of Minerals, including Galena from Thunder Bay and Magnetic ores from the north shore of Lake Superior was presented by Mr. John Paton; also Quartz Crystals and Carbonates and Sulphides. A Collection of Canadian Insects by Mr. R. V. Rogers, besides various contributions by Doctor Grant, Mr. Alexander Bell, Mr. John Bell and Mr. E. C. Fox.

## III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY, 1864.

## PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE.

*January 12th, 1864. Resolved,* That the following be the Committee on the University Statutes for the present year: The Chancellor, the Provost, Professor Ambery, Mr. G. W. Allan, Mr. S. B. Harman, and the Reverend Saltern Givins, three of whom to form a quorum.

*Resolved,* That the Committee on Discipline for the present year do consist of the Bishop of Toronto, the Chancellor of Upper Canada, and Mr. S. B. Harman.

*Resolved,* That the Examiners in Divinity for the present year be the Reverend Doctors Beaven and Scadding.

Mr. S. B. Harman gave notice that, at the next Meeting of the Corporation, he would move the consideration of applying to the Legislature for an Act to amend the Act Incorporating Trinity College.

Letters read from the Bishops of Toronto, Huron, and Ontario, assenting to the amendments of the University Statutes, which were adopted at the Meeting of the Corporation held on the 8th of December last.

*February 9th, 1864.* There was not a sufficient number of Members present to form a quorum.

*February 16th, 1864. Resolved,* That the thanks of the Corporation be given, (through Professor Kingston), to the University of Toronto, for abstracts of Magnetical Observations.

*Resolved,* That the Provost, the Reverend Doctor T. B. Fuller, Mr. Lewis Moffatt, Mr. S. B. Harman, and the Reverend Professor Ambery be a Committee to prepare a full statement of the present financial position of the College, and that they accompany the same with suggestions and recommendations as to retrenchment and economy.

*Resolved,* That notice be published in the necessary papers of the intention of the Corporation of Trinity College to apply at the next Session of the Legislature for an Act to amend the Act incorporating Trinity College.

*March 8th 1864.* The Reverend Doctor T. B. Fuller, from the Committee appointed at last Meeting on retrenchment and economy, brought in the following Report. The Committee appointed at the last Meeting of this Corporation to examine into the financial position of Trinity College, and to report where retrenchment may be made, so as, if possible, to bring down the Expenditure to the limits of the Income, beg leave to report. That they find that, during past years, the sum of £4,158.15.9 of the Capital of the College, which ought to have been invested, has been spent in maintaining the College; that the further sum of £655.0.0, which had been given to the College for particular objects, has become absorbed in the general Expenditure of the Institution. In view of the present financial position of the College, with so much of its Capital gone, your Committee would recommend, that the amount arising from Fees for Matriculation and Degrees, which, by Resolution of the Corporation, were set apart for a Library Fund, should be carried to the general Income of the College. That all Scholarships should be reduced, so as to effect a saving thereon of £150 per annum, and that the offer of the Reverend the Provost to forego £100 per annum of his salary, until such time as the Funds of the College are in such a condition as to pay the Provost his full salary of £608.6.8 and the arrears, be accepted. And that efforts be made to raise among the friends of the College in this Country the sum of £300 per annum for three years, (if necessary,) which is the estimated deficiency of the Income, after the above alterations come into effect. Your Committee also recommend, that after this year, all monies falling in from the payment of monies on account of Mortgages, or redemption of Debentures, or of Lands sold, belonging to the College, or Capital monies coming into the Bursar's hands from any of the sources, except it be Income arising from investments, shall be used first, for replacing, with good Securities, the amounts belonging to particular Trusts, which have been used for the general pur-

poses of the College. Secondly, for the payment of all Taxes on Lands belonging to the College; and thirdly, for the purpose of good Securities for investments to yield Income, and not for the ordinary expenses of the College.

Toronto, 8th March, 1864.

T. B. FULLER, Chairman.

When it was,—

*Resolved*, That the Report be adopted.

*Resolved*, That the Provost, the Reverend Professors Ambery and Jones be a Committee to consider in what way the Scholarships may be rearranged, in order to secure, with the least injury to the College, a reduction of £150 under this head.

*Resolved*, That the Bursar be instructed to take stringent measures to secure the payment, as far as possible, of all sums due to the College.

*April 12th, 1864. Resolved*, That the Bursar be instructed to pay the Reverend Doctor Leacock, who is doing the Reverend Doctor McMurray's duty at Niagara during Doctor McMurray's absence in England, on business connected with the College, the sum of £150 per annum from the 1st January, 1864, payable quarterly.

The Committee appointed to consider in what way the proposed reduction of the value, or number, of the Scholarships in Trinity College School be carried out, beg to present the following plan as that, which, in their opinion, will be least prejudicial to the interests of the College.

That the Bishop Strachan Scholarship be reduced from £30 to £20—reduction	£10.0.0
The two Allan Scholarships be reduced from £45 each to £30 each—reduction	30.0.0
The Dickson Scholarship be reduced from three to one .....	reduction 60.0.0
The two Burnside Scholarships be suspended .....	reduction 60.0.0
One Cameron Scholarship be withdrawn .....	reduction 25.0.0
The change already made respecting Foundation Scholarships by making them tenable for only one year, but which will take effect only from October next, reduces the greatest possible expenditure under this head £20 below the average expenditure of the last two years .....	20.0.0

Making a total reduction of ..... £205.0.0

*Resolved*, That with the view of defining the amount to be included in the next advertisement, as to the extent of the Dickson Scholarship, the Chancellor be requested to ascertain the views of Mr. Dickson on the subject at the earliest possible day. The Bursar having this day reported that the returns from the Mortgages assigned by Mr. Dickson, on founding the Scholarships, only amount to £45 per annum, whereas the Scholarships have been hitherto kept up by the College to the extent of £90 per annum.

*May 10th, 1864.* A Letter from Professor Hind was read, as to his absence in England, when it was,—

*Resolved*, That Professor Hind's Letter to the Bishop of Toronto having been read, the explanation of his absence in England be accepted. While the Corporation express their opinion that any Professor, before leaving his post, should procure leave of absence from the Corporation, and should provide, with its sanction, for the discharge of his duties during his absence.

*Ordered*, That the usual advertisement as to Scholarships, etcetera, be inserted in the Newspapers.

A Letter was read from the Secretary of His Excellency the Governor General, with a Volume, containing copies of a collection of "the Principal Speeches and Addresses of His Royal Highness the Prince Consort," to be deposited in the Library; and also a copy of a Despatch from his Grace the Duke of Newcastle, concerning the same, when it was,—

*Resolved*, That the Corporation desire to convey, through the proper channel, to Her Majesty the Queen, their most dutiful and grateful acknowledgment of Her Majesty's gracious remembrance of the College, in presenting to its Library a copy of the

"Principal Speeches and Addresses of His Royal Highness the Prince Consort." The Corporation will ever treasure this gift as a valuable and fitting Memorial of that great and good Prince, and also as being enriched by a most affecting record of the domestic virtues and sorrows of its Royal Donor.

The Bursar was directed to acknowledge the receipt of the Letter and Book, and to send, through the Governor General, a copy of the above Resolution to Her Majesty the Queen.

*July 12th, 1864.* A Letter was read from the Reverend Doctor McMurray, in England, dated the 20th of June, 1864, when it was,—

*Resolved,* That the Corporation have heard read with great interest the Letter of Doctor McMurray of the 20th June, and in conveying to him their congratulations on his reception and success so far; and an expression of their confidence in his zeal and ability to carry his mission to a thoroughly successful issue.

*Resolved,* That the College Seal be attached, if necessary, to a Power of Attorney to the Bank of Upper Canada, for the purpose of drawing from the Government the \$4,000 grant made to the College at the last Meeting of the Legislature.

*Resolved,* That, on the receipt of the Grant of \$4,000 from the Legislature, the Finance Committee invest Two hundred pounds to replace the Prince of Wales' Foundation.

*Resolved,* That the Provost, Messieurs Grasett, Fuller, Harman, Ambery, Jones and Bovell be a Committee to consider whether any modifications may be made in the present system of granting Degrees in Medicine, and whether it be advisable to establish a Faculty in Medicine in the University.

Mr. S. B. Harman called the attention of the Corporation to the inconvenience caused by the present rule of having Convocation held in December to Graduates who desire to commence the study of the Law, who thereby lose a Term at Osgoode Hall, and named that the Chancellor had stated to him that it would equally suit his convenience to have Convocation in November.

*October 11th, 1864.* Letter read from Professor Hind, resigning his Professorship, when it was,—

*Resolved,* That the resignation of Professor Hind be accepted, with the assurance that the Corporation reciprocate the feeling of regret with which the resignation of his long connection with the College, and that the Bursar be instructed to pay to Professor Hind his salary up to the 1st October instant.

Letter read from the Bishop of Ontario, naming the Very Reverend James Lyster, LL.D., Dean of Ontario, to be a Member of the Council, in place of the Very Reverend W. B. Lauder, who has left the Province.

The Finance Committee reported that the Bursar's Accounts had been audited up to the 31st of March, 1864, and found correct. The Report was adopted.

With respect to the Denison Exhibition, the Bursar was instructed to inform Mrs. Sherwood that the College was not responsible for the payment of the same to her Son.

The Account of "The Canadian Churchman" for the annual Advertisement was ordered to be paid at the same rate as the other papers received.

*Resolved,* That Professor Bovell be appointed Lecturer in Chemistry, his title for the future to be Professor of Physiology and Chemistry, and that he receive, in consideration of this additional service, an increase of Salary, to the amount of £50 a year, commencing from the 1st of October instant.

*Resolved,* That the Reverend Mr. Fyies be allowed to come up for examination at the end of the Lent Term, for Matriculation, under the Regulation which expired on the 1st of October, 1864.

*Resolved,* That the Prince of Wales' Prize be given henceforth under the conditions attached to the Chancellor's Prize, and in lieu of that Prize.

*Resolved,* That the thanks of the Corporation be conveyed to the Reverend Doctor adding for his copy of his Sermon preached on St. George's day.

*Resolved*, That the deficiency in the University Scholarships of £230.18/—in the Wellington Scholarship of £125,—in the Pettit Scholarship of £100, and in the Kent Testimonial of £23.18.7, be at once made up, as in the case of the Prince of Wales' Scholarship, out of the Government Grant of \$4,000, and that the said amount be invested for the benefit of these respective Scholarships under the direction of the Finance Committee.

*Resolved*, That the following be appointed a Committee to consider whether any, and what steps should be taken for establishing an Intermediate School in connection with Trinity College, to report at the November Meeting, videlicet, Mr. G. W. Allan, Doctor T. B. Fuller, Mr. S. B. Harman, the Reverend Professor Ambery, and the Provost.

*Resolved*, That, in consequence of Messieurs Musson and Garratt having passed examinations which entitled them each to a Scholarship as equal in Proficiency, the sum of £10 be, this year, added to the Foundation Scholarship of £20, and the £30 be divided between them, making two Scholarships of £15 each.

*Resolved*, That the Reverend A. J. Broughall be appointed Lecturer in Classics, at a Salary of £125 currency per annum, commencing from 1st of October, instant.

*November 8th, 1864. Resolved*, That the Letter Testimonial, in favour of Mr. Hind now read be adopted by the Corporation and transmitted to him.

Notice of Motion by the Provost, that he would move at the next Meeting the adoption of a change in the present University Statute, relating to Students in Divinity, providing that, under certain conditions, young men may be allowed to enter the Divinity Course of two years, without first spending a year in the Arts Course.

A Letter was read from the Governor General's Secretary, enclosing the copy of a Despatch from the Secretary of State, in answer to the Resolution of the Corporation, on receiving from the Queen the principal Speeches of the late Prince Consort.

Notice was given to fill the vacancy at the Council caused by the resignation of Mr. Hind at the December Meeting.

*Resolved*, That the Council of Trinity College, having heard, with deep regret, of the severe domestic affliction which has befallen the family of the Reverend Doctor William McMurray, during his absence in England, in the death of his oldest Son, desire to convey to Mrs. McMurray and the afflicted Relations an expression of their sincere condolence.

The Committee appointed as to the proposed Intermediate School made the following Report. The Committee appointed to consider whether any steps should be taken to establish a Superior School in connection with Trinity College, beg to report, that they have had before them a proposal made by the Reverend W. A. Johnson of Weston, to establish a School at, or near, Weston, under the sanction of Trinity College, and under such Regulations as to Discipline and the Course of Study as the Corporation of Trinity College may approve. The appointment of Masters being also subject to the approval of the Corporation. Mr. Johnson is willing to make himself responsible for the expenses of the Establishment provided that he is aided by the approval and countenance of the Corporation, and authorized to advertise the connection of the School with the College; and also to state that annual Examinations will be conducted by the Professors, and Prizes be given by the Corporation. Mr. Johnson has further informed the Committee that he has at his disposal a sum of \$900, which he is prepared to employ in the purchase of School Building, or of a Site, as may be thought best, to be vested in the Corporation of Trinity College. The Committee recommend that the following Resolution be adopted by the Corporation:—That the Corporation of Trinity College accept the proposal of the Reverend W. A. Johnson, with an acknowledgment of the disinterested zeal which it conveys in the cause of Church Education, and reappoints the Committee for the purpose of conferring with Mr. Johnson on the details of his plan, and with authority to take any such steps as, in their judgment, shall appear expedient. The Report and Resolution were adopted.

*December 13th, 1864.* A Letter was read from the Reverend Doctor McMurray acknowledging the receipt of copy of the Resolution of Condolence adopted by the Corporation.

Also another Letter from him to the effect that he would be able to attend at the next Meeting of the Council to report.

*Resolved*, That the Corporation thankfully accept Mr. Cumberland's generous offer to place at the disposal of the Corporation the proceeds of his Son's Scholarships and appropriate the sum as follows:—£10 to augment the Scholarships of Mr. Musson and of Mr. Garnett to £20 each, and £20 as an additional Scholarship to Mr. Shaw.

The Bursar was instructed to give notice of the election of Members to fill vacancies. A Memorial was read from the Students for assistance in putting up a "Gymnasium."

Doctor Bovell gave notice that he would move at the next Meeting to have the Toronto School of Medicine recognised by this University.

Mr. S. B. Harman, from the Committee appointed to consider any alteration in the University Statutes, which might be proposed, gave notice of his intention to submit at the next Monthly Meeting, the following alterations in the Statutes, videlicet: in Chapter 111, Section 1, to strike out the word thirty, and insert in its place the words, twenty-five. Section 3, to strike out the word five, from the Diocese of Huron. Section 4, to strike out the words "the Bishop of Huron and Ontario shall nominate the Members of Council from their respective Dioceses," and to insert, in the place the words: "The Bishop of Ontario shall nominate the Members of Council from his Diocese."

The Provost from said Committee gave notice, also to add to the University Statute of Trinity College, Chapter, V, Section 1, the following words:—"Students may also be admitted to the Divinity Class under the following conditions:—

1. That the Candidate for admission be of the full age of 21 years.
2. That he produce Testimonials from some Clergyman in Priest's Orders, certifying to his good moral character, and apparent fitness for the office of the Christian Ministry; and also to his inability to meet the expense of a three years academical course; these Testimonials being countersigned by the Bishop of the Diocese, in which he resides, or in which he intends to offer himself as a Candidate for Holy Orders.
3. That he shall pass a satisfactory examination in the following subjects: 1. The Gospel of St. Matthew in Greek. 2. Scripture History. 3. Paley's *Horae Paulinae* and Blunt's *Undersigned Coincidences*. 4. St. Augustine *De Civitate Dei*, *Libre X.* 5. The Liturgy, (the Text Book being Procter's *Elementary History of the Book of Common Prayer*).
4. That this examination be held at the same time with the Matriculation Examination,—the papers in the Gospel and in Scripture History being the same as those given to Candidates for Matriculation.

It must be clearly understood that such Students, residing for two years only are eligible for the Degree of B.A., only on condition of a further residence of one year, and of passing the several examinations required for that Degree.

Also, that, as the new University Statute, respecting the admission of Students to the Divinity Class, cannot come into operation until October next, the Provost be authorized to receive, at the commencement of the Lent Term, such Candidates as may then be prepared to pass such examination, as he may deem sufficient, and shall also comply with the other conditions prescribed by the Statute.

#### IV. THE (FREE) PRESBYTERIAN CHURCH, REPRESENTING KNOX COLLEGE.

##### PROCEEDINGS OF THE COLLEGE BOARD.

*June 16th, 1864.* The Synod called for the Report of the Board of Management of Knox College. The Report was handed in by the Reverend Mr. Dick, the Chairman of the Board, and was read. The Report embodied the Report of the Senate of the



College, as also a Statement of amounts contributed by the several Presbyteries in support of the Institution; the contributions to, and the disbursements from, the Bursary Fund; notice of a liberal donation from Mrs. Gibb, of Woodfield, Quebec, (Widow of the late Mr. James Gibb,) for encouraging the study of elocution, as also a Statement of the management of the College Boarding House.

There was read in connexion with the Report, a Letter from the Reverend George Paxton Young, informing the Synod that the Office of Inspector of Grammar Schools had been offered to him, and that he had signified to the Council of Public Instruction his willingness to accept the same, and tendering the resignation of his office of Professor of Theology in Knox College; at the same time thanking the Synod for the kind support which he had uniformly received as well from the Synod, as from individual Members thereof, in the discharge of his Professorial duties, and warmly expressing his hope and prayer that the Divine Blessing might continue to rest abundantly on the Institution with which he had been so long connected.

There was read also a Letter from the Reverend Doctor Robert Burns, Professor of Church History and the Evidences of Religion, addressed to Principal Willis, with the view of its being submitted to the College Board, expressing his earnest wish to have some help in the discharge of the duties of his Class, especially in the Evidence department, and offering to bear the expense if such assistance were furnished.

There was read also a Letter from Principal Willis, addressed to the Chairman of the College Board, with a view to its being laid before the Synod, and submitting certain considerations which should lead the Synod to grant him an increase of Salary. On motion made and seconded, the Report of the College Board was received.

It was moved by the Reverend Alexander Topp, duly seconded and agreed to, That a Committee be appointed to confer with Professor Young, in regard to his tender of resignation, with a view, if possible, to retain his services. The Committee was appointed.

*June 17th, 1864.* The Committee appointed to confer with Professor Young respecting his tender of resignation of the office of Professor of Theology, gave in a Report, which was read by the Reverend Alexander Topp, the Convener, to the effect that, having met with Mr. Young, and having signified to him the object of their appointment, namely to retain if possible, his services to the Church, as hitherto, Mr. Young stated that he had carefully and deliberately weighed the matter, and that for reasons which were still to his mind satisfactory, while expressing thanks for all the kindness and support which he had received from the Synod, he yet adhered to his resignation. The Committee also recommend that the resignation of Mr. Young be accepted, and reported a deliverance for the adoption of the Synod.

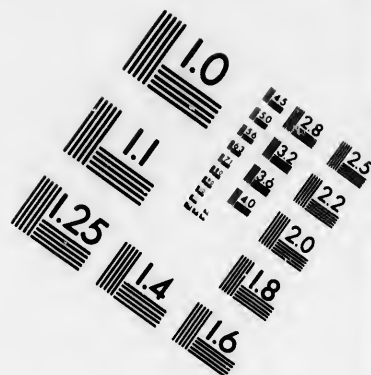
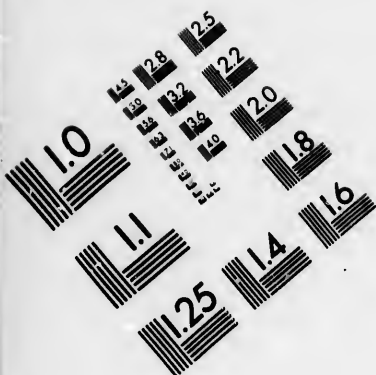
The Report of the Committee was received, and the deliverance therein contained adopted.

The Synod, in accepting, as they now do, with reluctance, the resignation of Mr. Young of his Chair as Professor of Theology in Knox College, resolve to record their deep sense of the ability and faithfulness, and zeal, with which he has discharged the duties of his office,—their high appreciation of his eminent qualifications and important services in the College,—their sincere regret that he has felt it his duty to withdraw from the Chair, which he has so efficiently filled—their best wishes for his future welfare, and their earnest prayer that, in whatever sphere of labour he may, in the Providence of God, be placed, he may be largely honoured in promoting the interests of the cause of Christ.

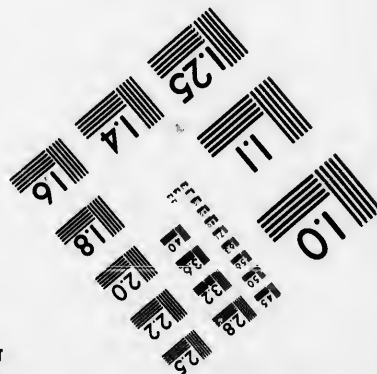
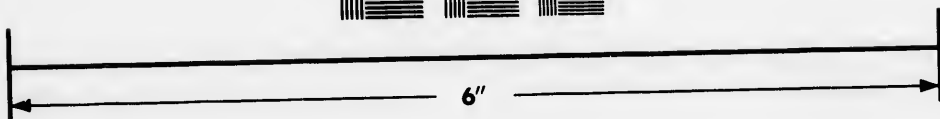
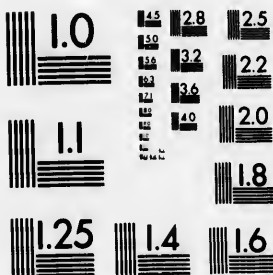
*June 21st, 1864.* The Synod called for the Report of the Committee to whom was referred the Report of the Board of Management of Knox College.

The Report was handed in and read by the Reverend Doctor Ormiston, the Convener. On motion made and duly seconded, it was agreed that the Report be received, that the thanks of the Synod be given to the Committee for their diligence in the important business intrusted to them, and that the recommendations of the Report be taken up and disposed of seriatim.





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On motion of the Reverend Duncan McRuer, seconded by the Reverend W. T. McMullen, it was unanimously agreed, That the Synod adopt the first recommendation of the Report of the Committee, and receive the resignation of the Reverend Robert Burns, D.D., as Professor in Knox College, as therein intimated; accord to him the position of Emeritus Professor, and request him to deliver occasional Lectures to the Students, on such subjects as may be agreed on by the Senate; continue his present salary till the opening of the next Session of 1864-5; grant him a retiring allowance of one thousand dollars, (\$1,000,) per annum, to be paid out of the ordinary College Fund, and appoint a Committee to draft an appropriate Minute on the retirement of Doctor Burns, for the subsequent consideration and adoption of the Synod.

The Committee to draft such a Minute was then appointed.

The second specification of the Report was taken up in relation to the Letter of Principal Willis, requesting an increase of Salary, and stating that the Committee did not feel at liberty to recommend compliance with that request.

It was moved by the Reverend Doctor Robert Irvine, seconded by Mr. N. Paterson, That in reference to the part of the Report bearing on the Letter of Principal Willis, it be resolved to add a sum annually, not less than two hundred dollars to his present salary.

It was moved in amendment by the Reverend Archibald Cross, seconded by Mr T. Mair, That the recommendation of the Committee be adopted.

A vote being taken, the amendment was carried by a large majority, and the Synod decided on terms thereof.

The third general division of the Report was entered upon, and it was agreed that the first sub-section be adopted to the effect, That the Classes in Knox College shall be exclusively Theological.

It was moved by the Reverend J. K. Smith, seconded by the Reverend W. B. Clark, of Quebec, That the second sub-section, namely, that only one Professor of Theology be now appointed be adopted.

The second sub-section of the third general division of the Report, recommending that only one Professor of Theology be at present appointed in Knox College.

Mr. McDowall, seconded by the Reverend John Ross, submitted the following amendment:—

That the Synod feel the great importance of having at least one well equipped Theological Hall, and resolve that the staff of Theological Professors in Knox College shall consist of not fewer than three Theological Professors.

A vote was then taken between the amendment of Mr. McDowall and the motion of the Reverend J. K. Smith, submitted at the last Sederunt of the following purport, videlicet: That the recommendation of the Committee, that only one Theological Professor be appointed, be adopted by this Synod, when the motion of Mr. Smith was carried by a very large majority, and the Synod decided and declared in terms thereof.

In regard to the fourth Sub-section, under the Third division of the Report, recommending that the Synod express satisfaction with the results of the examination of Students, as detailed in the Report of the Committee, and that the Synod should appoint Examiners to be associated with the Professors in examining the Classes. The Synod agreed, on motion made and seconded, That the recommendation be adopted; the last clause in reference to the appointment of Examiners being dropped.

The recommendation under the Fifth Sub-section of the Third division of the Report was adopted by the Synod of the following tenor: That it be remitted to the Board of Management to consider whether the Boarding House may not be dispensed with, and the vacant Rooms be profitably used for other purposes.

The Sixth Sub-section of the Report of the following purport was adopted: That, with the view of Meeting the financial difficulties of Knox College, a special effort be made throughout the Church to raise a sum of money during the present financial year sufficient to cover the ordinary expenses of said College, together with the present

floating debt, and such other sum as may be requisite to pay off the debt on the College Buildings, in the course of two, or three, years; a sum of \$9,000 being requisite for these purposes; and that the College Board be instructed to commit the matter of this recommendation to a small Committee to carry it into immediate effect.

The Synod proceeded to the consideration of the question of appointing a Professor of Theology.

It was moved by the Reverend W. T. McMullen, seconded by the Reverend T. McPherson, That no permanent appointment of a Professor be made at the present Meeting of Synod, but that the College Committee be instructed to make provision for the ensuing Session by securing the services of a Minister, or Ministers, of the Church, and that the expenses involved be defrayed out of the College Fund.

It was moved in amendment by the Reverend A. F. Kemp, seconded by the Reverend John Ross, That a small Committee be appointed to consider and report on the method of procedure in the appointment of a Professor to Knox College.

It was moved in further amendment by the Reverend Alexander Topp, seconded by the Reverend J. K. Smith, That the Synod delay the appointment of a Professor at the present Session, and remit the matter to the consideration of Presbyteries; that a Special Meeting of Synod be held in September to receive the nominations of Presbyteries, and, in the event of the Synod at such Special Meeting not finding itself in a position to proceed with the election of a Professor, to make temporary provision for the ensuing Session.

Votes being called, the amendment of Mr. Kemp was preferred to that of Mr. Topp, and was carried over the motion of Mr. McMullen by a large majority, and the Synod decided in terms of Mr. Kemp's amendment.

The Moderator then named as the Committee agreed upon in the decision come to, the Movers and Seconders of the several motions.

*June 22nd, 1864.* The Committee appointed to consider and report on the method of procedure in the appointment of a Professor in Knox College, gave in a Report which was read by Mr. Topp, the Convener.

It was moved by the Reverend T. Lowry, seconded by the Reverend Duncan McRuer, That the recommendation of the majority of the Committee be adopted, namely, that the Synod remit to Presbyteries to nominate persons eligible to the office of Professor; that Presbyteries be instructed to report to next Meeting of Synod, and in the meantime temporary provision be made by the Board of Management for conducting the Classes in the College.

It was moved in amendment by the Reverend A. A. Drummond, seconded by the Reverend Robert Hall, That this Synod, believing that we have men among us who are well qualified, both by gifts and graces, to discharge the duties of the Professorial Chair, and whose names would do much to commend the College to the confidence of the Church, Resolve to proceed at once to the nomination of a Professor to fill the vacant Chair.

It was moved in further amendment by the Reverend David Inglis, seconded by the Reverend W. B. Clark, of Quebec, That the subject of the election of a Professor be sent down to Presbyteries for their consideration, and to report at a Meeting of Synod to be held on the first Wednesday of September next.

Votes being taken, the amendment of Mr. Inglis was carried, against that of Mr. Drummond, and the motion of Mr. Lowry was carried by a large majority, and the Synod decided and declared in terms of said motion.

The Synod having, at a former Sederunt, resolved that the Classes in Knox College shall be exclusively Theological, it was agreed that it be remitted, and it is hereby remitted, to the Senate of the College, to make arrangements for conducting the preliminary Studies, forming a part of the College Course.

*June 24th, 1864.* On motion made and seconded, it was agreed to recommend, as the Synod did, and do hereby recommend, that on the second Sabbath in October,

special prayer be offered in all the Congregations of the Church on behalf of Knox College.

In regard to contributions for the support of Knox College, the Synod resolved: That the instructions of last Synod, in regard to apportioning the contributions to be raised by the several Presbyteries and Congregations be again acted on by the Board of Management, and that the last week of February be appointed as the time at which all contributions shall be remitted, and that Congregations who can do so be urged to remit the money as much earlier as possible.

#### ABSTRACT OF THE ANNUAL REPORT OF COLLEGE BOARD.

*Students.*—The total number of Matriculated Students in the several classes was 55. Of these there were in the Senior Theological Class, 9; in the Second Class, 9; and in the Junior Class, 14; in the Senior Preparatory Class, 13; in the Second Class, 7; and in the Junior Class, 3.

*Funds.*—The Treasurer's Account shews an increase of over \$1,200, as compared with the preceding year,—an increase no doubt mainly owing to the special means adopted by the Board and carried out by most of the Presbyteries. The following Statement shows the contributions by the several Presbyteries for the last three years:—1861-2, \$3,682.82; 1862-3, \$4,739.96; 1863-4, \$5,964.67.

*Bursaries.*—The amount received on account of this Fund has been \$978, including the sum of \$800 from Mrs. Gibb, of Woodfield, Quebec, for the establishment of a Scholarship, or Prize, for Sacred Rhetoric. For this donation the best thanks of the Synod are due to Mrs. Gibb. The Prince of Wales' Prize was obtained this year by Mr. A. B. Simpson; the John Knox Bursary by Mr. J. Baikie; the George Buchanan Prize by Mr. F. W. Farries; the first Gaelic Prize by Mr. Duncan Davidson, and the second Prize by Mr. Hugh Currie. Mr. John McColl obtained a Prize for public reading. The whole sum paid on account of the Bursaries open to competition and to aid Students, was \$345.

The Board transmit to the Synod the following Communications, videlicet:—1. A Letter from Reverend G. P. Young, intimating his resignation of his Chair in the College; 2. A Letter from the Reverend Doctor Robert Burns expressing his desire for aid in the discharge of the duties of his Chair; and 3. A Letter from Principal Young on the subject of his Salary.

TORONTO, 1863.

JAMES DICK, Chairman.

### CHAPTER XXV.

#### PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, 1864.

*April 7th, 1864.* A number of Communications were laid before the Council.

*Ordered,* That the Reverend George Paxton Young, M.A., be appointed Inspector of Grammar Schools for the year 1864.

The following Books were laid before the Council:—Elements of Algebra, by Mr. J. H. Sangster; First Lessons in Scientific Agriculture, by the Reverend G. P. Young.

*Ordered,* That the Reverend G. P. Young, Inspector of Grammar Schools be now Examiner of Candidates for Grammar School Masterships, in place of the Reverend W. F. Checkley.

A Statement of Accounts was laid before the Council and approved.

## STATEMENT OF RECEIPTS AND EXPENDITURE OF THE NORMAL AND MODEL SCHOOLS FOR 1863.

RECEIPTS.			EXPENDITURE.		
	\$	c.		\$	c.
Balance on hand, 1st of January.	79	19	Salaries and Wages .....	9,834	65
Warrants received .....	13,500	00	Books, Apparatus.....	1,091	02
Model School Fees.....	3,954	85	Printing .....	150	88
Balance of Trust Fund Account transferred (and interest).....	174	21	Light, Water and Fuel.....	1,133	50
			Insurance .....	563	50
			Furniture, Repairs and Contingencies.....	1,492	27
				\$14,265	82
			Students aid during the 29th and 30th Sessions .....	2,455	00
			Expenses of the Grounds and the Gardener's wages.....	513	95
				\$17,234	77
			Balances on hand, 31st of December, 1863.....	473	48
	\$17,708	25		\$17,708	25

A Summary of Receipts and Expenditures of the Model Grammar School and Inspectors for 1863, amounting to \$8,282.30, was laid before the Council and approved.

*May 20th, 1864.* Several Communications were laid before the Council.

This Council records its regrets at the decease of Mr. John C. Disher, M.D., who, after having obtained the highest class Certificate as a Student in the Normal School, has been employed during several years as First Assistant Master in the Model School, the duties of which he has discharged with great faithfulness and ability—endearing himself to his Pupils by his kindness, while he maintained strict discipline and order amongst them. Mr. Disher enjoyed the respect and friendship of all his acquaintances, and the Council sincerely sympathises with his parents and friends in the loss of their Son and Relative.

The Letter of the Head Master of the Normal School, having been under consideration, it was,—

*Ordered,* That Mr. John Glashan be appointed First Assistant Master in the Boys' Model School, at a salary of \$600, and that \$40 be added to the present salary of Mr. Campbell, the Second Assistant Master.

*July 13th, 1864.* A number of Communications were laid before the Council.

The Letter of Mr. A. R. Campbell, of the 20th May, having been under consideration, it was—

*Ordered,* That his resignation be accepted. At the same time the Council desires to record its high opinion of his ability and industry during his connection with the Boys' Model School.

The Letters of the Head Master, and of Messieurs Lusk, Stack and Moran, having been under consideration, it was,—

*Ordered,* That Mr. Lusk be appointed Third Master of the Boys' Model School, at a Salary at the rate of \$520 per annum from the 1st of August next.

Several Applications from Superannuated Common School Teachers were laid before the Council and approved, and one was rejected.

(NOTE. No further Meetings of the Council were held in 1864).



## CHAPTER XXVI.

CORRESPONDENCE RELATING TO THE FINANCIAL OPERATIONS  
OF THE EDUCATION DEPARTMENT OF UPPER CANADA, 1864.

## 1. FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE SECRETARY OF THE PROVINCE.

I have to make the request that you will do me the kindness to inform me of the amount available for Common and Grammar School purposes for the current year. I wrote to the Provincial Auditor for this information on the 14th of March, but no notice has been taken of my Letter, and the time fixed by Statute for making the apportionment expired some weeks since, and the Municipal Authorities are applying to me for information on the subject.

TORONTO, June 4th, 1864.

EGERTON RYERSON.

## 2. THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Your Letter to the Provincial Secretary of June the 4th, with my report thereon, which I communicated to you, has been under consideration-in-Council, having lain in abeyance during the late Ministerial difficulties. Mr. Galt requests that you will explain your views as to what course it would be more convenient for the Public to pursue in consequence of the change in the fiscal year. It is clear that, for the present year, no notice to the contrary having been given, the year's Apportionment should be paid in July; it would, however, be highly inconvenient if this were to continue to be the practice. It seems absolutely necessary to introduce a half year's distribution somewhere. It might be done in either of two ways,—1st, by giving a half year's distribution about the 1st of January, and subsequently reverting to the annual distribution immediately after the 1st of July in each year, when it would be the payment in advance for the year ending June the 30th.—or, 2nd, by continuing to apportion half yearly, as is done in Lower Canada, immediately after January the 1st and July the 1st. The difference, as compared with Lower Canada, would be that your money would be paid half yearly in advance, and theirs is paid after the expiration of the half year, to which it belongs. I will take care that immediately after July the 1st you are placed in funds. The sum you asked for, out of the Common School Grant, was \$175,227. without regard to the balance in hand, and you have received \$94,211. An additional \$80,000 shall be placed to your credit after July the 1st.

While you are applying to Government upon this subject, I would suggest that you should obtain instructions as to the application of the accumulated Balance at the credit of the Grant, and, possibly, it may be desirable to ask for a revision of appropriations of the entire Grant by the present School Act. These appropriations have not been strictly adhered to heretofore, and some have never been acted upon at all. The circumstances of the Country, and the amount of the Grant have altered so much in the meantime that some revision seems desirable, and it has become necessary, from the provisions of the New Audit Act, which interferes with the power formerly exercised by Government of modifying the strictness of parliamentary appropriations. It will be my duty, for the future, to keep an account of your Expenditure, as against these sub-appropriations, and to disallow any Expenditure in excess of them. The balance at the credit of the Grant, however, has accumulated under the old system when the sub-appropriations were not strictly attended to, and it will be for the Government to decide how it is to be treated. The revision, which I now suggest, would, of course, require legislation, but for the current year and a half, the Act leaves the details of the method of Audit in the hands of the Government, and I think that any revision of these appropriations sanctioned by Council, and to be hereafter submitted to Parliament, would be sufficient authority for me in the meantime.

QUEBEC, June 24th, 1864.

JOHN LANGTON, Auditor.

## 3. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL AUDITOR.

I have the honour to state, in reply to your Letter of the 17th instant, that, there is evidently an error in your Statement of the amount payable from the Legislative School Grant. The amount voted by Parliament, for the half year ending June the 30th, was \$100,211.62, as stated in your Report; but there was a balance not drawn in 1863; as shown in the Public Accounts, Part II, page 60, of \$42,302, and of this only \$6,000 has since been drawn, so that, the amount available would be \$136,513.02, instead of \$94,211.62.

2. If the whole amount applied for cannot be obtained, great inconvenience will be felt by all the Teachers of Upper Canada, and by the Municipalities. No notice has been given that the 123rd Section of the Consolidated Common School Law, which fixes by Statute the first of July as the date of the annual payment by me of the whole Grant, would be virtually repealed, before the new Audit Act was passed. As the Estimates for the subsequent year have also been voted, it appears unnecessary to bring about the change so suddenly and cause so much trouble to Trustees and the others concerned. The Teachers would be the principal sufferers.

3. As no reply has yet been received from the Provincial Secretary to my Letter, it may be unnecessary at present to press the matter on the attention of His Excellency in-Council but, until an Order-in-Council to the contrary is received by the Department, the whole of the Common School Grant will be paid out for this year, as formerly, on receipt of the Warrants, which should issue without delay.

TORONTO, June 20th, 1864.

EGERTON RYERSON.

## 4. LETTER FROM THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge receipt of your Letter of the 20th instant. I was well aware that a balance had accumulated to the credit of the School Grant, but the principle established in all such cases is this,—when the ordinary Annual Expenditure for any service falls short of the sum voted in the Estimates, the balance of the Appropriation remaining over is either written off by Order-in-Council, or, where it is carried on to the next year, it is held as a special Appropriation not available for the ordinary Expenditure, without a reference to Council. I pointed out to Mr. Galt, on his accession to Office, and while he was preparing the Estimates, the large balance at the credit of your School Grant, and I was instructed by him not to issue any Warrant beyond the Grant of the year, without a special reference to him. Under these circumstances, the amount available for your ordinary sources for the half year is that which I stated in my Letter. It is not probable that you will want more than you have now at your credit until after the 1st of July, when a further sum will be available, and I shall, no doubt, hear from you to what extent you will require the new credit, in reply to my Circular of June the 17th.

You will receive in a day or two, another Circular, requesting you to deposit to the credit of the Receiver General weekly, or oftener, all receipts of your Department. This rule is to be universally followed, however small the receipts may be, but, in your case, there are some of your receipts which have special features—the Normal School, for instance, buys Books and Maps from the Educational Depository, and I presume that no cash passes in practice,—I think, however, that it would be more convenient if, under the new system, you gave a Cheque for the amount and deposited it, as if the Normal School were any outside customer. Your Cheques will then always correspond with the Expenditure, as shown in your Accounts, and your Deposits with your Receipts, under the several services, but, in making the Deposit, it will not be necessary to distinguish the service.

QUEBEC, June 22nd, 1864.

JOHN LANGTON, Auditor.

## 5. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL AUDITOR.

I have the honour to acknowledge the receipt of your Letters of the 22nd and 24th of June, and now address myself to the consideration of the suggestions which they contain, relating to the disposal of the unexpended balance of the Legislative School Grant to Upper Canada, and the period of paying the sums apportioned to the Municipalities.

You state two ways in which this unexpended balance at the credit of the Upper Canada Legislative School Grant can be disposed of: (1), It may be written off, and thus lost forever to the Schools of Upper Canada; or, (2), it can be specially appropriated by an Order of the Governor-in-Council.

It may be proper for me to relate, in the first place, whence this balance had arisen, and how it has accumulated. After it was decided to establish a System of Public Free Libraries in Upper Canada, as a branch of our School system, and on an increase of the Legislative School Grant in 1850, a sum, not exceeding \$12,000 per annum, was set apart for the support of these Libraries, to be expended upon the condition that an equal sum should, in every case, be provided from local sources. When it was determined to provide the Grammar and Common Schools also with Libraries, Maps, Apparatus, etcetera, another increase of the Legislative School Grant being made of a sum not exceeding \$14,000 for Libraries, and \$10,000 for Maps and Apparatus, per annum, was set apart in 1855 for these purposes, to be expended always upon the condition that an equal sum should be provided, in each case, from local sources. These three sums, amounting to \$36,000 per annum constitute what is called the Depository Fund. Provision was also made in 1855, allowing \$1,400 from this Fund for the payment of Clerks in the Depository branch of our Department. The amount of this Fund expended from year to year is variable,—depending upon the extent to which the Municipalities and School Authorities provide local contributions and apply for Libraries, Maps, Apparatus and Prize Books. Now the balance of \$42,302 has evidently arisen through an economical administration of this Fund during fourteen years, and from the fact that the Depository branch of the Department has more than paid its own expenses. The salaries of the Clerks, having been computed as part of the costs of the Books, Maps, Apparatus, etcetera, the portion of the Grant set apart for the support of the Depository has not been required for that service, but is available for Common School purposes, under the 121st Section of the 64th Chapter of the Upper Canada Consolidated School Statutes. Had this Department adopted the plan followed elsewhere, no balance could have arisen, but the Account would have been overdrawn and special application made to Parliament for relief. But it was never imagined that by prudent management there could be any danger to the Common Schools of Upper Canada losing any part of the Funds set apart for their support.

I have sought to create and maintain an unexpended balance of our Upper Canada School Fund, for two purposes. First, That, in the absence of any increase of the Parliamentary School Grant, I might be able to add periodically to the amount formerly available for distribution, as the educational wants of the Country seemed to require. As the School Grant is apportioned annually to the various Municipalities according to population, and, as new Townships are being formed and settled, and the population in some increasing faster than in others, the annual distribution of exactly the same sum must be attended with a diminution of legislative aid to a large number of the Municipalities—which would have an injurious influence. I counteract this, and keep up the sums granted to old and stationary Municipalities, and increase the aid given to new and growing Municipalities, a sum had to be added, from time to time, out of the unexpended balances, to the general sum apportioned throughout Upper Canada. Thus the sum of \$6,000 has been added from these balances to the sum apportioned for the current year,—thus adding \$12,000 to the Upper Canada School Fund of the year, since the law requires each Municipality that receives a share of the Grant to raise an equal sum by local assessment.

AUDITOR.

A second object contemplated by the balance in question, has been to provide for any unusual expenditure in connection with the Buildings and Premises of the Normal and Model Schools. The Roofs in great part of these Buildings, the Play yards, Sheds and Outhouses, the Walks and Enclosures of these Premises are of wood, and will, in part, at least, soon need renewal at an expense more than the Annual Grant for the support of these Establishments can meet. It is desirable, therefore, to have some means to meet these emergencies, without asking for an additional Grant from Parliament out of the Public Revenue. Any special application of a part of this balance could be made for these purposes by an Order of the Governor-in-Council; while the application of another portion of it, from time to time, to increase the Apportionment of the Annual Grant to the Schools at large can be made by authority of the School Act. The 3rd Section of the 26th Chapter of the Consolidated School Statutes provides, that "the said (Common School) Fund and the Income thereof shall not be alienated to any other purpose whatever, but shall remain a perpetual Fund for the support of Common Schools and the establishment of Townships and Parish Libraries. The 121st Section of the Upper Canada Consolidated School Act, (Upper Canada Consolidated Statutes, Chapter 64,) provided that "the whole of the remainder of the Grants in the 120th Section, (*i. e.* 'the share of the Legislative School Grant coming to Upper Canada and the additional sums of money, from time to time, granted in aid of Common Schools, and not otherwise expressly appropriated,') mentioned and not expressly appropriated in the foregoing Sub-sections, shall be expended in aid of Common Schools according to the provisions of this Act." Under the provisions of this Section, I could, of course, apply the whole of the balance in question to the general School Apportionment of any one year; but I do not think that would be good policy, as such an addition would be followed by a corresponding diminution of the Apportionment of the following year, and leave nothing to meet the case, and promote the beneficial objects and influences, above mentioned.

I do not see that any serious inconvenience can arise from leaving a balance of the Upper Canada School Grant at the credit of the Government at the end of the year. I, therefore, propose to leave the balance in question to be disposed of, as occasion may require, in the manner it has been, and as above suggested.

II. In regard to the distribution of the School Fund, I proceed, as Mr. Galt requests me to explain what course it appears to me, would be most convenient for the Public to pursue in consequence of the change in the fiscal year. You do not propose any change in the current year, but I propose, hereafter, that the distribution shall be from July to July, instead of from January to January, as heretofore. In order to accomplish this you state: "It seems absolutely necessary to introduce a half year's distribution. It might be done in either of the two ways. 1st, by giving a half year's distribution in about the 1st of January, and subsequently reverting to the Annual distribution immediately after the 1st of July in each year, when it would be the payment in advance for the year ending June the 30th; or 2ndly, by continuing to apportion half-yearly, as is done in Lower Canada, immediately after January and July. The difference, as compared with Lower Canada, would be, that your money would be paid half yearly in advance, and theirs after the expiration of the half year to which it belongs."

I think your first proposal is as liberal as possible, and as could be desired, in the event of a change in the mode of distributing our School Grant. To pay a half year's Apportionment in January, and then a year's Apportionment in July, appears to me equivalent to adding half a year's Grant for School purposes in Upper Canada, but I do not think the payment of the half year's Apportionment in January necessary: but I think the payment of a year's Apportionment each July is absolutely necessary to the maintenance of our School System. It is important to bear in mind the difference between the School Systems of Upper and Lower Canada, in regard to the School Fund and its distributions, and then the nature of the Upper Canada School System as affected by the distribution of the Fund.

In Lower Canada the School Fund may be applied to the building and furnishing of School-houses, etcetera, as well as to the payment of the Teachers' Salaries; in Upper Canada, it cannot be applied to any other purpose than that of the payment of the Salaries of legally qualified Teachers,—not to the purchase of School Maps, or Apparatus, or to the payment of local Inspectors, but for the Salaries of legally qualified teachers alone.

In Lower Canada, the School Fund consists of the Legislative School Grant and the proceeds of certain investments; in Upper Canada it is defined by law to consist of the Legislative School Grant, and, at least, an equal sum raised by local Municipal assessment.

In Lower Canada the Legislative School Grant is distributed half-yearly, as a supplemental contribution to aid in support of the Schools; in Upper Canada it is distributed annually to excite and develop local effort in support of the Schools, and no part of it is paid to any Municipality, except upon condition that such Municipality provides an equal sum by Assessment. Several Municipalities declined for some years to provide the required sum by assessment, and one, (the Village of Richmond,) has declined to do so to this day. The consequence was, no part of the Legislative School Grant was paid to that Village.

The School Fund in Upper Canada is divided into two parts, the one part consisting of the Legislative School Grant, and payable the 1st of July,—the other consisting of the Local Municipal School assessment, and payable by the Municipalities on the 31st of December.

Now the great practical importance of this half-yearly division of the School Fund will be seen by considering the condition and manner of its distribution. The Fund is apportioned to each County and Township according to population; but it is distributed half-yearly to the several School Sections in each Township, not according to population, but according to the average attendance of Pupils and the length of time the Schools have been kept open by a legally qualified Teacher. The Trustees of each School Section prepare and transmit to their Local Superintendent on the 30th of June and on the 31st of December, half-yearly returns, (according to the blank Forms furnished to them by the Education Department,) showing the aggregate and average attendance of Pupils for the half year, and the length of time their School has been kept open by a legally qualified Teacher. Upon this basis, the Local Superintendent distributes the Fund apportioned to his Township for the half year to the several Schools under his charge, and pays it, on the Orders of Trustees, to legally qualified Teachers, and to them only. Thus every School Section has a direct interest in keeping open the School as long as possible during the half year, and in having as large a daily attendance of Pupils as possible. It is this influence which has been brought to bear during the whole year upon each School Section throughout Upper Canada which has contributed not only to the large measure of attendance at the Schools, but to the wonderful increase of time, from little over six months to ten months and twenty days, during which the Schools are kept open in the year; while, in the neighbouring States, where the old system of distribution according to population still obtains, there is little, or no, increase of time of keeping open the Schools. For example, in the State of New York the average time of keeping open the Schools in 1863 was seven months and eleven days; in Pennsylvania it was five months and seventeen days; in Ohio, it was six months and two days; in Michigan it was six months and one day.

Our School System is also engrafted on the Municipal System, the periods of whose Accounts and Elections correspond with the civil year, in accordance with which all the School Accounts, Returns, Elections, Regulations, etcetera, have been made from the beginning of the System.

Under these circumstances I think it all important that the School System should not be deranged, but that the apportionment of the Legislative School Grant should be made as heretofore, and that the Annual School Accounts, Returns, Reports, etcetera, should, as heretofore, correspond with the civil year.

As I do not require either the Grammar, or Common, School Grant, (except what is required to defray the current expenses of the Normal and Model Schools and the Depository,) before the middle of the year, the Estimate can be made from January to January, which will surely require an explanatory word in Parliament from the Minister of Finance, and an explanatory line in the Public Accounts.

If my health will permit, I purpose making an official Tour of Upper Canada during the approaching Winter, when I intend to submit to each County Convention the question of superseding the present School Section System by a Township Board System,—making the Township Council a Board of School Trustees like that for each City and Town,—thus doing away with all the difficulties and inconveniences arising from School Section divisions, and the uncertain employment and frequent change of Teachers, etcetera. In the *Journal of Education* for July of this year, will be found a collection of testimonies on the comparative working of the School Section and Township School Systems in several of the neighbouring States.

Should what I propose be favourably entertained by the School Conventions in the several Counties, the School year in connection with such a change may be made to end on the 30th of June, instead of on the 31st of December, and the distribution of the School Grant be made to Townships instead of to School Sections upon the basis of average attendance. But, while the present system of the School Section Trustees continues, in connection with the Municipal System, and the usages and Regulations of long standing and affecting every neighbourhood, I think it would be very injurious so to interrupt its operations, or impede its progress, as would arise from making the Legislative School Grant payable half-yearly, or not, at the beginning of July.

Perhaps I may add that the whole case could be met by my paying the Legislative Grant in June, instead of July. The School Act says it shall be paid on, or before, the 1st July in each year. I have to apportion it in May; and if I pay it in June, it can come into the amount of the fiscal year which ends on the 30th of June.

TORONTO, August 18th, 1864.

EGERTON RYERSON.

#### 6. LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

About an hour since I received yours of the 2nd instant, enclosing Mr. Langton's reply to my Letter. . . .

Mr. Swinyard; Chief Manager of the Great Western Railroad happened to be here at the time of our arrival from the Island; he very kindly offered to have a Directors' car left at Paris for our conveyance to Toronto, whenever we should desire it.

Mr. Langton's Letter seems upon the whole friendly and satisfactory.

PORT RYERSE, September 5th, 1864.

EGERTON RYERSON.

#### 7. DOCTOR RYERSON TO J. GEORGE HODGINS.

I have written to the Honourable Mr. Galt, and to Mr. Langton, Provincial Auditor, stating that I had requested you to proceed to Quebec, to confer with them, and to arrange in regard to the whole question of accounting for School Moneys under the new Audit Act, and the disposal of balances. I had stated to Mr. Langton (as also to Mr. Galt,) that there did not appear to be any material difference between his views and mine on these two points; but that his proposed "Draft" of Report contained statements and conclusions not maintained by facts, and which were unjust to me, and not beneficial to the best interests of our School System, and that he had better defer presenting it for the consideration of the Governor-in-Council until he should see you

I have said to Mr. Galt that I thought Mr. Langton had only to do with my accounting for Public Moneys placed under my control, but that he had nothing to do with any Legislation, or Measures, affecting the School System, or my administration of it; and that I hoped neither he, nor his Colleagues, would allow themselves to be committed to the adoption, or sanction, of any views on these subjects without my having an opportunity of being heard;—that I had agreed to the disposal of balances of School Moneys by Orders-in-Council for Grammar and Common School purposes, but not for other educational purposes,—I ought, however, to have excepted the School of Art and Design, but the expenses of that School is already covered by an Order-in-Council.

I stated to Mr. Galt, that you were authorized to confer and arrange with him in regard to the whole question, and hoped he would confer with you in the same manner that he would with me in regard to it.

I enclose you a copy of my Letter to Mr. Langton; also his reply, which I have not answered. I have stated to him that I would defer, until your return, an official answer to his Letters.

TORONTO, September 20th, 1864.

EGERTON RYERSON.

#### 8. LETTER FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

1. After I had sent you the Telegram yesterday, I had the good fortune to see Mr. Galt. Of course, it was only for a short time, so that I could not go into details; but I told him, in brief, how matters stood, and how I had come to a satisfactory arrangement with Mr. Langton on the subject.

2. Before leaving Montreal for Quebec, I saw the Honourable John A. Macdonald, and told him the particulars of the case. He was very friendly, and said he would aid me, if I desired it. I also saw Mr. G. E. Cartier on the Steamer, when going down to Quebec. As I had learned from Mr. Macdonald that I could not see Mr. Galt, until after the meeting of the Confederation Delegates, I thought it better, on the whole, to go down and see what I could do with Mr. Langton. If he should be disposed to meet our views, well and good; if not, I could then see Mr. Macdonald, or ultimately, Mr. Galt, if necessary. I found Mr. Langton quite friendly; and, after a little conversation, I went over his proposed Report sentence by sentence. After about two hours' conversation with him he agreed to modify all the expressions to which I had made objection, and to leave out that paragraph, in which he speaks of the expediency of doing away with our Library System, etcetera. He made notes, as we went along, and I have no doubt the Report will now be unobjectionable. I dwelt particularly upon his way of putting the "over-expenditure" of the Common School Grant, which I held was not correct in fact. He maintained that it was, as the Governor-in-Council had not yet sanctioned the transfer of unexpended balances to that Fund. I also got him to alter the words "educational purposes," to "Common School purposes," in the passage where he recommends that the Executive should have power to expend all balances for these purposes.

3. I explained to him pretty fully our policy and plans, in regard to the husbanding of our resources, and the administration of all our funds. He seemed to be interested and pleased, so that I think the interview will be of essential service, in preventing disputes and misunderstandings for the future.

4. I met the Reverend Doctor Snodgrass, the new President of Queen's College, a short time ago, and had quite an interesting conversation with him on the College and Separate School Questions. He quite agrees with you on the subject. I have also seen Mr. William Lunn, your old friend, several times, and have sought, through him,

to modify the ill feeling between the Protestant Committee on Schools and the Honourable Mr. Chauveau. They feel very strongly against him and, although, I do not think his policy and mode of dealing with the difficulty is wise, or judicious, in all respects, yet, as I have told both him and them that I could do, or say, nothing which would either compromise our position in Upper Canada, or our friendly relations with Mr. Chauveau.

I expect to be home on Friday, or Monday. I hope you will not be inconvenienced by my delay. The Ministers are sanguine of their being able to carry out the Federation Scheme. Mr. Macdonald says that Mr. Brown has given up the petty scheme of "Canadian" federation alone, and that he is now so good that it is difficult to know who is at present "the lion, and who is the lamb."

MONTREAL, 8th of October, 1864.

J. GEORGE HODGINS.

## CHAPTER XXVII.

### APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF 1864.

#### CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY IN UPPER CANADA.

I have the honour to transmit herewith a copy of the Apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada. Although I have not yet received from the Government the usual intimation of the issue of the customary Warrant, I presume that the Apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

The basis of Apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year, is the Population, as reported in the Census of 1861, which was also adopted last year, and I have no more generally accurate statistics of a later date.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the Schools this year is about \$6,000 more than that apportioned last year.

It is particularly desirable that the amounts apportioned should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of Municipalities which have not yet sent in their Accounts of School Moneys, now several months over due, and, in these cases, the payment must necessarily be deferred until the law has been complied with by them.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, 16th June, 1864.

EGERTON RYERSON.



## SUMMARY OF APPORTIONMENT TO THE COUNTIES OF UPPER CANADA FOR 1864.

	Common Schools.	Separate Schools.	Total.
1. Glengarry.....	2,380 00	160 00	2,540 00
2. Stormont.....	1,943 00	.....	1,943 00
3. Dundas.....	2,074 00	.....	2,074 00
4. Prescott.....	1,527 00	179 00	1,706 00
5. Russell.....	817 00	.....	817 00
6. Carleton.....	3,462 00	26 00	3,488 00
7. Grenville.....	2,297 00	52 00	2,349 00
8. Leeds.....	3,605 00	.....	3,605 00
9. Lanark.....	3,268 00	15 00	3,283 00
10. Renfrew.....	2,129 00	39 00	2,168 00
11. Frontenac.....	2,858 00	147 00	3,005 00
12. Addington.....	1,923 00	81 00	2,004 00
13. Lennox.....	915 00	.....	915 00
14. Prince Edward.....	2,156 00	.....	2,156 00
15. Hastings.....	4,269 00	43 00	4,312 00
16. Northumberland.....	4,012 00	18 00	4,030 00
17. Durham.....	3,742 00	.....	3,742 00
18. Peterborough.....	2,300 00	39 00	2,339 00
19. Victoria.....	2,527 00	.....	2,527 00
20. Ontario.....	4,422 00	.....	44,22 00
21. York.....	6,430 00	126 00	6,556 00
22. Peel.....	2,912 00	22 00	2,934 00
23. Simcoe.....	4,763 00	34 00	4,797 00
24. Halton.....	2,452 00	.....	2,452 00
25. Wentworth.....	3,440 00	33 00	3,473 00
26. Brant.....	2,470 00	.....	2,470 00
27. Lincoln.....	2,094 00	46 00	2,140 00
28. Welland.....	2,311 00	29 00	2,340 00
29. Haldimand.....	2,418 00	34 00	2,452 00
30. Norfolk.....	3,189 00	17 00	3,206 00
31. Oxford.....	4,760 00	.....	4,760 00
32. Waterloo.....	3,397 00	133 00	3,530 00
33. Wellington.....	4,743 00	189 00	4,932 00
34. Grev.....	4,081 00	178 00	4,259 00
35. Perth.....	3,710 00	38 00	3,748 00
36. Huron.....	4,794 00	49 00	4,843 00
37. Bruce.....	3,043 00	60 00	3,103 00
38. Middlesex.....	6,391 00	97 00	6,488 00
39. Elgin.....	3,538 00	.....	3,538 00
40. Kent.....	3,093 00	110 00	3,203 00
41. Lambton.....	2,579 00	.....	2,579 00
42. Essex.....	2,265 00	50 00	2,315 00
District of Algoma.....	218 00	.....	218 00
	\$131,717 00	\$2,044 00	\$133,761 00

## APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES IN UPPER CANADA FOR 1864.

Cities—	Common Schools.	Separate Schools.	Total.
Toronto.....	\$3,540 00	\$1,837 00	\$5,377 00
Hamilton.....	1,874 00	417 00	2,291 00
Kingston.....	1,191 00	458 00	1,649 00
London.....	1,212 00	173 00	1,385 00
Ottawa.....	802 00	958 00	1,760 00
	\$8,619 00	\$3,843 00	\$12,462 00

## APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES IN UPPER CANADA FOR 1864.—Continued.

	Common Schools.	Separate Schools.	Total.
<i>Towns—</i>			
Amherstburg.....	\$168 00	\$108 00	\$276 00
Barrie.....	151 00	104 00	255 00
Belleville.....	564 00	189 00	753 00
Berlin.....	211 00	23 00	234 00
Bowmanville.....	328 00	.....	328 00
Brantford.....	653 00	95 00	748 00
Brockville.....	362 00	131 00	493 00
Chatham.....	469 00	65 00	534 00
Clifton.....	93 00	62 00	155 00
Cobourg.....	473 00	124 00	597 00
Collingwood.....	166 00	.....	166 00
Cornwall.....	239 00	.....	239 00
Dundas.....	214 00	128 00	342 00
Galt.....	368 00	.....	368 00
Goderich.....	387 00	.....	387 00
Guelph.....	434 00	175 00	609 00
Ingersoll.....	233 00	71 00	304 00
Lindsay.....	122 00	106 00	228 00
Milton.....	108 00	.....	108 00
Niagara.....	184 00	64 00	248 00
Oakville.....	125 50	49 00	174 00
Owen Sound.....	265 00	.....	265 00
Paris.....	228 00	56 00	284 00
Perth.....	226 00	69 00	295 00
Peterborough.....	364 00	113 00	477 00
Picton.....	181 00	67 00	248 00
Port Hope.....	499 00	.....	499 00
Prescott.....	156 00	154 00	310 00
Sandwich.....	118 00	.....	118 00
Sarnia.....	250 00	.....	250 00
St. Catharines.....	504 00	250 00	754 00
St. Mary's, Blanchard.....	333 00	.....	333 00
St. Thomas.....	195 00	.....	195 00
Simcoe.....	222 00	.....	222 00
Stratford.....	337 00	.....	337 00
Whitby.....	290 00	33 00	323 00
Windsor.....	300 00	.....	300 00
Woodstock.....	400 00	.....	400 00
	\$10,918 00	\$2,236 00	\$13,154 00
<i>Incorporated Villages—</i>			
Arnprior.....	\$100 00	.....	\$100 00
Ashburnham.....	119 00	.....	119 00
Aurora.....	144 00	.....	144 00
Bath.....	90 00	.....	90 00
Bradford.....	115 00	.....	115 00
Braintree.....	195 00	.....	195 00
Brighton.....	141 00	.....	141 00
Caledonia.....	138 00	.....	138 00
Cavuga.....	90 00	.....	90 00
Chippewa.....	131 00	.....	131 00
Clinton.....	120 00	.....	120 00
Collborne.....	96 00	.....	96 00
Dunnville.....	152 00	.....	152 00
Elora.....	125 00	.....	125 00
Embro.....	66 00	.....	66 00
Fergus.....	115 00	19 00	134 00
Fort Erie.....	69 00	15 00	84 00

## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES, IN UPPER CANADA FOR 1864.—Continued.

	Common Schools.	Separate Schools.	Total.
<i>Incorporated Villages—Continued.</i>			
Gananoque.....	181 00	.....	181 00
Hawkesbury.....	151 00	.....	151 00
Hespeler.....	72 00	.....	72 00
Holland Landing.....	88 00	.....	88 00
Iroquois.....	74 00	.....	74 00
Kemptville.....	128 00	.....	128 00
Kincardine.....	117 00	.....	117 00
Lanark.....	72 00	.....	72 00
Merrickville.....	83 00	25 00	108 00
Mitchell.....	145 00	.....	145 00
Morrisburgh.....	102 00	.....	102 00
Napanee.....	183 00	29 00	212 00
Newburgh.....	140 00	.....	140 00
Newcastle.....	123 00	.....	123 00
New Hamburg.....	104 00	.....	104 00
Newmarket.....	129 00	39 00	168 00
Orangeville.....	96 00	.....	96 00
Oshawa.....	191 00	50 00	241 00
Pembroke.....	76 00	.....	76 00
Portsmouth.....	60 00	47 00	107 00
Port Dalhousie.....	159 00	.....	159 00
Preston.....	158 00	28 00	184 00
Renfrew.....	84 00	.....	84 00
Richmond.....	61 00	.....	61 00
Smith's Falls.....	136 00	.....	136 00
Southampton.....	73 00	.....	73 00
Stirling.....	90 00	.....	90 00
Strathroy.....	90 00	.....	90 00
Streetsville.....	136 00	.....	136 00
Thorold.....	135 00	58 00	193 00
Trenton.....	121 00	46 00	167 00
Vienna.....	108 00	.....	108 00
Waterloo.....	152 00	.....	152 00
Wellington.....	78 00	19 00	97 00
Welland.....	87 00	.....	87 00
Yorkville.....	188 00	.....	188 00
	\$6,177 00	\$373 00	\$6,550 00

## GRAND TOTALS.

Total to Counties and District.....	\$131,717 00	\$2,044 00	\$133,761 00
Total to Cities.....	8,619 00	3,843 00	12,462 00
Total to Towns.....	10,918 00	2,236 00	13,154 00
Total to Villages.....	6,177 00	373 00	6,550 00
	\$157,431 00	\$8,496 00	\$165,927 00

## CHAPTER XXVIII.

## OPERATIONS OF THE EDUCATIONAL DEPOSITORY, 1864.

It having been considered desirable that I should proceed to the United States to make purchases of Books for the Educational Depository, I did so in the Spring of 1864. While there I addressed the following Letter to Doctor Ryerson:—

I remained in Boston until Monday morning last, when I went to Lancaster, Massachusetts, to visit the Girls' Reform, or Industrial, School there. In Boston, I visited all the best Schools, besides the University at Cambridge. I stopped at Hartford, on my way here, to see the Deaf and Dumb School, and at New Haven, to see Yale College, etcetera. I intend to do the same in New York before going on to Philadelphia. I think it best to see all of these Institutions that I can, and look at them in the light of our own experience. I hope to visit the Boys' Reformatory on Randall's Island, and the School for the Deaf and Dumb in New York.

I see that Mr. George Brown has given notice of a motion on the Establishment of a Deaf and Dumb School for Canada.

Mr. Philbrick, the City Superintendent for Boston, and Mr. George B. Emerson, of the same city, have been very attentive to me. Mr. Emerson enquired very kindly after you. Mr. Barnard of Hartford, and Mr. Randall of New York have also been very kind and attentive. Old Mr. Silliman, the noted Scientist of New Haven, also enquired for you.

I have made some purchases of Books and Apparatus in Boston, as I shall do in New York and Philadelphia. I managed, in some instances, to get the Books at the old rates, and not at the new and greatly increased prices.

I have endeavoured, thus far, to see as much as possible, so as to be able to turn my knowledge to account. There is a great educational work being done in Boston and in New York; the Schools there, which I have seen, appear to me to be very superior. Mr. Philbrick has promised me some engravings of new School Houses. I will try and get some from Mr. Randall also.

New York, April 7th 1864.

J. GEORGE HODGINS.

## CIRCULAR NOTICE TO SCHOOL TRUSTEES AND MUNICIPALITIES IN REGARD TO PUBLIC LIBRARIES.

As the reading season, in connection with our Free Public School Libraries is now at hand, I would call your attention to the abundant facilities which this Department possesses for the supply of Public School Libraries to the Schools and Municipalities in Upper Canada. The Schools having taught the Pupils to read, they will naturally seek to gratify the taste thus acquired. There is always so much pernicious literature in circulation that they may seek to gratify their taste in reading it unless you provide for them the good and wholesome literature in the shape of the Books supplied from the Depository in connection with this Department. To permit Pupils, whose desire for Books and reading has been fostered, to select such works as they see fit, is to leave them open to most dangerous influences: for often the reading of the bad and disreputable Books, affords their unsophisticated natures a species of unusual gratification. The taste thus vitiated grows by what it feeds upon; and the descent, it is well known, is easy from familiarity with the over-wrought pictures of imaginary crime to the actual perpetration of it. The case of young Harter at Brockville, as given in our *Journal of Education* for April, 1861, and the English cases mentioned in the current number of that *Journal*, afford a painful proof of this.

It is, therefore, a serious responsibility which rests upon Trustees to provide for this inevitable want in the School-room—a want that is inseparable from the very training which they are giving to the Pupils. To meet this pressing necessity every facility has been given to Trustees by the Education Department to furnish their Schools with suitable Library Books at the least possible cost to the neighbourhood. It is gratifying to know that so many of the Trustees have cheerfully availed themselves of these facilities, but still there are yet many parts of the Country in which no free Public School Libraries have yet been established. From an interesting library map of Upper Canada, recently compiled in the Education Department, it is curious to see how whole districts of the newer parts of the Country have largely availed themselves of their Library privileges, while many of the older parts have literally done nothing at all. What may be the future fate of the children of the Schools thus deprived of the blessing and companionship of good Books during the long Winter Evenings, it is difficult to tell; but the risk in their case is more than should be incurred by intelligent parents, or School Trustees.

Already the Education Department has sent out to the School Municipalities and Mechanics' Institutes, 393,977 Volumes of Books, from 1853 up to the end of 1864, as will be seen from the following Table:

Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Education Department, from 1853 to 1864 inclusive.

Number of Volumes of Library Books sent out during the year.	Total Volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chemistry.	Practical Agricultural.	Literature.	Voyages, etcetera.	Biography.	Tales and Sketches of Practical Life.	Teachers' Library.	Prize Books.	Grand Total, Library and Prize Books.
1853.....	21,922	4,158	1,602	287	906	526	284	940	132	192	807	2,694	1,141	2,917	9,178	208	.....	21,922
1854.....	66,711	10,633	5,532	1,050	1,172	1,351	636	4,708	621	321	3,235	5,764	4,350	6,398	19,307	578	.....	66,711
1855.....	28,695	5,475	2,053	318	568	663	200	1,808	207	76	1,452	3,361	2,926	3,061	6,049	482	.....	28,695
1856.....	13,669	2,498	652	118	387	287	77	660	56	31	1,418	1,523	1,019	1,844	3,832	258	.....	13,669
1857.....	29,833	5,295	1,763	321	632	817	195	1,729	134	67	1,257	2,391	2,253	3,516	9,219	244	.....	29,833
1858.....	7,587	1,567	503	86	352	98	61	276	27	2	186	713	843	744	2,245	84	.....	7,587
1859.....	9,308	1,670	551	136	209	192	130	432	87	18	300	1,169	714	1,127	2,401	172	.....	9,308
1860.....	9,072	1,561	475	144	223	200	100	526	61	17	389	852	797	1,115	2,520	142	.....	9,072
1861.....	6,488	1,273	302	59	101	72	64	223	36	21	172	601	760	800	1,826	117	.....	6,488
1862.....	5,559	927	244	45	99	43	75	211	35	24	165	412	661	830	1,706	112	.....	5,559
1863.....	6,274	707	304	42	97	80	67	282	26	6	202	647	652	864	2,286	112	.....	6,274
1864.....	3,239	567	138	11	47	38	27	129	1	.....	87	315	281	430	1,107	55	.....	3,239
Totals.....	208,361	36,331	14,119	2,597	5,593	4,367	1,866	11,996	1,446	756	8,620	20,342	16,397	23,741	57,676	2,514	165,981	374,342

Deduct volumes returned for exchange .....

616

373,736

Volumes sent to Mechanics' Institutes, 9,293 volumes; to Prison and Asylum Libraries, 3,665 volumes, not included in the above .....

11,958

Grand Total Library and Prize Books, despatched up to the 31st of December, 1864 .....

395,894

In addition to the Books supplied to the School and Municipal and Mechanics' Libraries, there were also 3,665 Volumes sent out to a number of Jails in the Province, as well as to two Asylums, as follows:—

BOOKS SUPPLIED TO PRISON AND ASYLUM LIBRARIES.

	Amount received.	Legislative Apportionment	Total	Volumes sent out.
<b>RECAPITULATION :</b>	<b>\$ c.</b>	<b>\$ c.</b>	<b>\$ c.</b>	
During the year 1856.....	173 79½	173 79½	347 59	781
During the year 1857.....	126 13	126 13	252 26	562
During the year 1858.....	100 00	100 00	200 00	251
During the year 1859.....	131 75	131 75	263 50	562
During the year 1860.....	127 82	127 82	255 64	453
During the year 1861.....	10 00	10 00	20 00	47
During the year 1862.....	55 00	55 00	110 00	167
During the year 1863.....	65 00	65 00	130 00	243
During the year 1864.....	10 00	10 00	20 00	37
Lunatic Asylums, 1858.....	111 93½	111 93½	223 87	368
Lunatic Asylums, 1860.....	52 00	52 00	104 00	176
	<b>\$963 43</b>	<b>\$963 43</b>		
<b>Grand total.....</b>			<b>\$1,926 86</b>	<b>3,665</b>

STATEMENT OF DEPOSITORY TRANSACTIONS FOR THE YEAR 1864.

Value of Stock on hand, 1st of January, 1864:	\$	cts.
Maps and Apparatus .....	35,110	76
Text Books .....	\$6,016	82
Library Books .....	21,404	64
Prize Books .....	15,553	67
	<u>42,975</u>	13
		78,085 89
Average of 20% off, so as to reduce to net cost .....		<u>15,617 18</u>
		62,468 71
5% depreciation on old stock .....		<u>3,123 44</u>
Net value .....		\$59,345 27
Paid for Importations from the 1st of January to the		
31st of December, 1864 .....	\$5,398	76
Books from Montreal .....		472 75
Purchases in Toronto for 1864 .....	\$10,328	26
On account of former years .....		933 00
	<u>11,261</u>	26
Total for Stock .....	\$17,132	77
Freight, packing, fuel, insurance, salaries and		
expenses for 1864 .....	\$4,303	95
On account of former years .....		1,400 00
	<u>5,703</u>	95
		<u>22,836 72</u>
Value of Stock as increased in 1864 .....		\$82,181 99

Mechanics' Province,

Volumes sent out.

781  
562  
251  
562  
453  
47  
167  
243  
37  
368  
176

3,665

cts.  
10 76

75 13

85 89  
17 18

68 71  
23 44

345 27

336 72

181 99

Value of Stock sent out during 1864, (at selling prices):	
Library Books .....	\$1,930 94
Maps, Apparatus and Prizes .....	17,260 28
Various articles, at net prices .....	4,454 02
	23,645 24
Stock to be accounted for .....	\$58,536 75
But as the net value of the Stock on hand amounts to \$59,345.27, as above, the profit on sales for the year after paying all expenses, was .....	808 52
Net value of Stock, as above .....	\$59,345 27

CHAPTER XXIX.

THE "DISSENTIENT," OR SEPARATE, SCHOOL QUESTION IN UPPER AND LOWER CANADA, 1864.

1. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION IN LOWER CANADA TO DOCTOR RYERSON.

I suppose you have seen the articles in that partisan newspaper, the *Montreal Witness*, on the subject of Dissentient Schools in Lower Canada. I wish to know how the matter stands in Upper Canada, as to non-residents. 1st. Can a non-resident Roman Catholic pay his land School Tax to Separate Schools. 2nd. Can he be exempted altogether from taxation, if there are no Dissentient Schools in the Municipality where he is a Landholder.

I see nothing to that effect in the original School Laws of Upper Canada, nor in the last amendment to them; but, as they have been so frequently amended, I want to make it sure by referring to you.

We in Lower Canada are prepared to grant Dissentients anything, since we have the same interest. There is one third Catholic Dissenters, and two thirds Public School ratepayers, but the Catholics are poorer. But you may expect to see the same things asked for in Upper Canada.

MONTREAL, April 22nd, 1864.

PIERRE J. O. CHAUVEAU.

2. DOCTOR RYERSON'S REPLY TO THE FOREGOING LETTER.

I had not for months read the *Montreal Witness* before receiving your Letter, mailed on the 22nd, but since then I have read the articles to which you refer.

In Upper Canada, two Roman Catholic Separate School Sections, or districts, can unite and form one united Section, or District, whether they are situated in the same Municipality, or not.

Also, a Roman Catholic who gives the legal notice that he is a Roman Catholic, and a Supporter of a Separate School, is exempted from the payment of all Public School Taxes, or Rates, provided he resides within three miles, (in a direct line,) of the School, of which he professes to be a Supporter, whether he resides within the Section, or District of such School, or not; but the property which he owns in either School Sections, or Districts is liable to Rates and Taxes for the Public Schools, whether there are Separate Schools in such Sections, or Districts, or not.

The following explanatory remarks will exhibit the nature of the School System of Upper Canada, in respect to different Religious Persuasions.

1. The Public School in each Section, District, or Division, is strictly non-denominational,—having no symbols, or ceremonies, or instructions, peculiar to any one



Religious Persuasion, and to which any Religious Persuasion can object. The only exception to this, is wherein the daily exercises, in many of the Schools, are opened and closed by reading a portion of the Scriptures and Prayers; but this is at the option of the Trustees and Teachers, as also the version of the Scriptures and the Prayers to be used; and no Pupils are required to be present at these Exercises, whose Parents, or Guardians, object to them. If the Teacher hears any Pupil recite a Catechism, it must be by private arrangement between the Teacher and the Parent, or Guardian, of such Pupil, and must not interfere with the regular Exercises of the School. The School House is allowed to be used one hour in each week between the hours of four and five in the afternoon, by the Clergyman of each Religious Persuasion, to give Catechetical, or Religious, Instruction to the Pupils of his own Persuasion, and the Trustees determine the day on which the House shall be used by each Clergyman. In no instance yet have the Clergymen of as many Religious Persuasions applied for the use of the same School House as there are teaching days in the week. In Cities and Towns, there are several Rooms in each School House, as there are several Rooms provided at the Normal School for weekly Religious Instruction being given to Students by Clergymen of the different Religious Persuasions.

2. The number of Roman Catholic Teachers employed in the Public Schools is far above that of the Baptists, or Congregationalists, and only second to that of the Church of England and Methodists and Presbyterians. So acceptable are the Public Schools to the laity of the Roman Catholic Church, that more than three-fourths of their School going Children attend the Public Schools, and less than one-fourth of them attend the Separate Schools, notwithstanding the exertions of many of their Clergy to induce them to establish and support Separate Schools.

3. Now it is for the minority of one-fourth of the Roman Catholics of Upper Canada, that the Separate Schools actually exist; and all who desire, under such circumstances, to withdraw their Children from the Public Schools, and have them taught in Separate Schools are exempt from the payment of all Public School Rates in the Sections, or Districts, of such Separate Schools.

4. The principle of the School Law in respect to School Rates in Upper Canada is, that, as the property in each School Section, or District, derives its value chiefly, if not entirely, from the labours and enterprise of its Inhabitants, such property should be liable for the education of the youth, whose labours, in connection with those of their Parents, give it its value. If a portion of the Inhabitants desire a Separate School for their Children in any School Section, or District, or by uniting two, or more, School Sections, or Districts, into one, they can do so; have their property in such Sections, or Districts, exempt from Public School Rates, and collect Rates on it themselves for the support of their own Schools.

5. But the Property of absentees in any School Sections, or Divisions, is liable to be rated for the support of the Public Schools, and that upon two grounds; First, the Public Schools are accessible, upon equal terms, to all classes of the population. Secondly, the great majority of the Roman Catholic Children, as well as the Children generally of other Religious Persuasions, attend the Public Schools.

6. If the Schools of the majority in Lower Canada are as impartial, liberal and unobjectionable to the minority as the Schools of the majority in Upper Canada, then it appears to me, that the only inequality under which the minority there labour, is their not being able to unite in different School Districts to establish and support one School for themselves. But, if the Schools of your majority are substantially Roman Catholic Church Schools, having the Symbol and the Services and publicly teaching the Catechism and other Religious Books of the Roman Catholic Church, then, it appears to me that the Schools of your minority, (as they are not peculiar to any one Religious Persuasion,) are more analogous to the Schools of the majority in Upper Canada than are the Schools of your minority. On this point, I have not the information, and I do not, therefore, profess to judge.

Toronto, May 3rd, 1864.

EGERTON RYERSON.

3. LETTER FROM THE REVEREND D. H. McVICAR TO DOCTOR RYERSON.

I write you as Corresponding Secretary of the Association for the Promotion and Protection of Protestant Education in Lower Canada to ask if you will be kind enough to send me a complete copy of the School Laws of Upper Canada, and to inform us of the position and powers of the Gentleman in the Education Office at Toronto who represents the Roman Catholics of that Province. We propose to seek for Protestants in this section educational rights similar to those enjoyed by Roman Catholics in Canada West, and are, therefore, desirous to learn the manner in which the interests of the latter are represented in the Establishment under your direction. Relying on your kind offices in this matter,

MONTREAL, 13th October, 1864.

D. H. MACVICAR.

4. REPLY FROM DOCTOR RYERSON TO THE REVEREND D. H. MACVICAR, MONTREAL.

I have the honour to state in reply to your Letter of the 13th instant, that a copy each of the Common and Separate School Laws of Upper Canada will be transmitted to you herewith. You request me to inform you of the "position and powers of the Gentleman in the Education Office at Toronto, who represented the Roman Catholics of that Province." In reply, I have to state, that I myself represent the Roman Catholics, as much as the Church of England, Presbyterians, or Methodists, in this Department, and administer the law according to the fair and liberal construction of its provisions, just as much for the benefit, and, as far as possible, according to the wishes of any other Religious Persuasion in Upper Canada. One Clerk in the Office is a Roman Catholic, but he was not appointed as such, nor did I know of his Religious Persuasion any more than that of some other Clerks at the time of their appointment; he was appointed on trial of six months, and advanced according to vacancies and his merits, the same as any other Clerk in the Department.

I know no Religious Persuasion in the administration of the law, nor have I ever made, or recommended, an appointment in the Department except on the ground of personal qualification and character.

TORONTO, October 17th, 1864.

EGERTON RYERSON.

CHAPTER XXX.

THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1864—INSPECTOR'S REPORT AND SUGGESTIONS WITH RESPECT TO THEM.

BY THE REVEREND G. P. YOUNG, M.A., INSPECTOR.

I have already put into your hands minute reports regarding the Grammar Schools individually, and I have now the honour to submit some remarks on the Grammar School System as a whole, and on the general character of the instruction conveyed in the Schools.

*Power of County Councils to Establish new Schools.*

I am decidedly of opinion that the power at present possessed by County Councils to establish new Schools is too unlimited. By the existing law, it is provided that "the several County Councils may establish additional Grammar Schools within the limits of their Municipality;" and the only condition by which the exercise of this power is restrained is, that,—

"No new Grammar School shall be established until the state of the Grammar School Fund permits the application of a sum equal, at least, to two hundred dollars annually to such new School, after deducting for each senior County Grammar School the sum of four hundred dollars, and for each of the other Grammar Schools within such County the sum of two hundred dollars annually."

The too free and inconsiderate exercise by County Councils of the large power, thus entrusted to them, has led to a heedless and most unfortunate multiplication of the Grammar Schools; and the evil, instead of showing any symptoms of abatement, appears to be growing worse from year to year. In 1858, the number of the Schools was 75; in 1860, it was 88; in 1863, it had risen to 95; and the number of recognised Schools, (although a few of these, but only a very few, are not in actual operation,) is now as high as 108. Not a few of the Schools, thus hastily established, are Grammar Schools in name, rather than in reality, the work done in them being almost altogether Common School work, which, as a rule, would be much better performed in a well appointed Common School. I believe that County Councils are often led to establish Grammar Schools in localities where such Institutions are not needed, under the idea that, if the Schools should be productive of no good, at any rate they can do no harm. There could not be a greater mistake. Men ought to be wise enough, by this time, to understand that all Public Institutions, especially if forming parts of a great plan, must, where unnecessary, be positively bad. Needless and contemptible Grammar Schools are a blot upon the whole School System, the sight of which is fitted to shake the confidence of the Country in the administrative wisdom, or firmness, of those to whom the direction of educational matter is committed. When it is considered that the apportionment from the Grammar School Fund to a particular County is divided, according to certain fixed principles between the different Schools in that County, it will be seen that the disposition manifested by some Councils to secure the largest number of Schools for their County, is practically a disposition to secure quantity for quality, for, as the number of the Schools is augmented, the salaries of the Masters are diminished, the tendency of which is, of course, to throw the Schools into the hands of a lower grade of Teachers. Besides this, it appears sometimes to be forgotten that, in rural districts the supply of Pupils for a particular Grammar School is derived, not solely from the Village, or immediate locality, in which the School is established, but to a large extent from a pretty wide circle of Country round about. There are a few instances in which this circle,—the circle of supply, if I may so call it,—ought not to have a radius of a considerable number of miles. Where this is not kept in view, the establishment of a new School may be the death, or the unwarrantable crippling of an old one. There is another point of great importance, which seems to be but little taken into account; I mean, the effect of the undue multiplication of Grammar Schools on the Common Schools. When a Grammar School is established, where there is little, or no demand, for higher education, the Master is obliged to occupy himself with Common School subjects, and, in such circumstances, I have sometimes found the pleasant theory prevailing, that an English education is given in the Grammar School of a superior kind, to what could be obtained in a mere Common School. Of course, there could be no more effectual way of keeping the Common Schools of district in a low state than professedly to make some such provision for performing the higher part of that work which properly belongs to them. While I have felt it my duty to state thus plainly my conviction that the exercise, by County Councils, of the power to establish additional Grammar Schools should be guarded by more effectual checks than are at present in force, I leave it to you, Sir, to decide what these checks should be. There is only one thing which I would venture to suggest,—not by any means as sufficient in itself, but as a provision which might work well in connection with others that may be adopted: If County Councils were obliged to pay a certain sum annually in support of every School established by them, as well as to provide suitable School Buildings and Furniture, some of the Councils would probably be less ready than they now are to establish new Schools. At the same time, such sums thus contributed, by increasing the Salaries of the Masters, would tend to secure the services of a higher order of Teachers.

*Union of Common Schools with the Grammar Schools.*

The next thing that I would suggest is in regard to the union of Common with Grammar Schools by Trustees, which is thus authorized, by the existing law,—

"To adopt at their discretion, such measures as they judge expedient, in concurrence with the Trustees of the County Grammar School, for uniting one or more of the Common Schools of the City, Town, or Village, with such Grammar School."

The power thus granted has been extensively acted on. About three, out of every five, Grammar Schools in Upper Canada have Common Schools united with them; and, in not a few instances, where unions have not yet been formed, I found a strong disposition existing to enter into such an arrangement. I made it my business to enquire particularly into the benefits supposed to result from the union of the Common with the Grammar Schools. The chief advantage was, in almost every case, admitted to be a pecuniary one. By the existing law, Grammar School Trustees have, of themselves, no power to raise money for Grammar School purposes, but, in case of the Common and Grammar Schools becoming united, the joint Boards may levy money for the support of the united Schools. This being so, it is easy to comprehend how strongly the Trustees of a Grammar School, who feel their hands tied up from doing anything to put the School in an efficient state, may be tempted to make, with the Common School Board, a league which will give them a voice in the important matter of taxation. Another advantage, which has frequently been mentioned to me, as flowing from the union is, that, a close relation being thus established between the Common and the Grammar Schools of a district, a legitimate, powerful influence can be brought to bear upon Children in the Common School, to induce them, when they have reached the necessary stage in their studies, to enter the Grammar Schools. In not a few union Schools there is a regular arrangement by which all Pupils, who have passed through, what may be termed the most advanced Common School form, are, as a matter of course, drafted into the Grammar School, unless their Parents, or Guardians, object. In this way the number of those attending the Grammar School is much greater than it could be expected to be, did no union between the Common and Grammar Schools exist. There are some cases in which, for the purpose of securing these, and other, advantages of minor kind, the formation of a union between the Common and Grammar Schools is, perhaps, not a bad expedient. But of nothing am I more convinced than that, as a rule, such a union is undesirable. In a large number of instances it throws upon the Grammar School Masters the necessity of receiving into his Room, and personally instructing Common School Pupils, as well as those whom it is his more particular duty to attend to. A consequence of this is, that he cannot afford the Grammar School Pupils the time that is necessary for drilling them in the subjects that they are studying. I frequently judged it right, during my inspection of the Schools last year, quietly to call the attention of the Teachers to the fact that their classes in Latin, or Mathematics, were not so well grounded as might be wished; and no reply which I received was more common than this: "I admit the defect, but how can I help it? The Trustees require me to instruct besides Grammar School Pupils, fifteen, or twenty, Common School Children. With so many different things to attend to, and having no Assistant, I can only allow a very short time to each class. How, in these circumstances, can any one expect my work to be done thoroughly?" Such complaints are undoubtedly not altogether without ground, and they indicate what, in my opinion, is the insuperable objection to anything like a wide and general union of the Common with the Grammar Schools. There are, it is true, Union Schools where the Teachers labour under the disadvantages to which I have referred, and yet have been able, from their energy and habits of order, to exhibit very satisfactory results in the attainments of their Pupils; but the fact that success may be achieved in spite of obstacles is no reason why we should look with favour on a system on which gratuitous obstacles to success are provided. It may be thought that my objections to the union will not apply in the case of Cities, where a sufficient staff of Common School Teachers can be secured for the Common School work

that has to be done, and the Grammar School Master is thus enabled to limit himself to his proper duties. But it is precisely in such places that the union is, in my opinion, most to be deprecated. In Cities, if anywhere in the Province, we expect to find first-class Grammar Schools. They are the natural centres of the higher education. But education, at its natural centres, ought to be surrounded with every circumstance that can tend to bring it into the most flourishing condition; and, therefore, in our Cities and large Towns more than anywhere else, we should be careful to disconnect the Grammar Schools from all foreign and unnecessary adjuncts that would in any degree repress their vitality, or cramp their efficient action. It may be presumed that, in a City, the Grammar School does not require to have the Common Schools united with it, for the sake of either money, or Pupils. I can easily conceive that in some places of importance, where the Common and Grammar School Boards are at present united, fears may be entertained, both from the past history of education in these places, and from the present state of things in other quarters where no union exists, that, but for the union, a Grammar School could not be supported; but I do not share with such fears. I will not believe, until I see the experiment fairly tried, that there is any City, or important Town, in Upper Canada, in which a Grammar School, not united with the Common Schools, would not, if furnished with efficient Teachers, be well supported. While not requiring any assistance which the Common Schools can give, the Grammar Schools in our Towns and Cities lose much by having the Common School united with them. There is the greatest possible practical difficulty in so managing the details of a large Union School that anything like justice shall be done in the several departments. In so far as the connection between the Common and the Grammar Schools is real and not merely nominal, the arrangements necessary for the classes of the former must limit freedom of arrangement in regard to the classes of the latter. A first class Grammar School will usually be one in which everything is ordered with reference to the proper ends of the School itself, and not in accommodation to extraneous necessities; a state of things very different from what exists in the Grammar School divisions of large Union Schools which I could name.

#### *Necessity of Taxation for Grammar School Purposes.*

The representations which it was my duty to make to the Trustees of not a few of the Grammar Schools as to the necessity of providing suitable School Buildings and Furniture, were, (in cases where the Grammar and Common Schools are not united,) usually met with the statement that, under the existing law the Grammar School Trustees have no power to raise money; all that they can do being to petition the County, or Municipal, Councils for a Grant. The desire was expressed by many intelligent and earnest Members of Grammar School Boards that the Law should be altered so as to give them a power of raising money similar to that possessed by Common School Trustees. I find on consulting the Reports of previous Inspectors,—Reports of great excellence, and with almost everything in which I concur,—that more than one of my Predecessors have thrown out the same suggestion. I am humbly, but decidedly, of opinion that no such power as that referred to should be bestowed on Grammar School Boards. Two Boards of Trustees, at liberty to tax independently to any amount for educational purposes would be a burden greater than almost any district would consent to bear. Are the Grammar Schools, then, to be left wholly dependent, (except where they have the Common School united with them,) on the precarious and arbitrary liberality of County and local Municipal Councils for any thing they may need, in addition to the appropriation they may receive from the Grammar School Fund? Is not the present state of the law the very thing that tends so strongly to force the Grammar School into that union with the Common School which has been represented above as, in general, so undesirable? My answer is, I would alter the law, but not in the way proposed. In a previous part of this Report I ventured to suggest

that, in the case of every new Grammar School established by a County Council, the Council should be required, besides providing suitable School Buildings and Furniture, to contribute a certain sum annually for the support of the School. While the fact of their consenting to make such a contribution would be so far a guarantee that the School was needed in the locality, the sum contributed would furnish the Grammar School Trustees with the means, which at present they do not possess, of doing what might be requisite for putting the Grammar School into a state of efficiency.

*General Condition of the Grammar School Buildings.*

I have nothing of importance to add to the very full description which previous Inspectors have given of the general condition of the Grammar School Buildings. In my private Reports of the Schools individually, I have noted the character of the School-houses in each case, and I only refer to the subject now for the purpose of expressing my opinion that strong measures should be taken by those in authority to compel the erection of suitable School Houses. It should not be tolerated, for example, that in a place like St. Thomas, the Grammar School should be a mean and wretched Building, in which, (by the confession of the Trustees themselves,) it is not possible for the work of the School to be done without injury to the health of both Master and Pupils. It is shameful that the great and important City of London should dispense its higher education in the miserable old Building now in use. Were the power in my hands, I would unrelentingly withhold from such Schools, (and there is a considerable number of them in the Province,) all share of the Grammar School Fund, until I received some good assurance that things would be put in a proper state. It may be said that the County, or local Municipal Councils would not care for this; the buildings would fall, not on them, but on the Schools, which would become extinct for want of support. I answer: be it so. If the inhabitants of a district are so unconcerned about higher education as to allow the public Officers, who have the financial direction of their affairs, to act in such a manner, let them take the consequences. They do not desire a Grammar School and ought not to have one.

*The System of Instruction in the Grammar Schools and its Results.*

Of the system of instruction pursued in the Grammar Schools and its results, it is impossible, in a general Report like the present, to convey any definite idea. I may remark, however, that with the Schools as a whole, I was much better satisfied than I expected to be. From various quarters I had heard, before setting out on my tour of inspection, that the Grammar Schools were in a very low condition, and this is true of a considerable number of them; but there are also a considerable number which are very excellent, and the majority are at least respectable. In forming an estimate of the average character of the Schools, it seems to me only fair that no account should be taken of what may be termed the unnecessary Schools, which have been inconsiderately established in districts where there is no demand for advanced education. I regard these less as integral parts of the System than as unhealthy excrescences, to be lopped off at the earliest possible opportunity. Leaving out of view Schools of this sort, I do not hesitate to say that the Grammar Schools of Upper Canada, for as many of them as confessedly fall below the mark which it is desired that they should reach, are, as a class, not only as integral parts of what they may become, but in what they actually are, at the present moment, an honour to the Country. We must not look for too much. It would be preposterous to expect, at this early period in the history of our Province, that its Grammar Schools generally should be able to bear comparison with the better Classical and Mathematical Schools of Great Britain and Ireland. To this Canada does not pretend, but she has begun well, and appears to be steadily, if not rapidly, progressing. The branch in which I found the Grammar Schools specially defective was Algebra. On one occasion, when I was leaving a School which I had inspected, in company with one

of the Trustees, a distinguished Graduate of University College, he remarked to me, "It would make Professor Cherriman laugh to see that so called Algebra." I mention this, because there are too many of the Schools, of which the same observation might be made. In not a few of the most advanced Pupils were floundering amid the shallows of the Four First Rules. But much worse than the elementary character of the work done, was the inferior style of doing it. I am afraid that one cause of the prevailing deficiency in this branch is the imperfect knowledge of Algebra, which some of the Grammar School Masters possess. As regards the method of teaching pursued, what I found most reason to deplore, was the insufficient grounding of the Pupils in the principles of the different subjects of study. Closely connected with this is the mistake of not requiring the home preparation of Lessons. In a considerable number of the Schools no preparation, (or scarcely any,) is expected even from Pupils in somewhat advanced classes, except what they contrive to make in the School House during School hours, while the Teacher is hearing other classes. Such a system is manifestly incompatible either with due progress, or with accuracy. There are two errors of method, (as I consider them,) of a minor kind, which it may, perhaps, seem unworthy of a Report like this to notice; but I meet them so frequently that I think it proper to refer to them. The first presented itself in the teaching of Geometry. It often happened, when the boy was called upon to demonstrate a particular proposition, that he was directed by the Master to "put the Figure on the Board;" whereupon he at once drew the complete diagram, as given in Euclid. I found the tendency of this to be, to produce in the Pupils a habit of learning the propositions by rote, in many instances, when, after having drawn his Diagram in the way described, the Pupil had gone through the Proposition correctly from beginning to end, on my requesting him to rub the Figure out, and commence *de novo*, drawing on the Board at first only what was given, and constructing the Figure afterwards by degrees, as the Proposition might indicate, his perplexity was such as would indeed have made "Cherriman laugh." The reason assigned by Teachers for the injudicious practice referred to, invariably was, that it saved time; and it is easy to understand how a Teacher, with more to do than he can properly attend to, may be led, for the sake of saving a few minutes, into a method of instruction which his judgment condemns; but it may be possible to save time at too great an expense. The other error which I was to notice, is this,—in a very large number of the Schools the classical Pupils are permitted to translate without going through the process of what is called construing, or arranging, the words. The consequence of this is, that they are apt to content themselves with a general and vague idea of the meaning of the passages read, while neither the significations of individual words, nor the syntactical connection of the different parts of a sentence with one another are understood. I am here stating what I have, as a matter of fact, seen again and again. Times without number, after a boy has given a flourishing and loose rendering of some passage in Caesar, or Virgil, I have asked him to point out the Latin word corresponding to some expression which he had used in his translation, and he has answered in the wildest possible manner. It may be said that this could not occur under a good Teacher; for such a Teacher, if he permitted his pupils to translate, without construing, would use means to satisfy himself that they understood what they were about. This is true; but some Teachers are not good Teachers; and although there are exceptions to this, I found that it was not usually the best Teachers who followed the method which I am condemning.

One very excellent Master, with whom I had occasion to converse on the subject, called my attention to the fact that my views here differ from those of Doctor Arnold. Arnold's opinion is expressed at length in an Essay on "Rugby School," contained in his miscellaneous works, and the passage is so important that, had the report not already extended to such a length, I should be tempted to quote a large portion of it. I must select the following sentences.

"What can be more absurd than the practice of what is called construing Greek and Latin, continued, as it often is, even with Pupils of an advanced age?" . . . .

Every Lesson in Greek and Latin may, and ought to be made, a Lesson in English; the translation of every sentence in Demosthenes, or Tacitus, is properly an exercise in extemporaneous English Composition. . . . But the System of construing, far from assisting, is positively injurious to our knowledge and use of English; it accustoms us to a tame and involved arrangement of our words, and to the substitution of foreign idioms in the place of such as are national; it obliges us to caricature every sentence we render, by turning what is, in its original dress, beautiful and natural, into something which is neither Greek nor English, stiff, obscure and flat, exemplifying all the faults incident to language, and excluding every excellence."

I have no desire to set my opinion against so high an authority; nor do I very much, in fact, differ from the views which Arnold has expressed. The advantages of the system which he recommends, when it is guarded by proper checks, are real and great. It will be observed, however, that it is specially to "Pupils of an advanced age," who are understood to have been properly instructed in the elements of Latin and Greek, and who are familiar with the principles of construction, that his remarks are meant to apply. I admit that he represents even the youngest Boys as deriving several advantages from the habit of reading into English without construing; but, in doing so, he takes for granted the existence of a system of instruction of so high and efficient a description, as to render it impossible for anything like guess-work to be tolerated in translation. It is no reproach to Canada to say that her Grammar Schools do not present, either, as respects the general culture of the Pupils, or the accomplishments of the bulk of the Masters, anything like the state of things which exists in the great English Schools, and on the view of which Arnold proceeded in his pleadings against construing. Perhaps the advantages of both methods might be secured, if the Pupils were required to construe on their first recitation of a Latin, or Greek, Lesson, and the passages gone over were subsequently, when thoroughly mastered, read into elegant idiomatic English, without construing. To dispense with construing, in the first instance, I cannot persuade myself that we, in this Province, are by any means prepared.

TORONTO, 1865.

GEORGE PAXTON YOUNG, Inspector of Grammar Schools.

## CHAPTER XXXI.

### THE OPENING OF HURON COLLEGE, LONDON, 1864.

In the Appendix to Volume Thirteen of this Documentary History of Education in Upper Canada, I gave an illustrated sketch of the History of the Western University, with which Huron College is connected. The College was formally opened for the reception of Students on the second of January, 1864. It was intended for the education of Young Men for the Ministry of the Church of England in the Anglican Diocese of Huron. The Reverend Doctor Isaac Hellmuth, Archdeacon of Huron, was commissioned by the Bishop of Huron, (Doctor Cronyn), in 1863, to proceed to England, to collect funds for the erection of the College. He was successful in his mission, and obtained Twenty-three thousand dollars, (\$23,000,) as the result. The Reverend Doctor Hellmuth having been appointed Principal, he again visited England, and obtained a grant of Twenty thousand dollars from the Reverend Alfred Peach there, for the endowment of the Divinity Chair of the College. In his Address at the opening of the College, the Bishop of Huron said:—

On my consecration to the Episcopal Office I found a great demand for Clergymen in the Diocese of Huron. Out of 138 Townships not more than 30 were supplied with



the ministration of the Church of England, and there was no adequate supply of Candidates for the sacred office. I was, therefore, under the necessity of applying to friends in England and Ireland, and by their means a few young men were induced to come to this Country. Still the wants of the Diocese were but partially supplied, and at the present time, after six years of exertion, over 50 Townships are destitute of the ministrations of the Church of England.

I have received several proofs of the deep interest which is felt in our College by friends in this country both near and at a distance. A Gentleman in Kingston some time since transmitted to me \$400, and Colonel C. S. Gzowski, who was for many years a resident amongst us, has evinced the interest he still takes in our welfare by contributing £120 per annum for five years towards the endowment of a Classical and Mathematical Chair. A Gentleman connected with the College has liberally contributed \$320 per annum towards the same object. And I received within the last week a Letter from which I extract the following passages. "I am requested by a 'Friend of the Gospel' to forward to you the enclosed order upon the Bank of Upper Canada for \$4,000, as a donation to your Theological College for the training of young men for the Ministry, who may go forth and preach Christ and him crucified. That the blessing of God may attend the Institution, and that the Lord may graciously spare you to see some fruits of your labours is our earnest prayer."

I will conclude my Address with the recital of a pleasing incident which occurred when the Reverend Doctor Hellmuth was soliciting aid for Huron College, in England. He called upon two Ladies residing near Bath; they are the daughters of the late General Simcoe, who was the first Governor of Upper Canada. These Ladies have ever taken a lively interest in Canada, and they have evinced their earnest desire to promote the progress of Huron College, by contributing to its funds, and by presenting to it the picture of their Father, to be placed in the College; that picture is now before you. Governor Simcoe explored this Country before roads were formed, or Townships surveyed. He encamped on the banks of the Thames, and it was he who fixed upon the site of this City, and called it "London," and, in his Journal, which is in the possession of his Daughter, and which Doctor Hellmuth has seen, it is recorded that he and his Staff at one of their encampments, it may be on the site of our City, knelt and prayed that God's light and truth might penetrate these regions, and that His blessing might rest upon the Country. On that occasion Governor Simcoe was attended by the late General Evans, as one of his Staff, and it was by advice which he kindly gave me before I left Ireland to come to Canada, that my course was directed to the London District as being in his opinion and in that of Governor Simcoe, the part of Canada best adapted for settlers from England and Ireland. By this chain of coincidences, then, my presence here to-day is thus linked with the visit of Governor Simcoe to the Site of the City of London.

The Right Reverend Doctor McIlvaine, Bishop of Ohio, said he was happy to be present on the occasion of such an interesting ceremony as the inauguration of the Huron College, coming, as he did, from across the lines, and pleased he was to congratulate the Bishop of the Diocese and the Venerable Archdeacon of Huron, for the active part they had taken in bringing the Huron College to such a satisfactory position. To the Bishop of Huron was due the origination of this noble design, and to Archbishop Hellmuth was due much for commending the cause which he had so nobly pleaded for in England. He had had the pleasure of being present in England at the time the Archdeacon was collecting funds for the Huron College, and he could say with all confidence that much self-sacrifice, energy, and attention was given to the noble work which he had to accomplish. He was glad to learn that the teaching of this Institution was to be purely evangelical. He liked the term evangelical, although many Ministers of the Gospel did not like it. The Bishop's Address was received with the greatest attention and respect, and was warmly applauded.

The Honourable M. H. Foley said that he had listened with the greatest satisfaction, as every one present must have done, to the admirable and profound address of the Right Reverend Prelate from Ohio. He congratulated the Bishop of the Diocese in having brought to maturity a scheme so noble in itself, and so promising of advantage and permanent benefit, not only to the Church and this Diocese, but throughout the Province at large. He wished also to speak of the laborious and devoted efforts of the venerable Archdeacon, to forward and establish, on a permanent basis, the Institution of which this day's proceedings were the commencement. Having been honoured with the, to him, pleasing duty of introducing and carrying of the Act of Incorporation through Parliament, he could speak with a personal knowledge of the actions of the Archdeacon, and to them in conjunction with that of the Bishop, were the Churchmen of the Diocese indebted for the unanimous passage of the Bill in the very shape required. At the period of his first acquaintance with the Diocese, now some thirty years ago, then there were within its limits, comprising an area of some 13,000 square miles, scarcely a dozen Ministers of the Church of England, here and there almost as shepherds, without any peculiar charge; now they number between seventy and eighty. Then the number of suitable Houses of Worship were yet more limited,—now nearly every Town and Village has their numerous Temples erected to the living God. Then, the Log School Houses, few and far between, were the only places where even the rudiments of an ordinary education could be obtained,—now the Country is covered with suitable and commodious Buildings, in which not only a fair, but in many cases a superior education might be had. Thus, while they owed devout thankfulness to God for what He had done, while they felt greatly gratified with the progress which had been made, they must feel that there was yet even more to be accomplished, and to accomplish it he was sure all present, as well as the people of the Diocese generally, were not only willing but anxious, and determined to put forth all their energies. The honourable gentleman then moved the following Resolution, and resumed his seat amid applause:

“That this Assembly desires to record its devout thankfulness to the Great Head of the Church, for the success which he has vouchsafed to the efforts made to establish Huron College.”

The Reverend S. B. Ardagh, of Barrie, seconded the Resolution in a speech, congratulating the Chairman on the Institution of a College which would enunciate the true principles of the Church of England in this Country. He had come several hundred miles to identify himself with it. He held that the principles which were to be enunciated in it, were the principles of his Church in Canada, and his native land, and he felt confident that if the simple preaching of the Cross were made the basis of their faith, that the English Church would rank first in purity among the Churches in the world.

The Reverend Doctor Boomer, of Galt, next moved a Resolution, which he felt confident would receive the individual assent of those present.

“That the cordial thanks of the Meeting be given to the Right Reverend Doctor Mellvaine, Bishop of Ohio, for his kindness in attending the opening of Huron College, and delivering the Inaugural Address, and that he be requested to allow his Address to be printed.”

The Reverend Doctor O'Meara seconded the Resolution with much pleasure. He had read with much interest many of the doctrinal works of the Right Reverend Prelate, who delivered the Inaugural Address, and he had, at the present time, travelled many hundred miles to hear from his own lips the truths so ably advocated by him. He felt confident that among the many able works he had written, that the Inaugural Address on the occasion of the Huron College, would not be the least valuable of his many productions.

The Reverend Doctor Hellmuth expressed his deep obligations to the Right Reverend Prelate of Ohio, for his kindness in coming such a distance at this inclement season of

the year. He, therefore, joined most heartily and sincerely in the wishes of the Resolution, and trusted, at the same time, that grace might be given him in beginning the superintendence of the Institution, which was just inaugurated.

The business was then closed by singing the Doxology, and the pronouncing of the Benediction by the Bishop of Huron.

## CHAPTER XXXII.

### INSTALLATION OF THE CHANCELLOR OF TRINITY UNIVERSITY, 1864.

The Annual Meeting of the Convocation of the University of Trinity College was held in the College-hall on the 17th of January, 1864. After morning Prayers in the Chapel the newly-appointed Chancellor, the Honourable John Hillyard Cameron, proceeded to the Convocation Hall, attended by the Vice Chancellor, the Reverend Provost Whittaker, and other Members of the Convocation, where he was received by the Right Reverend the Bishop of Toronto, and where Graduates, Undergraduates, and a large number of the friends of the College were assembled.

The Vice Chancellor addressed the Chancellor as follows:—Mr. Chancellor, in rising to address you on this occasion, one thought is especially present to my mind, and I am satisfied that the place of our assemblage and the purpose for which we are assembled have suggested that thought to the minds of all present. I am persuaded, Sir, that I shall be best consulting your own feelings, by giving expression to that thought, before the utterance of a single word of congratulation, to yourself, or to our University, on your acceptance of the Chief Office in our Body. We cannot but recall, with grateful and affectionate regret, the remembrance of the Honourable Sir John Beverley Robinson, the former occupant of your Chair, whose name was associated with Trinity College from its foundation,—who may, indeed, be regarded, in connection with the venerable Prelate on your right hand, as one to whom it mainly owes its existence. On every occasion of the annual assembling of our Body, except the last, when illness had incapacitated him for discharging the duties of his office, we have enjoyed his dignified and kindly presence, and old and young must have alike recognized the tone which was imparted to our proceedings by the moral worth and refinement of character of which he was so signal an example. The congratulatory Address presented to him on the occasion of his installation, in June, 1853, closed with the following words:—“*Longe autem id tempus distet, quum mutua hæc amoris societas casu ullo aut necessitate dissolvatur.*” The “*suprema necessitas*” has dissolved our union far earlier than we, who cannot read the Book of God’s Providence, could have desired; and it now remains that we should both cherish the remembrance of the departed, and strive to imitate his virtues. Our College and University has lost in him one of its wisest counsellors,—one of its steadiest friends; a man who never swerved for a moment from the course which he felt to be right, because that course might seem to involve unpopularity, or a sacrifice of material interests; who had embraced exalted principles of action, and firmly adhered to those principles. We have lost one who gave most patient attention to any subject on which his counsel was sought, bestowing on it indeed what others might esteem, in regard either of its absolute, or relative, importance, undue thought and labour. We have lost one whose equable temper, whose cheerful urbanity, made it, at all times, a pleasure to hold communication with him. I must be permitted to add that I believe that any person coming from the Old Country must have been struck by the faithfulness with which he presented amongst us the type of an English Gentleman, not only in respect of the more important points of moral principle and feeling, but also in respect of the minor graces of demeanor—those small details of conduct, which scarcely

admit of being particularized, but which collectively impart an inexpressible beauty to the life, and do assuredly indicate that a man has learned, by a delicate spiritual perception, to recognize what is due, before God, both to his neighbour and to himself. . . . During the twelve years for which the College has now been in operation it cannot be said wholly to have failed in accomplishing the intentions of its Founders. The number of Students matriculated up to the present time, inclusive of those who will be admitted to-day, is 195, besides a large number of Occasional Students, who attended the Medical Classes. Of Students in Arts, or Divinity, 83 have proceeded regularly to the Degree of Bachelor of Arts, exclusively of sixteen, who, without attendance on Lectures, have been admitted to that Degree after examination. Of the 83, 37 have received Holy Orders; the remainder, with only one, or two, exceptions, are engaged in the study, or practice, of the Law, or of Medicine, or are in charge of Schools. The total number of Students of the College who have been admitted to Holy Orders is 48; some Students, especially during the first few years, having been unable to accomplish the double object of passing through the Divinity Course and graduating in Arts. Many satisfactory proofs of the interest taken in the College have been afforded since its opening, by the establishment of Scholarships, or by other donations. The last instance of an endowment of this kind is the foundation of the Hamilton Memorial Prize, to be awarded according to the result of an annual examination in Scripture History.

The Chancellor, in reply to this Address said:—Mr. Vice Chancellor, I feel deeply the congratulatory remarks you have addressed to me, as I felt deeply the confidence reposed in me by the Corporation of Trinity, when they conferred upon me the honour of Chancellorship. You have well described the character of the late Chancellor. In every relation in life he stood pre-eminent, and to those, who, like myself, for upwards of twenty years enjoyed the privilege of close communion with him, as their Chief, there is no power in language to portray their high estimate of his ability. His sweetness of temper, his gentleness of manner, his courtesy, were proverbial, and in the long roll on which this University shall write the names of her future Chancellors, no name will ever be found of brighter lustre than the first. It is now upwards of twenty years since the venerable Prelate at my side, on the opening of King's College, congratulated himself that he had lived to see the work of forty years accomplished. But clouds were already rising in the distance to obscure the glorious prospect, and a storm soon burst upon him, which swept that inheritance of the Church away for ever. Did your noble Bishop despond, when he saw his cherished hopes in the dust? Did he give up his efforts to establish a Church University, because that Endowment was taken away? No. with the energy and determination which have ever marked his character through his long life, he resolved at three score years and ten to buckle on his armour again, and, in conjunction with our late Chancellor, those two great men, reflecting back light and lustre each upon the other, Churchmen in Canada and in the Mother Country contributed of their means, a Royal Charter was obtained, and the University of Trinity College arose from the ashes of the former King's College. You have told me, Sir, how much success has attended this Institution; that in twelve years we had nearly three hundred Students, and half that number of Graduates; that thirty-seven men have taken Holy Orders directly from this College, while eleven more, I believe, who have been at the College, have entered the Ministry, making forty-eight in all. Our Matriculants for the last three years have averaged twelve, which is not much inferior to the number in the separate Colleges in Cambridge, with the exception of St. John, Trinity, and another. The attacks that have been made upon us have caused us pecuniary embarrassments. We are about to appeal to the Churchmen in England to sustain our efforts, and we have every reason to hope that our appeal will be successful. We have claimed from the Government our share of the appropriation of \$20,000 per annum made by Act of Parliament for superior education. We have been refused a participation, because we keep up our distinctive character, and admit none to Degrees who will not declare themselves to be honestly and sincerely Members of the Church of England. As Chan-

cellor of this University, I shall endeavour faithfully to fulfil my duty to it by doing all in my power to uphold the views which I have expressed, and I shall expect that each and all of those who hold office in it, or claim, or hope to claim, it as their Alma Mater, shall bear their part, both at home and abroad, within the walls of the College, and without in the world, to establish Toronto as

*Pulcherrima, honestissima, optima.*

The learned Chancellor resumed his seat amid applause.

### CHAPTER XXXIII.

#### FACILITIES FOR THE STUDY OF LAW IN UPPER CANADA, 1864.

In Upper Canada the Profession of Law is divided into two Branches, each subject to its own peculiar Regulations, and to a certain extent, independent of the other, though generally the one person practises in both. They are Barristers, or persons authorized to "plead at the bar" of the Courts of Law, or Equity, and to take upon them the advising and defence of clients, and from whom all Judges, King's or Queen's Counsel, and Attorneys and Solicitors General are selected; and Attorneys and Solicitors, or persons authorized to "appear in the Courts" in the place and on behalf of others, to prosecute and defend actions on the retainer of clients. The only distinction between these two latter is, that "Attorney" is the title adopted in the Courts of Common Law, and "Solicitor" the title adopted in the Courts of Equity.

In the Study of Law, the Course prescribed by the Law Society for Upper Canada takes precedence.

Students who have already passed through a three, or four, years' University Course of Law Studies are still required, if they wish to become Barristers-at-Law, to begin *de novo*, and continue as Students of the Law Society for three years longer. While those who are not University Graduates are only required to remain on the Books of the Law Society as Students for five years. All Students must be at least sixteen years of age; they must attend Term Lectures, and must receive their professional education under the superintendence of some Barrister.

In order to facilitate the education of the Students, the Law Society has arranged "that the tuition of the Pupils attending the Law School shall be by means of Lectures, Readings, and Mootings; that there shall be four Readers, videlicet, the Reader on Common Law, the Reader on Equity, the Reader on Commercial Law, and the Reader on the Law of Real Property; that in addition to the Lectures in Term, there shall be Lectures during the three educational Terms of each year, which shall continue for six consecutive weeks each. The attendance on the Lectures of the educational Term is, however, voluntary. In order to give an additional stimulus to the Study of Law in Upper Canada, the Society has established four Scholarships, (one for each year's Course,) which are open to any Student on the Society's Books, whether Pupils of the Law School, or not. These Scholarships are of the respective values of One hundred and twenty, One hundred and sixty, Two hundred, and Two hundred and forty dollars per annum, and are payable quarterly. The Readers deliver the Lectures, hold Readings, and preside at Mootings or the Moot Courts. The charge for attendance at the Law School is one dollar per Term. Students of the Law Society are admitted upon examination in one of the three following classes, videlicet: the University Class, the Senior Class, and the Junior Class. The Examination in the University and the Senior Classes is the same, and includes Greek, Latin, Mathematics or Metaphysics, Astronomy, Ancient and Modern Geography and History; the Examination in the Junior Class is in Latin, Mathematics, English History, and Modern Geography.

II.—*The University of Toronto Law Course.*

No lectures are delivered in the Faculty of Law in this University; but the following are the requisites for obtaining the degree of LL.B. in the ordinary course:—

- Having matriculated in the Faculty of Law;
- Being of the standing of four years from Matriculation;
- Having passed in each of those years the Examinations prescribed in the Statute respecting 'subjects of examination in the Faculty of Law;'
- Being of the full age of twenty-one years.

III.—*The University of Queen's College Law Course.*

The Law Course in Queen's College extends over three years. Candidates must pass a Matriculation Examination, unless they have already passed a similar in any College, or have been admitted as Students of the Law Society for Upper Canada. Lectures are delivered by three Professors.

IV.—*The University of Victoria College Law Course.*

The Law Course in Victoria College extends over four years. Candidates must pass a Matriculation Examination unless they have been admitted as Barristers by the Law Society of Upper Canada. A Student of three years' standing in Arts may enter at the Examination for the second year; and a Graduate in the same Faculty may enter at the third year Examination. No Lectures are given, but annual examinations in the subjects prescribed are held.

V.—*The University of Trinity College Law Course.*

No Lectures in Law have been given in Trinity College since the Law Course was opened at Osgoode Hall by the Law Society.

THE LAW SOCIETY OF UPPER CANADA.

*Entrance and Course of Study and Examination.\**

*Ordered,* That the examination for admission shall, until further order, be in the following Books respectively, that is to say,—

*For the University Class:*

In Homer, First Book of Iliad, Lucian, (Charon Life, or Dream of Lucian and Timon), Odes of Horace, in Mathematics, or Metaphysics, at the option of the Candidate, according to the following Courses respectively: Mathematics, Euclid, 1st, 2nd, 3rd, 4th and 5th Books,) or Legendre's Geometrie, (1st, 2nd, 3rd, and 4th Books,) (Walker's and Whately's Logic, and Locke's Essay on the Human Understanding,) Herschell's Astronomy, (Chapters 1st, 3rd, 4th and 5th,) and such works in Ancient and Modern Geography and History as the Candidates may have read.

\*The Law Society of Upper Canada was established in 1797, by the Act 37, the George III., Chapter 13, which enabled the then Practitioners of the law to form themselves into a Society, "for the purpose of securing to the Country and the profession a learned and honorable Body, to assist their fellow-subjects as occasion may require, and to support and maintain the constitution of the Province." By the same Act the Judges of the Superior Courts were constituted Visitors, with authority to sanction such rules as they considered necessary for the good government of the Society. In 1822, the Society was incorporated by the Act 2 George IV., Chapter 5, and its functions vested in the Treasurer and the Benchers for the time being, elected according to the By-laws of the Society, much in the same manner as in the Law Societies of Great Britain and Ireland. The Benchers sit in Convocation every Law Term, for the admission of Students and Barristers and for other business.

*For the Senior Class.*

In the same subjects and Books as for the University Class.

*For the Junior Class:*

In the 1st and 3rd Books of the Odes of Horace; Euclid, 1st, 2nd, and 3rd Books, or Legendre's Geometrie, by Davies, 1st and 3rd Books, with the Problems; and such works in English History and Modern Geography as the Candidates may have read.

*Ordered*, That the Class, or order, of the Examination, passed by each Candidate for admission, be stated in his Certificate of Admission.

*Ordered*, That in future, Candidates for Call with Honours, shall attend at Osgoode Hall, on the last Thursday, and also on the last Friday, of Vacation, and those for Call, merely on the latter of such days; and Candidates for Certificates of Fitness on the last Saturday in Vacation.

*Ordered*, That the Examination of Candidates for Certificates of Fitness for admission as Attorneys, or Solicitors, under the Act of Parliament, 20th Victoria, Chapter 63, and the Rule of this Society of Trinity Term, 21st Victoria, Chapter 1, made under authority and by direction of the said Act, shall, until further order, be in the following Books and subjects, with which such Candidates will be expected to be thoroughly familiar, that is to say:—

Blackstone's Commentaries, 1st Volume; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; the Statute Law, and the Pleadings and Practice of the Courts.

NOTICE.—A thorough familiarity with the prescribed subjects and Books will be required from Candidates for admission as Students; and Gentlemen are strongly recommended to postpone presenting themselves for examination until fully prepared.

NOTICE.—By a Rule of Hilary Term, 18th Victoria, Students keeping Term are henceforth required to attend a Course of Lectures to be delivered, each Term, at Osgoode Hall, and exhibit to the Secretary on the last day of Term, the Lecturer's Certificate of such attendance.

*Certificate of Fitness for Admission as Attorneys, or Solicitors in Upper Canada.*

*To keep Terms.*—Every Candidate for Certificate of Fitness for admission as Attorney, or Solicitor, shall keep two Terms pursuant to the Statute in that behalf. The two Terms to be kept by Articled Clerks under the Statute shall be kept by their attending the sittings of the Courts of Queen's Bench and Common Pleas, or one of them, agreeably to the provisions of the said Act, and of the Rules of the said Courts in that behalf, every day on which such Courts, or either of them, sit during Term, and by their entering their names, and subscribing their declaration of attendance in the Articled Clerk's Attendance Book of such Courts, or either of them, pursuant to the said Rules of Court respectively.

Every such Candidate shall leave with the Secretary of this Society a Certificate, or Certificates, of such attendance from the Clerks of such Court, or Courts, together with his Petition for Certificate of Fitness, Articles, and other Papers, or sufficiently excuse the production thereof, as prescribed by the said Act, and the Rules of the Society respecting the same.

In case any such Articled Clerk, while at Toronto, for the purpose of attending the sittings of such Courts, or either of them, in compliance with the requirements of the said Act, be, from sickness, or other unavoidable impediment, prevented from being, or remaining, in attendance in Court for the whole, or any part of the Term, that such Court, or Courts, may be sitting on any day in either of such Terms, said Articled Clerk shall, nevertheless, be allowed such day, or days, attendance, as within the meaning of

the said Act, upon his satisfying the Clerks of the Crown and Pleas of the said two Courts, by Certificate from his Medical Attendant, or otherwise to their satisfaction, that such sickness, or other unavoidable impediment, was the sole cause of such absence; and upon such Articled Clerk leaving with the Secretary of this Society a Certificate thereof under the hands of such Clerks of the Crown and Pleas at the same time that he leaves his Petition for Certificate of Fitness and other Papers, as hereinafter prescribed.

All applications for Certificates of Fitness for admission as Attorney, or Solicitor, under the said Act shall be by Petition in writing, addressed to the Benchers of the Society in Convocation, and every such Petition, together with the Documents required by, and the Fees payable to this Society under the said Act, or under the Rules of the said Courts, or those of this Society, shall be left with the Secretary of the Society at Osgoode Hall, on or before the third Saturday next before the Term in which such Petition is to be presented, and the Sub Treasurer's receipt for such Fees shall be a sufficient authority to the "Examiners for Call" to examine the Applicant by written, or printed, questions.

In the case of persons who entered into contracts of service prior to the 1st of July, 1858, if, by reason of the expiration of the period of such service in Term time, any such person cannot comply with the requisites of the last Section on, or before, the third Saturday therein mentioned, or before the day appointed for Examination in writing before the Examiners in the Vacation next after such Saturday, but the period will arrive previous to the last Thursday in the then next ensuing Term, such person may, in lieu of his Articles, or contract, of service, deposit his Affidavit, stating the date of his Articles, the day when his service thereunder will expire, and when the same were filed, and upon complying in other respects with the terms of the foregoing Section, may be examined by the Examiner on such Examination Day, and the Benchers in Convocation, upon being satisfied on the first day of Term of the foregoing facts, and that all other requisites of the Statute, and of the Rules of the Society entitling the party to Oral Examination have been complied with, may proceed to the examination of the Applicant notwithstanding the non-completion of his service under Articles; but no Certificate of Fitness shall be issued until the expiration of such period of service, nor until all and every the other requirement of the Statute, and of the Rules of the Courts and of the Society, have been complied with.

Every Candidate for a Certificate of Fitness for admission as an Attorney, or Solicitor, under the said Act, shall, with his Petition for such Certificate, leave with the Secretary of the Society at Osgoode Hall, Answers to the several Questions set forth in the Schedule to this Rule annexed, signed by the Attorney, or Solicitor, with whom such Articled Clerk has served his Clerkship, together with the Certificate in the said last-mentioned Schedule also contained.

In case any such Candidate, at the time of leaving his Petition for Certificate of Fitness and Papers, with the Secretary of this Society, as herein provided, proves to the satisfaction of the said Secretary, that it has not been in his power to procure the Answers to the Questions contained in the same Schedule 'L' from the Attorney, or Solicitor, with whom he may have served any part of the time under his Articles, or from the Agent of such Attorney, or the Certificate of Service therein also contained, the said Secretary shall state such circumstances specially in his Report to Convocation on such Articled Clerk's Petition, and, thereupon, the Benchers in Convocation may dispense with the production of such last mentioned Answers and Certificates, or any of them, as they may think fit and reasonable.

*Examination for Certificates of Fitness.*—Candidates for Certificates of Fitness shall be examined in writing, and orally in like manner as Candidates for call "simply," according to the Rules of the Society in that behalf, and in the following Books and Subjects, that is to say: Blackstone's Commentaries, 1st Volume; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; The Statute Law; the



Pleadings and Practice of the Courts, or in such other Books and Subjects as the Benchers in Convocation, (or as the Examiners, with the assent of the Benchers in Convocation), may, from time to time, for that purpose prescribe and appoint.

Candidates for Certificates of Fitness for Admission as Attorneys, or Solicitors, shall attend at Osgoode Hall on the last Wednesday of the Vacation previous to the Term in which their Petitions are to be presented, and shall receive from the Examiner of the Society copies of the Questions to be answered by them in writing, and shall then and there, under the supervision of such Examiner, frame Answers to such Questions, and deliver such Answers in writing to him for the Benchers in Convocation.

The attendance of such Candidates for the purposes mentioned in the foregoing Section of this Rule shall be at 10 o'clock, A.M., and the Answers shall be delivered to the Examiner by 3 o'clock P.M., of the same day.

The Secretary shall report upon the Petition of every Candidate for Certificate of Fitness for admission as Attorney, or Solicitor, and such Report, together with the Petitions and Documents to which they refer, shall be laid on the Table of Convocation on the first day of Term,—he shall also make a Supplementary Report upon the Articles of Clerkship when received by him, of Applicants, whose term of service expires during the Term.

The Oral Examination of Candidates for Certificates of Fitness shall take place on the first day of Term.

The Examination of Candidates for Certificates of Fitness for admission as Attorneys, or Solicitors, shall not be entered upon the first day of any Term until the Examination of all Candidates for Call to the Bar on the order of the day for that day be first disposed of.

**REMARKS OF CHIEF JUSTICE ROBINSON ON THE STUDY OF LAW, ON THE OCCASION OF HIS RETIREMENT FROM THE BENCH, 1862.**

On the occasion of the presentation, by the Law Students, of an Address to the ex-Chief Justice of Upper Canada, on his retirement from that office, the venerable Chief thus replied to them:—

You give me much pleasure by this expression of your respect and esteem.

I should have been wanting in a material part of my public duty if I had failed to treat with consideration and courtesy all persons, whether young, or old, properly addressing themselves to me on any matter of business; and I should, besides, have been setting a bad example to a large class of young Gentlemen out of whom our future Judges are to be taken.

Since I began the study of Law, in 1807, there has been, as we must admit, time for many changes. I will notice a few which have taken place in the condition of Law

In deference to the better opportunities of obtaining a superior education, and by way of inducements to youth to avail themselves of them, the period of pupilage, if I may so apply the term, has been shortened by two years in favour of Graduates in Arts, or in Law—and Students at the present day have the greater advantage of hearing Lectures on the different Branches of Law, which encourages and enables them to study the Science systematically, as other Sciences are studied.

It is a great convenience to them also that they are saved both time and trouble by the manner in which our Public Statutes have been consolidated and arranged, which was mainly the work of a late distinguished Judge, whose kind interest in the Law Students attracted in a particular manner their respect and regard.

I will mention as another advantage, and one most material, that much that was formerly difficult and embarrassing in the mere technicality of the Law has by late changes, been swept away, which gives more time to the Student for acquiring what better recommends itself to his reason and judgment, as being really necessary to the solution of questions of right.

I remember that for more than twenty years after I came to the Bar any young Lawyer of sound understanding and obliging disposition, although he were but moderately learned in his profession, might go into any of our Towns, or Villages, and if he were but attentive, and honourable in his conduct, and usually to be found in his Office, when he might reasonably be expected to be there, he was sure to be able not only to live in comfort by his profession, but to acquire a position of influence in the community.

I am aware that at the present day this is by no means so certain. I fear, indeed, that largely as the number of clients has increased, yet the number of those who are relying upon the practice of the Law for advancement in the world, or at least for independence, is increasing in a greater proportion.

Still, after all, the door is never closed to genius, or to constant and well directed perseverance. The laborious study, the patience and self-denial of a Kenyon, or an Eldon, cannot always be depended upon for leading in any Country to such eminence as they attained; but it is seldom that they fail to advance to honour and independence those who resolutely rely upon them.

*Advice as to the Study of the Law.*

If I may be permitted to offer a few words of advice on this occasion, where they may seem rather out of place, I strongly recommend to you to cherish a laudable ambition, to aspire to excellence, and to hope for distinction from studious application, and after you shall be called to the Bar, you should not be discouraged by a few months, or even years, of hope deferred. You would do wisely, too, I think, to make some one branch of the Law an especial object of study,—resolving to know, so far as it may be possible for you, everything that can be known in it, meaning and hoping to become in time an admitted authority in that particular department of the Law, whether your inclination and judgment shall lead you to select the Criminal Law, the Law of Real Property, Commercial Law, or pleading generally, or practice generally.

Such a course would, I believe, insure to the person who pursues it, the advantage of soon being generally and favourably known. He would acquire a reputation which must advance him in his profession, secure for him the confidence and respect of his legal brethren, and make his services sought after by those who have valuable interests to protect.

I can remember too well, how difficult it is in youth to govern ourselves by the maxims of which we shall assuredly feel the truth in our maturer years, whether we shall have conformed to them, or not. Those are happy who consider, at the outset of life, that every individual has his appointed time on earth, that years speed swiftly away, and cannot be recalled, and that to leave behind us some honourable proofs that we have not lived in vain should be our aim, and is what we should, if possible, accomplish.

*“Stat sua cuique dies breve et irreparabile tempus,  
Omnibus est vitæ sed faman extendere factis  
Hic labor, hoc opus est.”*

CHAPTER XXXIV.

FACILITIES FOR MEDICAL EDUCATION IN UPPER CANADA, 1864.

In 1866, an Act was passed by the Legislature of Canada, reorganizing the Medical Council of Upper Canada, under the new title of “The General Council of Medical Education and Registration in Upper Canada.” It was composed of Representatives from “the University of Toronto, the University of Queen’s College, the University of Victoria College, the University of Trinity College, the Toronto School of Medicine, and

of every other College, or Body, in Upper Canada, by law authorized, or hereafter to be authorized to grant Medical, or Surgical Degrees; or Certificates of Qualification to practise Medicine, Surgery, or Midwifery, or either," and of twelve persons to be elected from among the registered Practitioners of Upper Canada." It was empowered to establish a uniform standard of Matriculation for the admission of Students to all the Schools, and to make By-laws and Regulations for determining the admission and enrolling the Students. It shall also have power to determine from time to time a Curriculum of Studies to be pursued by the Students. The Regulations up to that time for obtaining a Medical Education were as follows:—

1. That 21 years be the earliest age at which any professional License, or Degree, shall be obtained.
2. That four years' Study be required after Examination in General Education, except as hereinafter provided.
3. That the Professional Examination be divided at least into two distinct parts; that the first be undergone after two years' study, and the final Examination after four years' study.
4. That the Professional Examination be conducted partly in writing and partly *viva voce*; and that such parts as admit of it be made as practical and demonstrative as possible.
5. That the second Examination be conducted partly in writing and partly *viva voce*, and practically so far as may be convenient and attainable.
6. That professional examinations by the various professional and licensing bodies be given due notice of to the Registrar, so that one, or more, Members of the Medical Council may be present.
7. That Returns from the various Medical Schools and Licensing Bodies be made annually, on the first of May, to the General Medical Council, stating the number of Candidates who have passed their first, as well as their second, Examinations, and the number of those who may have been rejected at first and second Examinations respectively; the number of those who may be entitled to Registration who shall not have attended Lectures, for at least three Sessions of six months each, in a University, College, or School of Medicine, approved of.
9. Candidates for final Examination shall furnish Testimonials of attendance in the following branches of a Medical Education, namely: Anatomy, Chemistry, Theory and Practice of Medicine, Principles and Practice of Surgery, Midwifery and Diseases of Women and Children; Materia Medica and Pharmacy, Institutes of Medicine, General and Practical Anatomy, of which two Courses will be required of six months each; Chemical Surgery, Medical Jurisprudence, Botany, Practical Chemistry, of which one Course of three months will be required.
10. Candidates must also give proof by ticket, of having attended at least twelve months' practice of a General Hospital, or that of some other Hospital approved of, and certified to.
11. Moreover, no one shall be permitted to become a Candidate for Examination whose final Course shall consist of less than four subjects of six months each.
12. That Students shall not be permitted to attend any other Lectures, during their first year, than those in the following primary branches, videlicet:—Final and Practical Anatomy, Chemistry, Materia Medica and Physiology; nor will the Certificates of any Teachers, who lectures on more than one branch of Medical Science be recognized; and more than one Lecture each day shall not be delivered by the same person, on these primary branches. The Professor of Surgery may lecture on Clinical Surgery; the Professor of Medicine, and the Professor of Materia Medica may lecture on Botany and Medical Jurisprudence.
13. Each Candidate to be required to produce a Certificate of having compounded Medicines for two periods of six months each, or one period of twelve months, in the

Office of a qualified Medical Practitioner, in conjunction with which he must produce a Certificate of having attended at least six cases of Midwifery.

14. Four-fifths of the actual teaching days of the Session must be attended before a Certificate of attendance at said Session can be granted, except in cases of sickness.

15. All Graduates from recognised Colleges in the United States shall Matriculate and attend one full Course of Lectures; and all Students shall matriculate and complete a Course of Study in the College in which they intend to Graduate, equivalent to the Curriculum required by the Council.

16. That from a Student who is a Graduate of any recognised University, or College, only three years of attendance on Medical Lectures shall be required. The Primary Examination shall consist of the following branches:—Anatomy, Chemistry, Materia Medica, Institutes of Medicine and Botany, while the final branches shall consist of Practice of Medicine, Surgery and Surgical Anatomy, Midwifery, Medical Jurisprudence and Practical Chemistry, Hamilton's Outlines of English History to the present time, Schmitz's Manual of Ancient History, embracing Roman History to the death of Nero, and Grecian History to the death of Alexander, and Part I. of Fownes' Chemistry, be the subjects of Matriculation Examination for Students entering upon the Study of Medicine, in addition to the other subjects specified by this Council.

17. The Regulation shall not act injuriously as to time in regard to those Students who have already attended one or more Courses of Lectures in any Canadian School, but such shall be allowed them.

NOTE. These Regulations have been modified from time to time, as circumstances required and as the advance in Medical Science rendered necessary. See "Sketch of Medical Education in York, U. C.," by Dr. Walter B. Geikie, in the Appendix to the Twelfth Volume of this Documentary History, page 340.

## CHAPTER XXXV.

### ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1864.

TO HIS EXCELLENCY THE RIGHT HONOURABLE VISCOUNT MONCK, GOVERNOR GENERAL.

*May it please Your Excellency:*

During the twenty years I have discharged the duties of my present office, I have never had more satisfaction than now, in presenting my Annual Report of the Normal, Model, Grammar and Common Schools in Upper Canada; for, although the last year has been one of a series of years of depression from the failure of crops, and the derangement of Trade and Finance, on account of the Civil War in the United States, now happily terminated, there has been a larger increase in the Receipts and Expenditures for the support of Schools than during any one of the preceding four years, and a corresponding progress in other respects.

#### I. Table A.—Receipts and Expenditures of Common School Moneys.—Receipts.

1. The amount apportioned from the Legislative School Grant for Salaries of Teachers in 1864, was \$168,225,—increase, \$10,152.

2. The amount apportioned and paid from the Legislative School Grant for the purchase of Maps, Apparatus, Prize Books and Libraries, was \$8,827,—decrease \$27,—the conditions always being that an equal sum be provided from local sources, so that the whole sum provided and expended under this head, was \$17,654.

3. The Legislative School Grant is apportioned and paid to each County, City, Town, and Village Municipality upon the condition that such Municipality provide, at least, an equal sum by local Assessment; but such Municipality can provide as large an additional sum as it may think proper for the education of the youth within its jurisdiction. The amount provided by Municipal Assessment in 1864 was \$304,382,—increase, \$16,613, and \$136,157 in excess of the Legislative School Grant.

4. The elected Trustees of each School Section have the same discretionary power as the elected Council of each Municipality, to provide, by Rate on property, means for the support of their Schools. The amount thus provided by the School Trustees was \$659,380,—increase, \$27,625.

5. The presence, or absence, of Rate Bills, or monthly, or quarterly Fees imposed on Pupils, in a School, makes the difference between a Rate-Bill and a Free School. In School Sections, the Rate Payers, at their annual, or at a special, Meeting, determine whether their School shall be free, or not, and, if not free, what shall be the amount of the Rate-Bill, or Fee, not to exceed twenty-five cents per month for each Pupil. In Cities, Towns, and incorporated Villages, the elected Board of Trustees decide whether their School shall be free, or not. Thus Rate-Bills decrease as Free Schools increase. The amount of Rate-Bills imposed upon and collected from Pupils during the year 1864, was \$59,636,—decrease, \$13,043.

6. The amount received from other sources, especially from the Clergy Reserve Fund, which many Municipalities have appropriated to School purposes, was \$105,296,—decrease, \$1,171.

7. The amount available from balances of 1863, (not paid out at the end of the year,) \$178,438,—increase, \$11,152.

8. The total Receipts for Common School purposes in Upper Canada, in 1864, were \$1,484,187,—increase, \$51,301.

*Expenditure of Common School Moneys in 1864.*

1. For Salaries of Teachers, \$996,956,—increase, \$9,401.
2. For Maps, Apparatus, Prizes and Libraries, \$23,149,—increase, \$2,374.
3. For School Sites and Building School Houses, \$116,056,—increase, \$9,418.
4. For Rents and Repairs of School Houses, \$37,003,—increase, \$2,135.
5. The total Expenditure for all Common School purposes for 1864, was \$1,285,318,—increase, \$30,871.
7. The balance of School moneys, not paid at the end of the year 1864, was \$198,869,—increase, \$20,430.

III. *Table B.—School Population, Pupils attending Common Schools, and in different Branches of Instruction.*

The School Law confers the equal right of attending the School upon all persons between the ages of 5 and 21 years, although an old Statute requires the legal returns of School population to include only Children between the ages of 5 and 16 years.

1. The School population, (including only Children between 5 and 16 years of age,) was 424,565,—increase, 12,198.

2. The number of Pupils in the Schools, between the ages of 5 and 16 years, was 350,925,—increase, 11,108. The number of Pupils of other ages, was 20,770,—decrease, 221. The whole number of Pupils attending the Schools, was 371,695,—increase, 10,887.

3. The number of Boys attending the Schools, was 198,024,—increase, 5,034. The number of Girls was 173,671,—increase, 5,853. A larger number of Girls than Boys attend private Schools. The number returned as indigent Pupils, was 4,765,—decrease, 158.

4. I refer to the Table itself for the reported periods of the attendance of Pupils at School, and the number in each of the several branches taught in the Common Schools, with the single exception of Geometry, the Table, as that of last year, shows a gratifying increase of Pupils in all of the higher branches.

5. The number of Children reported as not attending any School was 40,483,—decrease, 4,492. The Local Superintendents state that this return is the estimate, in the mere opinion of Trustees in the several School Sections, and not the result of careful inquiry; and that it rather indicates the number not attending the Common Schools. Making all reasonable allowance on this ground, yet judging from the reports of the Local Superintendents themselves, the number of children not attending any School must be considerable, such as to constitute a public blot, disgrace and danger, which every friend of the Country, and of humanity, should endeavour, by all possible means, to remove. The number returned under the same head, of persons between the ages of 4 and 21 years in the State of New York, is stated by the General Superintendent in his last report to be 333,273.

### III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. According to this Table, there were 4,625 Teachers employed in the Common Schools,—increase, 121. Of these Teachers, 3,011 are males,—decrease, 83; and 1,614 are females,—increase, 204. They are reported to be of the following Religious Persuasions:—Church of England, 854,—increase, 107; Church of Rome, 544,—increase, 40; Presbyterians, 1,397,—increase, 81; Methodists, 1,286,—decrease, 27; Baptists, 227,—decrease, 19; Congregationalists, 80,—increase, 5; Lutherans, 17,—decrease, 9; Quakers, 16,—decrease, 4; Christians and Disciples, 32,—decrease, 2; reported as Protestants, 76,—decrease, 5; Unitarians, 2,—increase, 1; other Persuasions, 17,—decrease, 23; not reported, 77,—decrease, 24.

2. *Certificates.*—The number of Teachers reported as employed in the Schools holding First Class Provincial, or Normal School, Certificates, was 216,—decrease, 6; holding Second Class Normal School Certificates, 358,—increase, 83; holding First Class County Board Certificates, 1,396,—increase, 133; holding Second Class County Board Certificates, 2,054,—decrease, 58; holding Third Class County Board Certificates, 475,—decrease, 18; unclassified, 124. The whole number of Teachers holding Certificates of Qualification, was 4,499,—increase, 134. The number of Teachers who attended the Normal School, without obtaining Certificates, 64,—decrease, 17.

3. The number of Schools in which the Teachers were changed during the year, 689,—decrease, 98. Number of Schools in which more than one Teacher was employed, 187.

4. *Annual Salaries of Teachers.*—The highest salary paid to a Teacher in a City was \$1,300; the highest salary paid to a Teacher in a County, \$500; lowest salary paid, \$84; average salary of male Teachers, without board, \$436; average salary of female Teachers, without board, \$224. In Cities, the highest Salary paid to male Teachers, was \$1,300; the lowest, \$275. The average Salaries of male Teachers, was \$542,—of female Teachers, \$280. In Towns the highest salary of a male Teacher was \$800,—the lowest, \$200. The average salary of male Teachers was \$470,—of female Teachers, \$236. In Villages the highest salary of a male Teacher was \$534,—the lowest \$180. The average salary of Male Teachers, was \$465,—of female Teachers, \$206,—a small increase.

### IV. Table D.—Schools, School Houses, School Visits, School Lectures, Time of Keeping Open the Schools.

*Explanatory Remarks.*—Each Township, by the acts of its Municipal Council, is divided into School Sections of from two to four miles square. Each of these Sections is intended for one School,—at most for two Schools, one for Boys and the other for Girls, at the discretion of the Trustees and Local Superintendent,—managed by a Cor-

poration of three Trustees, each of whom is elected once in three years, who have discretionary power to purchase, build and furnish School Houses, purchase Text Books and Apparatus, and to levy and collect Rates and Rate-bills, employ Teachers, etcetera. Each City, Town, and incorporated Village, is one School Municipality, and although containing several Schools, is under the direction of one Board of Trustees,—two elected in each Ward, each holding office two years. This Board is invested with large discretionary powers, to provide all needful means for the support of Schools, to determine the number and kind of Schools, and the manner of supporting them.

1. The whole number of School Sections reported for 1864, was 4,307,—increase, 34. The number of Schools reported as open during the year, was 4,225,—increase, 92. The number of Schools closed, or not reported, was 82,—decrease, 58.

2. *Free Schools.*—The number of Free Schools, (as determined by the Rate-payers in School Sections, at their Annual School Meetings,) was 3,459,—increase, 231. Thus, out of 4,225 Schools reported as open, 3,459, or more than four-fifths of them, have been made free by the Rate-payers themselves, as the result of their own discussions, experience, observation and patriotism. The number of Schools reported as partly free was 711,—decrease, 123. The number of Schools in which monthly Rate-bills of twenty-five cents, or less, were imposed, was only 55,—decrease, 16. The Common Schools of Upper Canada may be regarded, with few exceptions, as free,—made so, not by Act of Parliament, but by the annual vote of the Rate-payers themselves in their several School divisions.

3. *School Houses.*—The whole number of School Houses reported, was 4,246,—increase, 73. Of these 529 are Brick,—increase, 28; of Stone there are 366,—increase, 31; of Frame, 1,654,—increase, 21 of Log, 1,671,—decrease, 4; not reported, 26. The number of School Houses reported as built during the past year, is 126,—increase over the number built the preceding year, 22. Of these 47 were of Brick,—increase, 20; 13 were of Stone,—increase, 4; 55 were Frame,—increase, 12; 11 were Log,—decrease, 14. As to the Titles of School Premises, 3,677 are reported as freehold,—increase, 131; 386 as leased,—decrease, 50; 131 as rented,—increase, 20; not reported, 52,—decrease, 28.

4. *School Visits.*—By Local Superintendents, 9,992,—increase, 295; by Clergymen, 7,077,—increase, 759; by Municipal Councillors, 1,840,—increase, 75; by Magistrates, 2,327,—increase, 77; by Judges and Members of Parliament, 1,011,—increase, 532; by School Trustees, 19,546,—decrease, 500; by other persons, 26,390,—decrease, 2,308. Total, 68,183,—decrease, 1,099. It is thus seen that there has been an increase of visits to the Schools by the Local Superintendents, by Clergymen, by Municipal Councillors, by Magistrates, by Judges and Members of Parliament; but a decrease of visits by "other Persons," and by Trustees,—the very parties whose visits to the Schools ought to be most increased.

5. *Public School Examinations.*—The number of Public School Examinations reported was 7,617,—increase, 47. This is less than an average of two for each School, while the law requires every Teacher to have, at the end of each Quarter, a Public Examination of his School, of which he shall give due notice to the Trustees of the School, and to any School Visitors who reside in, or adjacent to, such School Section, and through the Pupils to their Parents and Guardians.

6. *School Prizes.*—The number of Schools, in which Prizes of Books, etcetera, are reported as distributed for the reward and encouragement of meritorious Pupils, was 1,260,—increase, 47. A comprehensive Catalogue of carefully selected Prize Books has been prepared and is furnished by the Department to Trustees and Municipalities applying for them; and besides furnishing the Books at cost prices, the Department adds one hundred per cent. to whatever amount may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of Pupils in their Schools. The influence this Prize System has upon both Pupils and Teachers is most salutary, besides diffusing a large amount of entertaining and instructive reading.

7. *Recitations.*—The number of Schools in which Recitations of prose and poetry are practised, was 3,252,—increase, 117; a very useful exercise which ought to be practised monthly in every School.

8. *School Lectures.*—The number of Educational Lectures delivered by Local Superintendents during the year 1864, was 2,926,—increase 111; by other persons, 326,—increase, 6. Total number of Educational Lectures delivered, 3,252,—increase, 117.

9. *Time of keeping open the Schools.*—The whole number of Schools in which the time of keeping them open has been reported, is 4,102. The total number of months and days these Schools have been kept open during the year, is 45,522 months,—increase, 776 months and 26 days. The average time of keeping open the Schools in Cities, is 12 months; in Towns 11 months, 29 days; in Villages, 11 months, 25 days; in Counties, or rural Sections, 11 months, less holidays. Total average time of keeping open the Schools, 11 months, 23 days,—increase, 4 days.

The average time of keeping open the Schools during the year in the State of Massachusetts, according to the last Report, was 8 months, in the State of Maine 4 months and 29 days; in the State of New York,—in Cities, 10 months and 5 days, in rural Sections, 7 months and 9 days; in the State of Pennsylvania, 5 months and 17 days; in the State of Ohio, 25 weeks and 1 day; in the State of Michigan, 6 months and 2 days.

The average time of keeping open the Schools in Upper Canada was formerly about the same as that stated to be the time in the neighbouring States. Then, the annual Legislative Grant was distributed to each School Section on the basis of population, upon the sole condition that the School should be kept open for six months of the year; but, by the School Act of 1850, while the Apportionment to each Municipality was to be made as heretofore, (upon the basis of population,) the sum thus apportioned to each Municipality was to be distributed to each School Section in it, not according to population, but according to the average attendance of Pupils, and the length of time of keeping the School open, by a legally qualified Teacher. Thus, as the School Fund is designed to aid in educating youth, the distribution of it to each School Section is made, not according to population, but according to the educational work done in it. This provision of the Law, in connexion with other influences of our School System, has nearly doubled the work done, in the Schools since 1850, in addition to their improved character and greater efficiency. The Superintendent of Public Instruction in the State of New York has shown, in his last Annual Report, that more than a million of dollars was virtually lost to the cause of education under the old system of distributing the School Fund to School districts, or Sections, according to the population, besides the loss arising from the irregular attendance of Pupils and the short time of keeping open the Schools; and the Superintendent adds,—

“This subject was more fully discussed in my Report to the Legislature of last year. That Legislature, in view of its importance, provided, by law, that, after the apportionment of the present School year, a part of the School money should be apportioned to the School Districts, (or Sections,) upon the basis of daily average attendance, thus making it the pecuniary interest of every Tax-payer to induce the regular attendance of his own, and his neighbor's Children. I am gratified to be able to report that that simple provision of the Law, which went into practical operation in October last, has largely increased the number of Pupils, and the regularity of their attendance. It is believed that uniting with it in each district, the attractive power of a thoroughly qualified Teacher, the number daily and cheerfully going to School would be still further increased; and in view of an object of so much importance, ought there not to be made a more liberal provision for a general supply of such Teachers?”

#### V. Table E.—Text Books, Maps, and Apparatus used in the Schools.

On no subject have Educationists, both in Europe and America, more perfectly agreed than on the importance of a uniform series of Text Books for the Public Schools, and the evils of a variety of Text Books,—the inconvenience to Teachers, the expense



to Parents, the impossibility of classifying Pupils in a School, or of judging of the progress and efficiency of the Schools. These evils have, to a great extent, been remedied in the Cities and Towns of the neighbouring States by the Board of Trustees in each such City, or Town, adopting and providing, for a series of years, a uniform series of Text Books for the Schools under their management; throughout the rural portions of the States the various Publishers of School Books, and their Agents, have perpetuated the evil against the argumentations and efforts of successive Superintendents of Public Instruction, and the sentiments and remonstrances of enlightened Educationists and experienced Teachers. Interested Bookmakers and Book Publishers endeavoured to reverse the maxim that the Teacher makes the School, by variously urging the Text Books make the School,—overlooking and ignoring the fact that the Text Book is but a tool with which the Teacher works, or should work,—not to work without the Teacher, or to supersede his working; and that he needs not, and cannot, without loss of advantage, use a variety of tools to do one and the same work,—a variety of Hammers, for example, to drive the small nail, or a variety of Saws to cut the same board.

The paramount object of using a uniform series of Text Books in the Schools has been nearly accomplished in Upper Canada, and that without coercion, by the recommendation of a superior class of Books, and providing facilities for procuring them. The series of Irish National Text Books, having been prepared by experienced Teachers, and revised by Members, (Protestant and Roman Catholic,) of the Irish National Board of Education, and every sentence omitted to which any Member of the Board objected, was adopted by the Council of Public Instruction for Upper Canada.

Arrangements, (open to all Canadian Booksellers,) were made with the National Board for procuring them, and permission obtained to reprint them in Upper Canada. That permission was extended, by the Council of Public Instruction, to all Publishers and Printers in Canada who wished to avail themselves of it. In addition, therefore, to the original Dublin editions, successive rival editions of these works have been published in Canada; resulting in altogether superseding the imported Books, and in rendering a uniform series of excellent Text Books, accessible, at unprecedentedly low prices, to every part of the Country.

*Readers.*—According to the Table, the use of these Books is all but universal; the Readers are used in 4,102 Schools,—increase 51 Schools,—out of the 4,225 Schools reported. Yet more objections are made to the Readers, especially the Fourth and Fifth, (the Fifth particularly,) than to any other Books of the National series.

Much diligence and acumen have been employed to discover any error in Science, or History, and much zeal to magnify it, as also any typographical errors, or variations, in the different editions; and all this with a view to urge the introduction of some American Book, whose Publishers and Agents hold out strong inducements to Trustees and the Local Superintendents to purchase and recommend it. By some, the higher Readers are said to contain no matter adapted to teach the art of reading; nothing to interest the Pupil, too much Science to instruct them, which they have not time, or inclination, to study,—in fact to be quite too large, and a sort of encyclopedia of general knowledge, designed for a people who have no Newspapers, or other publications, for their instruction and entertainment, but not for a people like the Canadians, who have access to cheap Newspapers and various publications of popular and useful knowledge. I have inserted in the Appendix to this Report, under the head of Extracts from Local Reports, (of the County of Kent,) one of the ablest, best considered, and I believe disinterested arguments against these Readers. But to all this it may be briefly replied, that: 1. It is easy to take the negative side of any question, which can be done with little labour or research; it is always easy to make objections, but not so easy to prescribe a remedy, or provide a substitute free from objections, or less imperfect than that which is objected to. 2. No Teacher is required, or expected to teach everything contained in a Reading Book; he will select portions and subjects in regard to both reading and exposition and study, such as he considers to be best adapted to the capacities and

attainments of his Pupils, and the time which can be allowed them. To afford such option there must be some variety. 3. The defects which have been objected to in the Fifth Reader, in regard to History and Natural Philosophy, are remedied by other authorized Text Books on these subjects—Lovell's History of British North America, by Hodgins; and Lovell's Natural Philosophy, by Sangster. Certain defects of some parts of the Reader, in regard to Geography, are also remedied by Lovell's Hodgins' Geography. 4. The National Readers have lost nothing of their prestige, either in Ireland, England, or Scotland, in comparison with other series of Readers which have been published during the last ten years. 5. The Common Schools of Upper Canada, with the use of these Text Books, have confessedly made more progress during the last fifteen years, than the Common Schools of any State of the neighbouring Republic. 6. It would be lamentable to see introduced into this Country, what State Superintendents, or other educational Writers have complained of as a nuisance and an evil in the States,—Agents of Booksellers inducing, (by presents of Books,) Trustees and Teachers to change the Text Books in their Schools, and introduce the Text Books of the Publishers from whom, or whose Agents, they had received the gratuity of handsome present of some popular Books. Attempts of the same kind have been made in Upper Canada, and, in one, or two instances, with temporary success, but to the loss of Parents and Pupils, and the disadvantage of the Schools. The Public and the Schools should be protected, as our School System is intended to protect them, from such devices of individual speculation and avarice. 7. But while the National Text Books have conferred, and are conferring, immense benefits upon the Schools both in Canada and other British Provinces, as well as in Great Britain and Ireland, they can, no doubt, be improved, and especially in their adaptation to Canada. This, however, should not be done by the introduction of isolated American Books, all of which, (with scarcely an exception,) are conceived in a spirit of jealousy and hostility to anything British,—so different from the School Text Books of any, and every, other Country of which I have any knowledge. The work of revising the National Text Books, and adapting them to Canadian Schools, has already been cautiously and successfully commenced, and accomplished in relation to Geography, History, Natural Philosophy, and Arithmetic. And these Canadian adaptations of the National Text Books are rapidly superseding, not only all others, but those for which they were intended as substitutes.

*The Art of Reading.*—It is also worthy to remark, that objections have been made to the National Readers, (especially the Fourth and Fifth Readers,) that they are not adapted to teach the "art of reading." The objectors have entirely overlooked the fact, that a small Book is provided in the series of National Text Books for the very purpose of teaching the "Art of Reading,"—one of the most admirably adapted for the purpose that can be conceived, entitled, "An Introduction to the Art of Reading, with suitable Accentuation and Intonation," and sold for twenty-five cents. In the rules, selections, and typographical executions, this work leaves little to be desired on the subject.

*Arithmetic.*—On the adoption by our Legislature of the decimal currency in Canada, it was felt that the National Arithmetics should be adapted to it. Mr. Lovell undertook their publication, and engaged Mr. J. H. Sangster, M.A. and M.D., Mathematical Master in the Normal School for Upper Canada, to prepare them. Doctor Sangster has compiled both a small and large Arithmetic, on the plan of the original National Arithmetics, but greatly improved, in the estimation of the most competent Judges, and illustrated by examples taken from Canadian statistics. These Canadian National Arithmetics were, in 1864, used in 3,009 Schools,—increase, 448 Schools; while the original National Arithmetics were still used in 1,178 Schools,—decrease, 382 Schools. Schools using other Arithmetics, 44,—decrease, 27. Doctor Sangster has also compiled and Mr. Lovell has published, an excellent Elementary Algebra, thus supplying a desideratum in the Text Books authorized for the School.

*Geographies.*—The want of a good Canadian Geography has been felt from the beginning; but no Canadian Publisher would incur the expense and risk of publishing it, even if prepared.

The Geography of the National Series, (although authorized,) was confessedly defective in information in regard to the Colonies, and especially Canada; and the American Geographies were defective and objectionable in various respects.

But Morse's American Geography was considered the best arranged and the least objectionable, and, therefore, to meet the necessity of our Schools, was permitted to be used in them, although it has been much, and, on some grounds, justly objected to. At length Mr. John Lovell of Montreal, with his usual enterprise, determined to undertake the expense and risk of publishing a Canadian Geography on the plan of Morse's, and J. G. Hodgins, M.A., LL.B., Deputy Superintendent of Education for Upper Canada, undertook its preparation. Mr. Hodgins spared no labour, or expense, in consulting experienced Teachers and availing himself of the best works and of rare private sources of information, and produced, "Easy Lessons in Geography," for young Pupils, and a General Geography, containing 51 Maps and many illustrations, and an immense deal of general information, admirably arranged both for Teacher and Pupils. Both of these Geographies are published in Canada, on paper of Canadian manufacture, and at an outlay of \$10,000; yet the smaller Geography is sold at retail at the small price of forty-five cents per copy; and the large one is sold at retail at the extremely low price of seventy cents per copy. These are the only Geographies printed in Canada, and on paper of Canadian manufacture; and are the only Geographies, (except that of the National Series,)—which are sanctioned and recommended by the Council of Public Instruction for the use of Schools in Upper Canada,—the Council having withdrawn the permission to use Morse's Geography in the Schools.

Mr. Lovell has also supplied another deeply felt want in our School Text Books, by publishing a School History of British North America, prepared by Mr. Hodgins with great judgment and labour, and which has also received the cordial recommendation of the Council of Public Instruction. I may add that the Writers of the Canadian Arithmetics, Geographies and Histories, have no personal interest in their sale—they having prepared them at the request of the Publisher, and at his risk, and on the recommendation of the Chief Superintendent, to meet the wants of our Schools.

*Maps, Globes, Apparatus, Etcetera.*—The number of Schools reported as using Maps is 3,187,—increase, 114. The whole number of Maps in the Schools is 23,959,—increase, 858; the number of Globes, 1,084,—increase, 20; Blackboards, 3,706,—decrease, 6; Sets of Apparatus, 287,—increase, 54; Tablet Lessons, 1,110,—increase, 22; Magic Lanterns, 54,—increase, 7; School Museums of Natural History, 43,—increase, 15.

#### VI. Table F.—Roman Catholic Separate Schools.

1. Number of Schools reported, 147,—increase, 27.

*Receipts.*—2. Amount of Legislative School Grant apportioned to the Separate Schools, according to average attendance, as compared with that of the Common Schools in the same Municipality, was \$8,794,—increase, \$718; amount apportioned for the purchase of Maps, Apparatus, Prizes and Libraries, \$188,—increase, \$84.

3. Amount received from local self-imposed Rates by Supporters of Separate Schools, was \$20,501,—increase, \$6,555; amount of Subscriptions by Supporters of Separate Schools, and moneys from other sources, \$12,666,—increase, \$982. Total amount received from all sources for the support of Separate Schools, \$42,150,—increase, \$8,341.

*Expenditures.*—1. For payment of Teachers, \$30,979,—increase, \$5,539. 2. For Maps, Apparatus, Prizes and Libraries, \$673,—increase, \$307. 3. For other purposes, \$10,496,—increase, \$2,494.

4. Pupils.—Number of Pupils reported in the Separate Schools, 17,365,—increase, 1,506.

5. Length of time the School is kept open, 11 months.

6. Teachers.—The whole number reported as employed in the Separate Schools, was 190,—increase, 19; males, 83,—increase, 5; females, 107,—increase, 14; Religious Orders, male, 22,—increase, 8; female, 42,—increase, 4.

7. The same Table shows the subjects taught in the Schools and the number of Pupils taught in each subject. The number of Schools opened and closed with Prayers, 107,—increase, 21; in which the Bible is read, 44,—increase, 15. The number of Schools using Maps, 83,—increase, 6; number of Maps used in the Schools, 496,—increase, 54.

VII. *Table G.—Number of Grammar Schools, Receipts, Expenditures, Pupils.*

1. The whole number of Grammar Schools reported is 95. No increase in the number of Grammar Schools entitled to share in the Legislative Grant, although several new ones were established in the course of the year, as will appear in my next Report.

2. The amount of the Legislative Grant and Fund apportioned and paid for Salaries of Masters and Teachers, was \$44,945,—increase, \$1,422. (This increase is in addition to a sum of \$2,806 paid to the Grammar Schools in December, 1863, and included in the Table for that year). This increase of the Grant and Fund has only contributed to afford additional aid to existing Schools for one year, as the several County Councils have been induced by local influences to establish additional feeble, and next to useless, Grammar Schools as soon as it was perceived that the increased Legislative Grant enabled them to do so. The result is, that increased aid obtained for Grammar Schools will not advance, as was intended, the character and efficiency of the Grammar Schools; but will only multiply the number of feeble Schools,—Grammar Schools in name, but little more than Common Schools, (and some poor ones too,) in reality. It is to be hoped that the Grammar School Law will be soon so amended as to prevent the increase of this evil. The improved Regulations, confining Grammar Schools to their legitimate work, and preventing them from doing ordinary Common School work, to the injury of the Common Schools, will also do much towards preventing the mis-application of the Grammar School Fund, and elevating the character of the Grammar Schools.

3. The amount of Legislative Grant apportioned, (on condition of an equal sum being provided from local sources,) for the purchase of Maps, Apparatus, Prizes, and Libraries, was \$659,—decrease, \$92.

4. *The amount received from Local Sources.*—From Municipal Grants, \$15,913,—increase, \$277. From Fees, \$19,353,—decrease, \$1,109. From Balances of the previous year, and other sources, \$9,974,—increase, \$1,188. Total receipts for Grammar School purposes, \$90,845,—increase, \$1,685,—only \$263 more than the increase of the Legislative Grant.

5. *Expenditures.*—For Masters' and Teachers' Salaries, \$73,258,—decrease, \$2,863. The increase of the Legislative Grant has not, therefore added to the Masters' and Teachers' Salaries. For Building, Rents and Repairs, \$6,139,—increase, \$2,669; for Maps, Apparatus, Prizes, and Libraries, \$1,599,—decrease, \$226; fuel, Books and contingencies, \$4,817,—increase, \$325. Total Expenditure for Grammar School purposes, \$85,816,—decrease, \$94. Balance not collected and paid at the end of the year, \$5,029,—increase, \$1,780.

6. *Pupils.*—The number of Pupils attending the Schools during the year 1864, was 5,589,—increase, 237; the number of Pupils whose Parents reside in the City, Town or Village, in which the Grammar School is situated, 4,190,—increase, 177; the number of Pupils whose Parents reside in the County, but not in the City, Town, or Village of the Grammar School, 1,083,—increase, 37; number of Pupils whose Parents reside in other Counties than that of the Grammar School, 316,—increase, 23. Number of Pupils reported in prescribed Grammar School subjects, 5,053,—increase, 267; number of new Pupils admitted during the year, 2,484,—increase, 502; number of these Pupils who had passed the Entrance Examination, 2,165,—increase, 447. Number of Pupils admitted from the Common Schools freely by Scholarships, 344,—increase, 129. The same Table shows by whom these Scholarships were established, and the Fees, per Term, in each Grammar School.

VIII. *Table H.—Meteorological Observations at the Grammar School.*

This Table relates to the Meteorological Observations required by law to be kept by the Master of each Senior County Grammar School, and requires no other remarks than those connected with the Table itself.

IX. *Table I.—Number of Pupils in the several Subjects taught in the Grammar Schools.*

This Table shows the number of Pupils in each of the several subjects taught in the Grammar Schools,—English, Latin, Greek, French, Mathematics, Geography, (several divisions), Writing, Book-keeping, Drawing, and Vocal Music. For minute statistical details of the work done in these subjects, the Table is referred to. In the different branches of English, there were 5,425 Pupils,—increase, 229; in Latin, 2,825,—increase, 124; in Greek, only 726,—increase, 15; in French, 1,729,—increase, 119; in Arithmetic, 5,387,—increase, 298; in Algebra, 2,503,—increase, 11; in Euclid, 1,765,—increase, 1; in Geography, 4,963,—increase, 225; in History, 4,649,—increase, 453; in Physical Science, 2,911,—increase, 247; in Writing, 4,786,—increase, 191; in Book-keeping, 1,248,—increase, 103; in Drawing, 675,—increase, 201; in Vocal Music, 902,—increase, 345; in Elements of Political Economy, 670,—decrease, 278. Schools in which the Bible is read, 68,—increase, 5.

X. *Table K.—Masters of Grammar Schools—Miscellaneous Information.*

This Table contains the return of the name, the College, Degree, and Religious Persuasion of each Head Master of a Grammar School, the date of his appointment, the number of Pupils who have been matriculated in any University, or passed the Law Society, length of time each School is kept open, how furnished, number of Grammar Schools in which Prizes are given, in which Gymnastics are taught, and which are in union with Common Schools, etcetera.

XI. *Table L.—The Provincial Normal and Model Schools.—Operations of the Schools during the Year 1864.*

This Table presents a condensed statistical view of the operations, from the beginning of these important Institutions, designed to train Teachers, both theoretically and practically, for the great work of conducting the Schools of the Country. As, besides the preliminary education, persons are especially educated, or trained to a trade, or profession, and no one thinks of working as a Mechanic, or practising as a Physician, or Lawyer, without a professional training, as well as a previous preparatory education, so the training of Teachers for the profession of teaching, in addition to the previous preparatory education, is now considered a necessity in all civilized Countries, and, as such, is provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training of Teachers. This is attended with great additional public expense. But the Normal School of Upper Canada is not intended to do what can be done in other Schools throughout the Country, but confines itself, as exclusively as possible, to the special work of training Teachers to teach. No inducements are held out to any one to apply for admission to it, except those who wish to qualify themselves for the profession of teaching. None are admitted without passing an entrance Examination, equal to what is required for an ordinary Second Class County Board Teacher's Certificate; nor is any one admitted except upon the declaration, in writing, that he, (or she,) intends to pursue the profession of a Teacher, and that his, (or her,) object in coming to the Normal School is to qualify himself, (or herself,) better for the profession,—the same declaration as is required of Candidates for admission to the Normal Schools of the

neighbouring States. The Model Schools, (one for Boys, the other for Girls, each limited to 150 Pupils, paying 25 cents a week each, while the City Scholars are free,) are appendages to the Normal School. The Teachers-in-training in the Normal School, divided into classes, spend some time each week in these Model Schools, where they not only observe how a School, (teaching Common School subjects,) should be organized and managed, and how the several subjects are taught, but, at length, teach themselves, as Assistants, under the observation and instruction of the regularly trained Teachers of the Schools.

The year, in the Normal School, is divided into two Sessions of five months each,—the one beginning on the 8th of January, and ending on the 15th of June; the other beginning on the 8th of August, and ending on the 2nd of December. The number of applications for admission during the former Session of 1864, was 171,—78 males, 93 females. The number admitted was 156,—73 males, 83 females; the rest of the applicants not being found qualified to pass the entrance examination. The number of applications for admission at the latter Session, was 172 males, 95 females; of these 160 were admitted,—70 males, 90 females; the rest failing to obtain admission for want of the requisite qualifications. Of the 156 admitted during the first Session of the year, 84 had been Teachers,—49 males, 35 females. Of the 160 admitted during the second Session, 61 had been Teachers,—39 males, 22 females. The whole number of applications for admission to the Normal School from the beginning in 1847, is 4,825, of whom 4,297 have been admitted. Of these 2,231 had been Teachers before attending the Normal School.

#### XII. Table M.—Other Educational Institutions in Upper Canada.

The Common and Grammar Schools constitute only a part of the educational agencies of the Country. The private Schools, Academies and Colleges must be considered, as well as the Common and Grammar Schools, in order to form a correct idea of the state of education in the Country. The Table is omitted containing the names of the Cities, Towns, and Villages, and the number of these Institutions in each. I here give the abstract of it. In Table M. the number of Colleges reported in Upper Canada is 16, attended by 1,820 Students, reported Income from Legislative aid, \$150,000; from Fees, \$44,000. The number of Academies and Private Schools reported is 255; number of Pupils reported as attending them, 5,818; number of Teachers employed in them, 376; amount received from fees, \$48,771. Total number of Colleges, Academies and Private Schools, 271,—decrease, 85; total number of Students and Pupils attending them, 7,638; total Income from public sources and Fees, \$242,771.

#### XIII. Table N.—Free Public Libraries Supplied by the Education Department—Sunday School and other Public Libraries.

1. It may be proper to repeat, that the System of Free Public Libraries is as follows: A carefully classified Catalogue of about four thousand works, (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section, and to the Council of each Municipality. From this Catalogue the Municipal, or School, Authorities, desirous of establishing, or improving, a Library, select such Books as they think proper, and receive from the Department the Books desired, (as far as they are in stock, or in print), at cost prices, with an apportionment of one hundred per cent. upon whatever sum, or sums, they provide for the purchase of such Books. The Libraries are managed by the local Councils and Trustees, according to General Regulations established according to law, by the Council of Public Instruction.

2. Since the severe commercial depression through which the Country has passed, the annual demand for Library Books has been less than during the previous years, while the demand for the Prize Books in the Schools, (supplied upon the same terms

as the Library Books,) has largely increased. The amount provided for Libraries during the year, (one-half from local sources, the other by the Department), was \$1,930.94,—decrease, \$923.23 and the number of Volumes sent out, was 3,361. The whole number of Libraries established is 897. The total value of Library Books sent out is \$112,873.57, increase during the year, \$1,930.94. The whole number of Volumes sent out is 208,483,—increase during the year, 3,361. They are on the following subjects: History, 36,316; Zoology and Physiology, 14,121; Botany, 2,597; Phenomena, 5,593; Physical Science, 4,367; Geology, 1,867; Natural Philosophy and Manufactures, 12,001; Chemistry, 1,446; Agricultural Chemistry, 756; Practical Agriculture, 8,620; Literature, 20,348; Travels and Voyages, 16,406; Biography, 23,762; Tales and Sketches of Practical Life, 57,767; Teachers' Library, 2,516. To these may be added the Prize Books, 165,847 Volumes,—making a total of 374,330 Volumes. Volumes sent to Mechanics' Institutes, not included in the above, 7,677,—making a grand total of Books sent out from the Department to December 31st, 1864, of 382,007 Volumes.

3. The number of Sunday School Libraries reported is 2,068,—increase, 48; the number of Volumes in these Libraries reported is 317,417,—increase, 3,233; the number of other Public Libraries reported, is 379,—increase, 2; containing 172,605 Volumes. Total of Free School and other Public Libraries in Upper Canada, 3,344,—increase, 396; containing 698,505 Volumes,—increase, 6,702.

XIV. *Table O.—Expenditure for Maps and Apparatus, and Prize Books..*

The amount expended in the purchase of Maps, Apparatus and Prize Books for Schools, the one-half provided from local sources was \$17,260,—increase, \$1,370. All the applications are voluntarily made by local parties, in transmitting one-half of the amount required for the purchase of articles. The number of Maps of the World supplied, in 1864 was 157,—increase, 48; of Europe, 224,—increase, 52; of Asia, 187,—increase, 63; of Africa, 181,—increase, 64; of America, 193,—increase, 53; of British North America and Canada, 234,—increase, 57; of Great Britain and Ireland, 183,—increase, 45; of Single Hemispheres, 134,—increase ; Classical and Scripture Maps, 239,—increase, 106; other Maps and Charts, 366,—increase, 160; Globes, 103; sets of Apparatus, 46; other School Apparatus, (pieces,) 323; Historical and other Lessons in Sheets, 10,206; Volumes of Prize Books, 33,381.

*Operations of this Branch of the Department during Ten Years.*—I will here give a summary tabular view of the nature of the business which has been done in this branch of the Department during the last ten years.

FINANCIAL AND BUSINESS TRANSACTIONS OF THE EDUCATIONAL DEPOSITORY DURING THE YEARS 1855-1864.

	The Money Transactions.		Maps sent out to Schools.											Apparatus sent to Schools.		Object Lessons sent out.	Prize Books sent to Schools.	
	Local contributions.	Legislative Appor- tment.	Total.	World.	Europe.	Asia.	Africa.	America.	British North Amer- ica and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scrip- tural.	Other Maps and Charts.	Globes.	Sets of Apparatus.			Other School Appa- ratus (pieces.)
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Total for 1855.....	2,327	76½	4,655	53	135	142	108	94	106	116	95	41	467	48	546	7,060	7,060	
Total for 1856.....	4,660	43½	9,320	57	136	266	201	185	222	277	196	78	192	103	1,540	13,300	13,300	
Total for 1857.....	9,059	14	18,118	28	245	437	353	316	376	421	515	330	886	261	2,724	25,831	25,831	
Total for 1858.....	5,905	14	11,810	28	131	228	203	177	203	235	260	143	466	139	2,024	12,350	12,350	
Total for 1859.....	5,952	51	11,905	02	204	221	224	189	252	223	263	173	284	135	1,164	9,418	9,418	
Total for 1860.....	8,416	08½	16,832	17	218	324	200	259	280	296	401	167	339	188	1,946	12,089	12,089	
Total for 1861.....	8,125	57	16,251	14	156	233	228	214	244	201	357	189	349	169	1,339	12,746	20,184	
Total for 1862.....	8,096	89	16,193	78	154	215	195	174	190	184	245	138	163	317	1,355	9,268	26,931	
Total for 1863.....	7,945	03	15,890	06	109	172	124	117	140	177	138	106	133	206	166	4,974	32,890	
Total for 1864.....	8,630	14	17,260	28	157	224	187	181	193	234	134	239	366	103	323	10,206	33,381	
Grand total for ten years.....	69,118	70½	138,237	41	1,645	2,551	1,083	1,906	2,204	2,363	1,722	1,659	3,872	1,387	82	11,972	114,338	165,847

Toronto, January, 1865.

ALEXANDER MARLING, Accountant.



I think it proper, at the same time, to repeat the following explanatory observations:—

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are procured from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even the Material,) in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of those articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to Schools and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families as well as to Municipal and School authorities all over the Country. It is also worthy of remark that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and Books procured, so that it does not cost either the Public Revenue, or School Fund, a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to further expense."

XV. *Table P.—The Superannuated, or Worn-out, Teachers.*

Table P. gives the age and services of each Pensioner, and the amount of the pittance which he receives. 217 Teachers have been admitted to receive aid from this Fund. Of these, 48 have died before, or during, 1864; 7 were not heard from, 3 resumed teaching, and 1 withdrew from the Fund.

2. The system, according to which aid is given to worn-out Common School Teachers, is as follows:—The Legislature has appropriated \$4,000 per annum in aid of superannuated, or worn-out, Common School Teachers. The allowance cannot exceed \$6 for each year that the Recipient has taught a Common School in Upper Canada. Each Recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 from year to year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing from the time of his, or her, beginning to teach, or with 1854, (when the Pension System was established,) if he began to teach before that time. If a Teacher has not paid his subscription annually, he must pay at the rate of \$5 per annum for past time, in order to be entitled to share in the Fund when worn-out.

3. The average age of each pensioner, in 1864, was 68 years; the average length of service was 21 years. No time is allowed any Applicant except that which he has employed in teaching a Common School in Upper Canada; although his having taught School many years in England, Ireland, Scotland, or other British Provinces, has induced the Council to admit him to the list of worn-out Common School Teachers after teaching only a few years in Upper Canada—which would not be done had the Candidate taught, altogether, only a short period of his life. Previous Reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of the Table is omitted.

XVI. *Table Q.—Distribution of the Legislative Grant, together with the Sums raised as an equivalent, and other Moneys provided by Municipalities and Trustees.*

This Table presents a complete view of all the Moneys which have been received and expended, (and from what source derived,) in connection with the Normal, Model, Grammar and Common Schools in Upper Canada. It may be here seen at a glance that this Money has not been expended in any favoured localities, but has been expended in Counties, Cities, Towns, and Villages, according to population, and upon the principles of co-operation, in all cases, and according to the extent of it in providing Libraries and all School requisites. The people of Upper Canada provided and expended for Grammar and Common School purposes in 1861, \$1,598,406. For details see the Table.

XVII. *Table R.—Educational Summary for the Year 1864.*

This Table exhibits, in a single page, the number of Educational Institutions of every kind, (as far as we have been able to obtain returns,) the number of Students and Pupils attending them, and the amount expended in their support. The whole number of Educational Institutions of every kind was 4,595. The whole number of Students and Pupils attending them was 358,722. The total amount expended in their support was \$1,636,979. Balances, but not expended, at the end of the year, \$203,898. Total amount available for Educational Purposes in 1864, was \$1,840,878.

XVIII. *Table S.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1864, inclusive.*

By reference to this brief, but important Table, the progress of Education in Upper Canada can be ascertained, in any year, or series of years, since 1841, as far as I have been able to obtain returns. Take the last ten years as an illustration, and a few items out of these contained in the Table. In 1854, the population of Upper Canada, between the ages of 5 and 16 years, was 217,912; in 1864, it was 424,565. In 1854, the number of Grammar Schools was 64; in 1864, it was 95. In 1854 the number of Pupils attending the Grammar Schools was 4,287; in 1864, it was 5,589. In 1854, the number of Common Schools was 3,200; in 1864, it was 4,077. In 1854, the number of Free Schools reported was 1,117; in 1864, it was 3,459. In 1854, the number of Pupils attending the Common Schools was 204,168; in 1864, it was 354,330. In 1854, the amount provided and expended for Common School purposes, was \$754,340; in 1864, it was \$1,285,318. I refer to the Table for various other details.

XIX. *The Provincial Educational Museum in connection with the Department.*

Nothing is more important than that an establishment designed especially to be the Institution of the people at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the

indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of Specimens of Natural History of the Country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe including Busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is in part the result of a small annual sum which, by the liberality of the Legislature has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country as well as from abroad, has greatly increased during the year, although considerable before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

#### XX. *Reports of the Local Superintendents of Common Schools, and of the Inspector of Grammar Schools.—Practical Remarks.*

1. *Value of these Extracts.*—I refer to the Appendix to this Report for extracts from the Reports of Local School Superintendents of Townships, Cities, Towns and incorporated Villages,—a most important and essential part of my Report,—as containing a practical exposition of the actual working of the School System in nearly five hundred Municipalities in Upper Canada. The Local Superintendents, in many Townships, and in several Villages, Towns, Cities, and even Counties, have made no remarks in transmitting their Statistical Reports. It may, however, be fairly assumed that what is stated in the extracts given, is applicable, in a general way, to all the Municipalities. The value attached to the Local Reports, in the oldest and most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from local Reports.

2. These Extracts show the inner life and practical working of the School System. The Extracts from local Reports which I have given impartially, (as is clear from the

diversity of sentiment of persons appointed and paid by the local elected and Municipal Corporations,) state, from personal observations and experience, what is the nature of the School System, its obstacles and defects, and the views and feelings which more, or less, prevail among the people in the various sections of the Province. These Extracts also exhibit the inner and practical life of the people in several respects, especially in new Settlements, as well as that of the School System; the various hindrances to its operations, from newness of Settlements and poverty, in some instances, from ignorance and indifference in others; also the noble way in which people exert themselves, generally, to educate their Children. The different working and results of the same system, and of the same measure in the different Townships, Cities, Town and Villages, show how far the obstacles to its progress arise from any defects in the System itself, or from the disposition, intelligence, or circumstances of the people, and of their elected Trustees. These Extracts also illustrate the local voluntary character of the School System, which, like the Municipal System, is a power and agency given to the people to manage their own affairs in their own way, doing, or spending, much, or little, for the education of their Children as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the Country's freedom and progress.

3. In addition to the foregoing considerations, these Extracts from local Reports present several other important facts connected with the operations of the School System.

*First.—The Importance and Office of County Boards.—Progress.—Third Class Certificates should be limited and given in extreme cases.*—The Extracts exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the Examination of Teachers and give them Certificates of Qualification. It is essential to the elevation of both the Teacher and the Schools, that there should be the highest possible local standard of the qualifications of Teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their Examinations of Teachers, in the subjects of the Official Programme, and then give Certificates of Qualification to Teachers who pass any sort of Examination, they send forth into their respective Counties, with their endorsement, Teachers unfit to take charge of their Schools, unable to teach many of the more advanced Pupils in the recognised subjects of a Common School Education; they thus wrong individuals, who are taxed for the support of the Schools, degrade the office of the Teacher, and bring a really unqualified Teacher into competition with one well qualified, to his personal and financial injury, and to the great injury of the Schools themselves. If, on the contrary, the County, or Circuit, Boards are thorough in their Examinations, and will give a Certificate of Qualification to no Teacher who does not come up fully to the Prescribed Standard, and will not give a Third class Certificate to any Teacher, except from one Board Meeting to another, and only for one School, and that only on the application of the Trustees of such Section, satisfying the Board of their inability to employ a Teacher of higher qualifications,—if County and Circuit Boards will thus act intelligently and patriotically for their respective sections of Country, the office of Teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy Members, and the efficiency of the Schools will be proportionably promoted. No Programme of Examination, however high, can elevate the character and qualifications of Teachers, without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction. They are the practical guardians of the Schools, so far as the character and qualifications of Teachers are concerned. It is a maxim founded on experience that the Teacher makes the School, and it is the County and Circuit Board that (legally) makes the Teacher. I earnestly hope the County Boards will advance in the noble cause which so many of them seem to have pursued during the last year, and the Schools will soon be freed from the nuisance of an incompetent Teacher, who often obtains a Second, or Third, Class Certificate through the laxity of some County, or Circuit, Board, and then sneaks from one School Section to another, endeavouring to supplant some really competent and

efficient Teacher, by offering to teach at a lower Salary; and, when such a supplanter meets with Trustees as mean as himself, a really worthy Teacher is removed to make way for an unworthy one, to the great wrong of the more advanced Pupils and their Parents, and to the great injury of the School. Such a Teacher is unreasonably dear at the lowest price; and, if any Corporation of Trustees can yet be found to sacrifice the interests of the children committed to their Trusteeship by employing such a Teacher, it is to be hoped that no County, or Circuit, Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a Teacher.

*Second.—Evils of Rate-Bills.*—It is not possible for any person to read these Extracts from local Reports, without being impressed with the serious loss to the School, and many Children of any Section by the continuance, or re-establishment of a Rate-bill School. Whatever may be the reader's views on the abstract question of the Free and Rate-bill Schools, the perusal of these Extracts from the local Reports must convince him that the Free School has immensely the advantage of the Rate-bill School. That whatever other means may be employed to secure the education of all the youth of the land, the Free School is one absolutely essential means to accomplish that all important end.

*Third.—Evils of employing cheap Teachers.*—These Extracts illustrate the evil of employing what are miscalled cheap Teachers. It is well known that one horse, at a cost of One hundred dollars, is cheaper than one at Fifty dollars,—that one Clerk at a Salary of Five hundred dollars is cheaper than one at Two hundred and fifty dollars,—that one Coat at Ten dollars is cheaper than another at Five; so it is with Teachers, one Teacher at a Salary of from Five to Eight hundred dollars is often cheaper than another at half that salary, by teaching children how to learn, as well as what to learn; by aiding them to form proper habits, as well as to make rapid progress. Yet, many Trustees are so deluded by a narrow minded selfishness, that they act differently in the employment of Teachers from what they do in the employment of Clerks, or even of Labourers, or in the purchase of common articles of use,—they sell the priceless time and habits of children, not to say their principles and the social interest of their neighbourhood, for the sake of a few dollars in the Salary of the Teacher. In an American School Report it is justly observed:

"We have learned to distrust cheap things, as likely to prove most costly in the end. Contractors for cheap Clothing have earned and received the just maledictions of the Government, while no man probably feels himself the richer for the service of this class of operators in the market. Cheap Literature and cheap garments are enormously expensive at any price; but of all things, we believe cheap Teachers,—cheap as to their attainments and qualifications for the duties of the Schoolroom,—are the most expensive luxury with which Parents ever indulged their Children. We do not deny that the merits of a Teacher are not to be measured by his Salary. Moreover, we do not forget that the most accomplished and successful Teacher was once a beginner, labouring as faithfully for the improvement of his Pupils as he now does with five, or ten, times the amount of his former Salary. But this is no reason why we should adopt a system that makes the small sum at which a Teacher can be had, his chief recommendations. This is trifling with a trust that is second to none in importance. If we are sick, let us invite the novice to experiment upon our case, at the cost of health and its blessings; if we have a fractured bone, let us commit it to the hands of one unskilled in surgery, at the expense of a life-long deformity; but let us not commit the welfare of the rising generation to a mere adventurer in the art of teaching, even though he may be secured at moderate wages."

*Fourth.—Evils of changing Teachers.*—These Extracts from local Reports illustrate also the evils of frequently changing Teachers. It is true that an incompetent Teacher, or a Teacher of bad manners, or bad morals, (if there be any such,) should be changed as soon as possible, and as soon as possible removed from the ranks of Teachers; but a faithful and efficient Teacher should be retained as a rare and valuable treasure. No College, or Private School, would be considered worthy of confidence that changed its instructors once, or twice, a year; nor can any Common School prosper, or be efficient under such a system. In a Massachusetts local School Report, the Committee, while urging the retaining of the same Teachers for a number of Terms, remarks:

"The Schools of other Townships are reaping the benefit from this plan, and the course is an obvious one, for each Teacher has a way of his own, and must spend about half a Term tearing away the superstructure of his predecessor, and rearing another, which perhaps is not superior to the one superseded, and a great loss of time to the School, is the result."

*Fifth.—Prizes in the Schools.*—I refer likewise to these Extracts from local Superintendents' Reports, for illustrations of the system of Libraries and Prizes. In some instances but little benefit appears to be derived from the Libraries, while, in the great majority of cases, the most salutary influence is exerted by them. In but one, or two instances is objection expressed to the distribution of Prize Books as a reward of merit to Pupils of the Schools, and, in but four instances, is doubt expressed as to the beneficial influence of it. In these exceptional cases the evil, if any, has doubtless arisen from an exceptional mode of distributing Prizes,—being the act of the Teacher, or of persons equally liable to the suspicion of partiality. But where the Examination for the Prizes for proficiency are so conducted as to give no room for the suspicion of favouritism, and where the record is so kept, and so adjudged in regard to Prizes for punctuality and good conduct, as to be equally above any reasonable suspicion of unfairness, the distribution of Prizes as rewards to Pupils for proficiency and good conduct must exert the most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the local Reports, as it is the universal experience of the Colleges, and the best Schools in both Europe and America. It is the order of Providence, in every day life, that while the slothful hand hath nothing, the diligent hand maketh rich; and merit and attainments are the professed grounds of all Prizes and rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encouraging diligence and good conduct in Schools, by the distribution of Prizes, (and these Prizes consisting of good Books, obtained at half price,) as the rewards of successful diligence and good conduct, is to object to the principles of Holy Scripture, and the rule of Providence, and the universal practice of civilized mankind in all other matters of common every day life. The distribution of Prize Books in the Schools is the means of diffusing a great deal of useful and entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favour of diligence and good conduct among the Pupils of the Schools. In some Schools this influence may be more limited than in others; but it will always be more, or less, felt for good, where the system is properly administered. There are, indeed, many murmurers and envious persons against the wisdom and equity of the distributions of Divine Providence; and it would be surprising, indeed, if there were not some who would be dissatisfied and envious at the distribution of rewards and distinctions among the Pupils of the Schools; but this is no more an argument against the system of rewards and distinctions in the Schools, than in the Divine and human government of mankind.\*

*Sixth.—Religious Character of the School System.*—Furthermore, two of these local Reports may be referred to as illustrating the Religious aspect of the Common School System. By the Extracts generally, it will be seen that Religious Exercises obtain in a majority of the Schools, and some Religious Instruction is given in many of them. But an Extract from a very admirable Report of the Local Superintendent of Schools for the City of Toronto, and an Extract from the Report of the Principal of the Central School in the City of Hamilton, show the facilities which the School System affords to the Clergy of the several Religious Persuasions to give Religious Instruction to the Pupils of their respective Persuasions, in connection with the Schools. In the City of Hamilton, the Clergy of the different Religious Persuasions have for several years, given Religious Instruction to the Pupils of their respective Congregations, every Friday afternoon, from three to four o'clock, and with the most beneficial results. Last year

\* With a view to obviate the alleged evils of the distribution of prizes by favouritism, the Education Department has prepared a series of merit cards of five grades, to be given to the pupils on the result of each recitation, or as an acknowledgement of punctuality, or good conduct. The comparative aggregate of these merit cards in the possession of the pupils, at the end of a school term, determines the right of such pupils to prizes of more, or less value, as the case may be. A description of these Merit Cards is given in the Chief Superintendent's Annual Report for 1865, as well as directions as to the best mode of awarding them.

one of the Clergy of the Church of England in the City of Toronto, has pursued the same course in connection with one of the City Schools. What is thus done by one of the Clergy in the City of Toronto, and by all the Clergy in the City of Hamilton, may be done by the Clergy of all the Cities, Towns, Villages, and I may add, Townships, of Upper Canada, and in connection with all the Schools,—thus illustrating the harmony of the system with the Religious Denominations of the Country, and the Religious interests in connection with the Schools.

*Seventh.—Grammar Schools.—Inspector's Report.—Necessity of amending the Law.*—The Annual Report of the Inspector of Grammar Schools, (which is here printed in a subsequent Chapter of this Volume). Although I do not assume any responsibility as to the opinions therein, any more than as to the opinions expressed in the local Reports of Common Schools; yet the statement and suggestions contained in the Report of the Inspector of Grammar Schools are an additional proof and illustration, (if any were necessary,) of the need of important amendments in the Grammar School Law, without which the Grammar Schools will always be a feeble, defective branch of our System of Public Instruction, although they have considerably improved, notwithstanding the essential defects of the present Grammar School Law.

### XXI. Military Drill in the Schools.

It is a well known maxim, that "To be prepared for war, is one of the most effectual means of preserving peace." The events of the last four years have drawn the attention of the Legislature and of the whole Country to this important subject. Military exercises to some extent, have formed a part of the Gymnastic Instruction in the Normal and Model Schools; but, during the last two years a Military Association has been formed among the Teachers-in-training in the Normal School, and the Government has furnished them with the requisite Arms, on application, through Major Denison, who has visited, inspected and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent,) have, with praiseworthy intelligence and public Spirit, introduced a regular system of Military Drill among the senior male Pupils of their Schools; the Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing Military Drill among the Pupils of their Central School, and the great success of it. The system of Military Drill can be introduced into the Schools of all the Cities, Towns, and Villages in Upper Canada, and, perhaps, in some of the larger rural Schools; and the Military training of Teachers in the Normal School, together with the large number of persons who are being taught and certificated in the Government Military Schools, afford great facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.\*

In the neighbouring States this subject is engaging the anxious attention of the Government and Legislature; and Military Drill is likely to become a part of the System of Education of all the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last Session, passed a resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of Scholars, about the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman,) to investigate the subject, and to enquire into the result of an experiment which has been tried for two, or three, years, in one of the Towns of the State—the Town of Brookline. The result of the enquiry is thus stated:

\* According to the testimony of experienced Educationists, where military drill has been introduced into the Schools, it has resulted in contributing largely to the discipline of these Schools, and in promoting obedience and order.

"The Boys in the older Class can be already selected from their playmates by the improvement of their forms. Habits of prompt, instant, and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a Soldier can be taught to the Boys during the time of their attendance at the Public Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State.

The Committee adds the following remarks, which are as applicable to Upper Canada, as they are to Massachusetts:—

The Public Schools are maintained at the Public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid in the defence of the Government, whenever, and however, assailed. Surely, then, there is no incongruity, no want of reason, in introducing into the Schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties which the Citizen owes to the State.

But, can this be done without detriment to progress in other branches? Can it be done without loss of time? The Committee is satisfied that it can, and that, thereby a large amount of practical knowledge and discipline in Military affairs may be attained; and at the same time a very great saving of time and labour be effected, which, under a system of adult training, would be withdrawn from the productive industry of the Country.

E. A. Meredith, LL.D., Assistant Secretary of the Province, read before the Literary and Historical Society of Quebec, in April, 1864, and has published in Pamphlet form, an instructive and suggestive paper on "Short School Time and Military, or Naval, Drill, in connection with an efficient Militia System." This paper embodies much curious and useful information and many facts as to the success and effects of fewer School hours each day than those usually occupied in the Schools.\*

#### *Miscellaneous Observations by the Chief Superintendent.*

While the various statistics show a general progress in the Schools, both as to attendance and efficiency, as also in regard to the sums provided by local voluntary taxation for their support, there are some examples of individual Municipal proceeding, and some facts and principles developed in the working of the system, which deserve special remark.

1. *Individual examples of noble conduct.*—I had pleasure in noticing, in my last Report, the example of the Honourable Mr. Justice Wilson, who, previously to his elevation to the Bench, and while engaged in large professional business, acted as Local Superintendent of Schools in the City of London, Canada West, and there contributed the remuneration allowed him for his services, (\$100 per annum,) to the purchase of Prizes for Pupils in the Schools. His affectionate and valuable parting counsels to the Managers and Supporters of the London Schools, were given among the Extracts of local Reports in my last Annual Report, as well as in a Separate Chapter in this History. I was also happy to remark, that the Lord Bishop of Huron, (Doctor Cronyn,) had not only consented to succeed Mr. Justice Wilson as Local Superintendent of Schools, but had also followed his example in contributing the salary allowed to the Local Superintendent, for the purchase of Prizes to encourage and reward meritorious Pupils in the Schools. The Board of Trustees in their last Report remark as follows:—

The Board have again to express their thanks to the Right Reverend the Lord Bishop of Huron for his liberality in placing at their disposal, for the purchase of Prize Books, the whole amount of Salary attached to the office of Local Superintendent which he now holds.

\* This paper is again referred to in connection with an interview with the Minister of Militia, with a view to introduce military drill into the Grammar Schools when the Grammar School Law was revised and amended in 1865. See a subsequent Chapter in this Volume.



Another very gratifying example of liberality and deep interest in the advancement of the Schools has been given by the Honourable Billa Flint, who proposed the annual donation of Ten dollars for the purchase of Prize Books to each of the twenty-three Townships of the Trent Division, upon the condition that each Township Council shall contribute a like sum. As the Education Department contributes a sum equal to that which is provided from local sources for the same purpose, a list of carefully selected Prize Books, to the value of \$40 is thus sent to each Township in the Trent Division, to instruct and entertain hundreds of youth, as well as to promote a noble emulation among the Teachers of the Schools, and among the Pupils, as the Prizes are awarded on a competitive Township Examination of the Candidates from the several Schools.

It is also gratifying to remark that some twenty Township Councils, within the last few months, have appropriated from \$10 to \$30 each, for Prizes to the Schools, to be awarded on examination by a Township Committee of Examiners. In one, or two, instances, the County Councils have appropriated certain sums to establish County Prizes, for which the Pupils of the various Schools of the Townships in the County compete, by examination before a County Committee of Examiners. The experiment has been very successful and satisfactory. By a system of Prizes established, in the first place, by the Trustees of each School for the Pupils of such School, and secondly, by the Township Council, for competition by the best Pupils of the various Schools in the Township; and thirdly, by the County Council for competition by the best Pupils of the Schools of the several Townships in the County, every Pupil in every School will be distinguished and rewarded according to his merits, the best Pupils and best Schools in each Township will receive their merited distinctions and encouragements, and then the best Pupils and the most successful Teachers in the County will also obtain their hard-earned and merited distinction and rewards; a healthful and salutary influence will be imparted to both Teachers and Pupils throughout each County and Township, and many thousands of most useful and entertaining Books will be annually circulated, and circulated in a way that gives them the highest value, and secures their most extensive and attentive perusal. One can scarcely conceive a method so economical and effectual for prompting Pupils to good conduct and diligence in the Schools, for animating Teachers in their duties, promoting the efficiency of the Schools, and diffusing useful knowledge throughout every Municipality of Upper Canada.

The Municipal Council and Board of School Trustees of the City of Toronto have set a noble example of encouraging diligence among the Teachers and Pupils of their Schools, by not only procuring and giving Prizes, but founding seven free Scholarships, each tenable for two years in the Grammar School. These Prizes and Scholarships are competed for by a paper and oral Examination before Examiners appointed by the Board of Trustees. At these Examinations the Pupils of the various City Common Schools compete and the Prizes and Scholarships, (signed by the Mayor with the Corporate Seal of the City,) are distributed at an annual Public Meeting, held in the City Hall. In this manner meritorious and promising Pupils of the Common Schools earn a free Grammar School education through the liberality of the Municipality, and thus make their way to the University, where the education is almost free. One, or two, County Councils have adopted the same enlightened course. Should every Municipality, whether County, Township, City, Town, or Village, adopt this course, an immense impulse would be given to the Common Schools, and the best Pupils in them, (however poor their Parents might be,) would, by individual merit and Municipal liberality combined, secure a free Grammar School education, preparatory to active life, or entering the Provincial University, and thus the finest youthful intellect and character of the land would be developed and prepared for the future duties and usefulness of citizenship.

2. *School Discipline.—Use of the Rod.*—A question much discussed in many School Sections is that of School discipline and the use of the Rod in the correction of Pupils. The Regulations established by law provide that each Master, (or Mistress,) of a School is:—

To practice such discipline as would be exercised by a judicious Parent in his Family; avoiding corporal punishment, except when it shall appear to him to be imperatively necessary; and, in all such cases, he shall keep a record of the offence and punishment for the inspection of the Trustees, at, or before, the next public Examination, when said record shall be destroyed. For gross misconduct, or a violent, or wilful opposition to his authority, the Master may suspend a Pupil from attending the School, forthwith informing the Parent, or Guardian, of the fact, and of the reason of it, and communicating the same to the Trustees, through the Chairman, or Secretary. But no Pupil shall be expelled without the authority of the Trustees.

It is clear, from these Regulations, that a Teacher has a right to suspend a Pupil from School for misconduct. It is also clear that a Teacher has a right to inflict corporal punishment upon a Pupil, (without reference to his age,) when "it shall appear to him to be imperatively necessary." But, as a check upon any hasty and doubtful exercise of discipline, the Teacher is required to inform both the Parents of a Pupil, and the Trustees in case of suspension, and to keep a record, for the inspection of the Trustees, of both the offence and punishment in any case of corporal chastisement.

But there are some who go to the extreme of objecting to all corporal punishment of Pupils by the Teacher. Upon the same ground should they object to corporal punishment of a Child by a Parent,—an objection contrary to Scripture and to common sense. The best Teacher, like the best Parent, will seldom resort to the Rod; but there are occasions when it cannot be wisely avoided. It often happens that Parents, whose Children most need the Rod of correction, are the first to object to it. Children that are perfectly governed at home, will seldom, if ever, need the Rod of correction, or suspension, or even reproof at School; but Children who are irregular, or not governed at home, can seldom be governed at School without the Rod. But this exercise of discipline should never be done in a passion, or under the influence of angry feelings. A Teacher should never allow himself to punish a Pupil until his mind is calm and his heart free from anger. He should rebuke and chastise in love,—showing that he acts from a sense of duty, and from kindness to the Pupil punished, as well as for the order and welfare of the whole School. The Board of Education for the State of Massachusetts have so clearly and forcibly expressed my views on this subject, that I adopt the following words from their last Annual Report:—

"The Board has a word to say at this time on the subject of School discipline. There are two extremes in the management of Children,—one in the line of corporal punishment, the other in that of moral suasion,—which are to be avoided. An excess of beating was the special vice of former ages. The strong reaction of public sentiment was sometimes carried to the injudicious extreme of totally discarding the Ferule and the Rod. Love is the power which was thought to be omnipotent in control. In later years, a healthful medium has been more generally attained. But, either because the tendency to the old system of flogging has been increasing, or from other reasons, the subject has come up again in some quarters for renewed discussion. The Board are not of the opinion that scolding and beating are the most efficient modes of government, nor do they believe that large numbers of Children can be permanently controlled by any measure of mere love and tact which the largest hearted Teacher may possess. There is an infinite love ever yearning over man, but its influence has never yet of itself alone been paramount over the race. In the arrangements of Providence, that of Law, penalty meets us wherever we go. No wisdom, or moral force, in Rulers, or administrations, was ever sufficient of itself to sustain an orderly Government. Nations, States, Armies, Navies need compulsion, as well as advice and persuasion. They must be under Government, and "influence," as Washington said, "is not government." If this is true of men, it is specially true of Children, who are only men of smaller growth, and more unformed and undisciplined. If a few of them can, for a time, be managed by a head full of expedients, and a great heart of patience, and affection, and where little else beyond management is attempted, masses of them altogether, if progress is expected, must feel the presence of authority and the influence of fear. It is moreover well for Children that they should learn to obey and submit themselves, without questioning, to legitimate rule. But irritating remarks, in dealing with them, and excess of penalty, should be avoided. The same Scriptures which say "Children, obey your parents" and "Chasten thy Son while there is hope," say also, "Fathers, provoke not your Children to wrath." The counsel applies to School Teachers. While they insist in obedience, they should make the School-room pleasant, and the Children happy. But, when Teachers depart from these principles of humanity and justice, when

they are suspected of severity and excess of punishment, care should be taken by Parents, and especially by Committees, if they must criticise the School management adversely, that they do not weaken the hands of its authority, and, by license unconsciously given, multiply occasions for penalty. If Children corrected are allowed to suspect that the public sympathy is with them, and not with the Master; that Committees look upon him as a tyrant, who needs to be restrained, and upon them, to some extent, as his victims, reprehensible behaviour and moral deterioration will be the consequence. The only safe course is to invest the Teacher with authority and restrain him in the exercise of it. If he abuses the trust, and is incorrigible, when advised, let Committees exercise the power which the Commonwealth has given them to dismiss him quietly and obtain a better."

3. *Compulsory Attendance of Pupils at School.*—In connection with the subject of Free Schools, that of compulsory attendance at Schools has engaged much attention and discussion. It is now generally admitted that each Child has as much right to the growth of its mind as of its body; and, the more so, as he is more distinguished as an intellectual and moral being, than as a mere animal; and as the character of the mind and heart of a Child, when grown up to maturity, affect more deeply his own happiness and welfare, and the interests of society at large than the growth and character of his body. The nakedness and starvation of a Child's mind, is, therefore, more criminal than the nakedness and starvation of his body; and thus the obligation to educate a Child is more imperative than to clothe and feed him. This is clear, whether we reason from the claims of the individual, or from the obligations of Parents and of society, or from the will of God, as indicated by His Providence and His Word.

The obligations of Parents and society are co-extensive with the rights of the individual. To provide for universal education, therefore, is to recognise the highest rights of individual humanity, and to promote the best interests of society; as education is a most potent instrument to prevent crime and develop the original and essential elements of the wealth and civilization of a people; for there is no instance of a people being wealthy and civilized, much less free and great, in the absence of education. The fact that education is a public interest is the ground on which provision is made for its support. Education,—universal Education,—is a public necessity, as well as a public interest. What is the interest of the public is obligatory upon each individual, and that, so far as taxation is concerned, according to the amount of property which is possessed by him and protected for him in the community, and which receives its available value from the collective enterprise and labours of the community, as well as of his own. Ex-Governor Boutwell, of Massachusetts, has well remarked, in one of his Volumes of excellent School Addresses, that,—

The only rule upon which Taxes can be levied justly is that the object sought is of public necessity, or manifest public convenience. It quite often happens that men of our own generation are insensible, or indifferent, to the true relation of the Citizen to the cause of education. Some seem to imagine that their interest in Schools, and, of course, their mere obligation to support them, ceases with the education of their own Children. This is a great error. The public has no right to levy a tax for the education of any particular Child, or family of Children; but its right of taxation commences when the education, or plan of education, is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has Children of his own to educate; this may be a reason with some for the cheerful payment, but it has, in itself, no element of a just principle. When, however, the people decide that education is a matter of public concern, their taxation for its promotion rests upon the same foundation as the most important departments of a Government. As Parents, we have a special interest in our Children; as Citizens, it is this, that they may be honest, industrious and effective in their labours. This interest we have in all Children.

But the duty to provide for the education of all, involves also the right and duty to see that all are educated. This involves the question of the compulsory attendance of Children at School. If a community provides for the education of all its Children, by the establishment of a Free School, or Schools,—doing so, upon the ground that ignorance is a public evil, and education is a public good, and that each Child born has a right to the food essential to the growth of the mind, as well as of the body,—then

has such a community an undoubted right to see that none shall be deprived of that right, and that the evil of ignorance shall not be inflicted upon the public, any more than the evil of robbery, theft, or incendiarism.

In the New England States, especially in that of Massachusetts, this subject has engaged much attention, and Laws have been passed for the punishment and prevention of School Truancy and absenteeism. By these State Laws, each City, or Town, is authorized to pass By-laws on the subject. Two classes of Children are considered by these Laws, namely Truants, that is, Children who having been sent to School, absent themselves from it without the knowledge of their Parents, or Teachers; and Absentees, that is, Children who are never sent to School by their Parents, and never attend it. The Legislature of Massachusetts, (April the 30th, 1862,) passed the following Act, entitled "An Act concerning Truant Children and Absentees from School."

Be it enacted, etcetera, as follows:—

Section 1.—Each City and Town shall make all needful provisions and arrangements concerning habitual Truants, and also concerning Children wandering about the Streets of public places of any City, or Town, having no lawful occupation, or business, not attending School, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such By-laws respecting such Children, as shall be deemed most conducive to their welfare and the good order of such City, or Town; and there shall be annexed to such By-laws suitable penalties not exceeding Twenty dollars for any one breach.

Section 2.—Any minor convicted of being an habitual Truant, or any child convicted of wandering about in the Streets, or public places, of any City, or Town, having no lawful occupation, or business, not attending School, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the Justice, or Court having jurisdiction of the case, instead of the fine mentioned in the First Section, be committed to any such Institution of Instruction, House of Reformation, or suitable situation provided for the purpose, under the authority of the First Section, for such time, not exceeding two years, as such Justice, or Court, may determine.

In each City, or Town, where this Law is carried into effect special Policemen, or "Truant Officers," are appointed, to whom Teachers report the names and residence of truant Pupils, and to whom complaints of absenteeism are made, and whose duty it is to search out all Truants and Absentees within the prescribed sphere of their labours, and bring them to the Police Court. One of these Truant Officers in the City of Boston, states:—

I have investigated eleven hundred and ninety-one cases during the year, recorded the names of three hundred and twenty-one Truants and obtained proof of two thousand and ninety-nine truancies.

The following is the account of the first conviction under the State law concerning Absentees:—

On the 21st of April, 1863, a Boy was brought before Justice Maine, of the Police Court, charged with wandering about the Streets and public places of the City, having no lawful occupation, or business, not attending School, and growing up in ignorance, between the ages of seven and sixteen years; and the charge having been sustained by sufficient evidence, the delinquent was sentenced to the House of Reformation for two years.

One of the Agents of the Massachusetts Board of Education says:—

In a few Towns the Laws in reference to Truants and Absentees from School, are faithfully carried out, and with the happiest results, while in others these laws are overlooked, or utterly disregarded."

The Superintendent of Public Schools for the City of Boston says, in a recent report:—

We have four Truant Officers appointed by the Mayor and confirmed by the Board of Alderman, who devote their whole time to the business of aiding Teachers in suppressing the evil of truancy, and in securing the attendance of Absentees from School. The services of those Officers have contributed in no small degree to extend the benefits of education to a large class of Children who would otherwise have been deprived of its blessings. Indeed, the law provides for the appointment of the Truant Officers, and makes Children, not attending any School, or without any regular, or lawful, occupa-

tion, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, is now a permanent and an indispensable element of our System of Public Education.

The following is the benevolent law of the State of Massachusetts in regard to the employment of Children in manufacturing Establishments—forming the first two sections of the 42nd Chapter of the General Statutes:—

Children of the ages of twelve years and under the age of fifteen years,\* who have resided in this State for the term of six months, shall not be employed in a manufacturing Establishment, unless within twelve months next preceding the term of such employment they have attended some Public, or Private Day School, under Teachers approved by the School Committee of the place in which said School was kept, at least one term of eleven weeks, and unless they shall attend such a School for a like period during each twelve months of their employment. Children, under twelve years of age, having resided in this State for a like period, shall not be so employed, unless they have attended a like School for the term of eighteen weeks, within twelve months next preceding their employment, and a like term during each twelve months of such employment.

The Owner, Agent, or Superintendent, of a manufacturing Establishment, who employs a Child in violation of the provisions of the preceding Section, shall forfeit a sum not exceeding Fifty dollars for each offence. to be recovered by indictment, to the use of the Public Schools in the City, or Town, where such Establishment is situated; and the School Committees in the several Cities and Towns shall prosecute for all such forfeitures.

Surely the Municipal Councils of the Townships, Cities, Towns, and Villages in Upper Canada should be invested with as large powers as those of any New England State, that they may protect themselves from the evils of idleness and ignorance; that they may protect helpless Children against the cruel neglect and heartlessness of their unnatural Parents; that they may secure to all the youth of their respective jurisdictions, and to society at large, the blessings of that education, for which they have provided by the establishment of Free Schools. The Municipal Councils, (especially in Townships,) might pass By-laws imposing penalties in the form of Statute Labor, in case fines cannot be collected, upon Parents who do not send their Children, from five to sixteen years of age, to some Public, or Private, School, a certain number of months each year.

4. *Free Schools.*—It has been shown, by references on a preceding page, that nearly all the Common Schools in Upper Canada are Free,—made so, not by Act of Parliament, but by decisions of the Rate-payers themselves in the various Municipalities. It is worthy of remark that where Free Schools have been longest established, the system is most highly valued, and most affectionately cherished, as will be seen by the following Extracts from the last received Annual Report of the School Committee at Boston:—

If there is any one cause which has contributed more than any other to produce that remarkable degree of happiness, contentment, and of moral and intellectual elevation, which pervade all classes of the people, in our City and Commonwealth, that cause is the successful operation of the system of Free Schools. And the basis of the system is, that the property of all, without distinction, shall be applied to the education of all. The principle and its operation can hardly be better described than in the following language of Mr. Daniel Webster, in the Convention of the State in 1820:—

For the purpose of Public Instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he, himself, have, or have not, Children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent in some measure, the extension of the Penal Code, by inspiring a salutary and conservative principle of virtue and of knowledge, in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the Law, and the denunciations of Religion, against immorality and crime. We hope for a security, beyond the Law, and above the Law, in the prevalence of enlightened and well principled moral sentiment. We do not, indeed, expect all men to be philosophers, or Statesmen; but we confidently trust, and our expectation of the duration of our System of Government rests on that trust, that,

by the diffusion of general knowledge, and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness.

It is every poor man's undoubted birthright, it is the greatest blessing which our Constitution has secured to him, it is his solace in life, and it may well be his consolation in death, that his Country stands pledged, by the faith which it has plighted to all its citizens, to protect his Children from ignorance, barbarism and vice.

The comparative progress and results of Free public and private Schools in the City of Boston itself, are clearly set forth in the following forcible language of the City Superintendent, in his Annual Report, addressed to the School Committee:—

How far our system of Public Instruction supplies the educational wants of all classes in the Community, the wealthier, as well as the poorer, is a question of much interest and importance. From the first establishment of our Schools, they have been free alike to the Children of the high and of the low, and, for the purpose of maintaining them, every man is held subject to taxation in proportion to his property, without regard to the question whether he may, or may not, choose to avail himself of the advantages which they afford. A system of Schools free to all, supported by the property of all, good enough for all, and actually educating the Children of all, is an ideal perfection which we may perhaps never expect to become a reality. Private tuition will probably find patronage more, or less, extensive in every highly educated community. But the Public Schools, in proportion as they are elevated and improved, take the place of private Seminaries in educating the Children of the larger Tax-payers; and as the proportion of large Tax-payers, who send their Children to the Public Schools increases, the means provided for the support of these Schools will be more and more liberal. These propositions are fully illustrated in the history of our System of Public Education. The reason why we can afford to sustain our Schools on a scale so liberal, is found in the fact that they are universally patronized by those Parents who have the means to educate their Children elsewhere. A comparison of the statistics of the Public and Private Schools of Boston for the year 1817, with those for the present year, will exhibit our progress in this respect, which, I think, is without a parallel.

In the year 1817, the Town of Boston was thoroughly canvassed under the direction of the School Committee, to ascertain the actual state of education. The result of this inquiry was presented in a carefully prepared Report, which was printed and circulated among the people. From this interesting Document it appears that the whole number of Children in the eight Public Schools was 2,365, educated at the cost of about \$22,000. At the same time there were 262 Private Schools, supported at the expense of the Parents, excepting eight, which were maintained by the charity of individuals. The number of Pupils in these Private Schools, was 4,132, and the expense of them, \$49,154. It appears that the number of Pupils in the Private Schools, was 174 per cent. of the number of those in attendance at the Public Schools, while the cost of the Private Schools was more than 200 per cent. of the cost of maintaining the Public Schools. If we turn to the statistics of the present year, we shall find a very different state of things. The whole number of Pupils educated at the public expense is 27,081,—an increase of more than 1,100 per cent. in forty-five years, while the number of Pupils in Private Schools, other than Schools of special instruction,—such as Commercial Schools for teaching Book-keeping and Penmanship,—is only about 1,400, or 33 per cent. of the number in 1817, and five per cent. of the number in Public Schools.

What stronger evidences than that contained in these statistics, can be desired to prove the success of our Common Schools in supplying the educational wants of the whole Community? But the comparison of the two systems of education in respect to the cost of tuition, per Scholar, exhibits no less striking results. At the former period alluded to, the annual cost per Scholar in the Public Schools, was about Ten dollars, and in Private Schools, about Twelve dollars; now it is Fifteen dollars in the former, while it has risen to Eighty dollars in the latter. So that while the cost of educating a Scholar in the Public Schools has increased during the last forty-five years only about fifty per cent., the cost in Private Schools has increased, in the same time, upwards of six hundred per cent. Such facts as these need no comment; they speak for themselves.

The past, at least, is secure. We can look back on the earlier and later history of our School System with a just pride. It owes its origin to the Founders of our City, and it has been cherished and enlarged by the successive generations of their descendants. It has grown with our growth, and strengthened with our strength. It has been the principal fountain, humanly speaking, of our social improvement. And, while we contemplate with satisfaction its past history and present prosperity, it becomes us to remember and ever keep in mind, that to sustain, preserve, and improve it, while we enjoy its blessings, is a sacred duty which the present generation owes to posterity.

*Improvements in the Common School Law.*—Several provisions of the School Law were preparatory to a more matured state of things. From the experience of the past, the advance of society and the improved Municipal organization of the Country, I think the School Law may, in several respects, be simplified, and the great principle of it, while inviolably maintained, may be more comprehensively and simply applied. But I purpose and hope to be able, in the course of a few months, to make an official Tour of Upper Canada, and to confer at County Meetings and otherwise, with persons of all classes who have practical experience of the School System in each County, on the various questions relating to its working and possible improvement, when I shall be prepared to submit the results to the consideration of the Government and Legislature during the Parliamentary Session of 1866.

TORONTO, July, 1865.

EGERTON RYERSON.

DEPARTMENTAL BALANCE SHEET FOR THE YEAR ENDING THE 31ST OF DECEMBER, 1864.

Receipts.				Expenditure.						
Balance on hand 1st of January, 1864.	Cash Receipts, 1864.	From the Honourable Receiver-General.	Over-ex-pended, 31st of December, 1864.	Total Receipts.	Nature of Service.	Over-ex-pended on the 1st of January, 1864.	Payments in the year 1864.	Remitted to the Honourable the Receiver-General.	Balance on hand 31st of December, 1864.	Total Expendi-ture.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
4,885 82	.....	157,856 07	.....	162,741 89	1.—Common School Grant.....	.....	158,842 37	3,774 65	124 87	162,741 89
1,417 98	.....	1,242 93	.....	2,660 86	2.—Poor School Fund.....	.....	681 00	1,242 93	36 93	2,660 86
4,274 71	.....	4,399 00	230 06	8,903 77	3.—Roman Catholic Sep. Schools.	.....	8,794 52	109 25	.....	8,903 77
3,257 34	.....	51,194 00	.....	54,451 34	4.—Grammar School Fund.....	.....	45,074 00	6,981 34	.....	54,451 34
383 54	.....	2,000 00	.....	2,383 54	5.—Grammar School Inspection..	.....	705 00	743 54	.....	2,383 54
473 48	.....	14,925 43	.....	19,483 83	6.—Normal and Model Schools	.....	15,966 29	1,770 03	1,717 51	19,483 83
6,543 57	.....	7,000 00	4,210 59	30,838 32	7.—Libraries, Maps and Apparatus	.....	22,836 72	8,000 60	.....	30,838 32
.....	.....	4,389 75	.....	4,527 75	8.—Superannuated Teachers.....	219 45	3,734 07	90 00	484 23	4,527 75
558 81	.....	2,903 86	.....	3,624 52	9.—Journal of Education.....	.....	2,326 62	7 90	1,290 00	3,624 52
1,236 49	.....	2,000 00	.....	3,237 49	10.—Educational Museum.....	.....	1,109 62	584 81	1,543 06	3,237 49
\$23,031 69	\$17,439 93	\$247,911 04	\$4,440 65	\$292,823 31		\$219 45	\$260,070 21	\$23,306 05	\$9,227 60	\$292,823 31

Toronto, January, 1866.

ALEXANDER MARLING, Accountant.



## CHAPTER XXXVI.

## EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, FROM JANUARY THE 19TH, UNTIL THE 18TH OF MARCH, 1865.

## I. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY.

On the 19th of January, 1865, His Excellency the Governor General opened the Third Session of the Eighth Parliament of Canada by the usual Speech from the Throne, in which he made no reference to any Educational matter:—

*January 30th, 1865.* Mr. Speaker laid before the House, the following Return of the Real and Personal Property held by the Corporation of the Children's Industrial School of the City of Hamilton, and their Receipts and Expenditure, since 30th June, 1864, in accordance with the Act, 28th Victoria, Chapter 145, Section 7.

## REPORT OF THE CHILDREN'S INDUSTRIAL SCHOOL OF THE CITY OF HAMILTON.

## PROPERTY, REAL AND PERSONAL, HELD BY THE SAID CORPORATION.

<i>Real Property:</i> House and Premises used as a School and Home for Destitute Children, purchased at the price of \$1,200, but upon which there has only been paid .....	\$250 00
<i>Personal Property:</i> Household Furniture and Effects in and upon the said Premises, Value .....	200 00
Balance of cash in the Treasurer's hands .....	238 50
<b>Total</b> .....	<b>\$688 50</b>

## RECEIPTS AND EXPENDITURE, SINCE THE 30TH DAY OF JUNE, 1864.

*Receipts.*

	\$	cts.
June the 30th, 1864—Balance of Cash in Treasurer's hands this day .....	558	45
January the 23rd, 1865—Total of amount received from Members' subscriptions and voluntary donations up to date .....	450	75
<b>Total</b> .....	<b>\$1,009</b>	<b>20</b>

*Expenditure.*

	\$	cts.
January the 23rd, 1865—Amount expended in paying instalment of the purchase money on School Premises .....	250	00
January the 23rd, 1865—Amount expended in the Maintenance and Education of Children, and for expenses .....	520	70
Balance in the Treasurer's hands .....	238	50
<b>Total</b> .....	<b>\$1,009</b>	<b>20</b>

We hereby certify, that the foregoing is a true and correct return of the Real and Personal Property held by the Children's Industrial School of the City of Hamilton, and of their Receipts and Expenditure since the passing of their Act of Incorporation, in June, 1864.

JANE R. GIVING, Treasurer.  
HAMILTON, 23rd of January, 1865.

J. S. O'REILLY, First Directress.  
MARGARET ROBB, Second Directress.

*February 3rd, 1865.* The Government submitted the Resolutions, which had been adopted at a Conference of Delegates from the various North American Provinces, held at the City of Québec, on the 10th of October, 1864. These Resolutions were afterwards embodied in an Address to the Queen, praying for the passage, by the Imperial Parliament, of an Act for uniting the Provinces of Canada, Nova Scotia, New Brunswick, Newfoundland and Prince Edward Island, in one Government. The 43rd of these Resolutions provided that the:—

The several Local Legislatures shall have power to make laws respecting the following subject:—Education; saving the rights and privileges which the Protestant, or Roman Catholic minority in both Canadas, may possess, as to their Denominational Schools, at the time when the Union of the Provinces goes into operation.

*February 6th, 1865.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Corporation of the Ottawa College; praying for a grant of money; of the Huron College, London, C. W., praying for aid.

*February 13th, 1865.* Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. Rowland Burr, of the City of Toronto, praying for amendments to the Grammar School Act of Upper Canada. Of Mr. D. J. Callen and others, of the City of London, C. W., and of Mr. Peter Gibbon and others, of Port Colborne, County of Welland, severally praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority of Lower Canada, in the event of a Confederation of the Provinces of British North America.

*February 17th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. John Ryan and others, of the Town of Stratford, praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority of Lower Canada, in the event of a Confederation of the Provinces of British North America.

*February 20th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Patrick McGuire and others, of the Cobourg Mission; praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority of Lower Canada, in the event of a Confederation of the Provinces of British North America.

*February 22nd, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. John Doran and others, of the Town of Perth and vicinity, praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority in Lower Canada, in the event of a Confederation of the Provinces of British North America.

*February 27th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Michael McDonald and others, praying that the Roman Catholic minority of Upper Canada, may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority of Lower Canada, in the event of a Confederation of the Provinces of British North America.

*March 8th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend P. D. Laurent and others, of Amherstburg and other Townships, praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority of Lower Canada, in the event of a Confederation of the Provinces of British North America.

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*March 13th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend J. J. McCarthy and others of the Parish of Williamstown; of Mr. M. Adamson and others, of the Town of Belleville, County of Hastings; of the Reverend M. Lalor and others, of the County of Prince Edward; of the Reverend James Farrelly and other, of the Town of Lindsay, and the Township of Ops; of the Reverend J. L. O'Connor and others, of the Parish of Cornwall; of Mr. T. O'Connor and others, of the Town of Brockville, County of Leeds; of Mr. Owen Quigley and others, of the Mission of St. Alexander, in the Township of Lochiel and Kenyon, County of Glengarry; of the Reverend G. A. Hay and others, of the Parish of St. Andrews, County of Stormont; of Mr. James Doyle and others, of the Town of Gananoque and vicinity; of the Reverend M. Lynch and others, of the Township of Douro; of Mr. W. Kennedy and others, of Asphodel and other Townships; of the Reverend J. R. Meade and others, of the County of Dundas; of the Very Reverend John Macdonald and others, of the Parish of St. Raphael; of the Reverend O. Kelly and others, of the Town of Peterborough; of Mr. M. Mackey and others, of the South half of Tyendinaga, County of Hastings; of the Reverend J. J. Chisholm, D.D., and others, of the Village of Alexandria and vicinity; of the Reverend M. Stafford and others, of the Township of Wolfe Island; of Mr. William Lehane and others, of the Township of Emily, County of Victoria; and of the Very Reverend A. MacDonald, Vicar General, and others, of the City of Kingston; severally praying that the Separate School Law may be so amended as to secure for them efficient Schools and Educational Institutions in Upper Canada. Of Mr. A. B. MacIntosh and others, of Chatham, County of Kent; of the Right Reverend the Roman Catholic Bishop of Toronto, and others, of the City of Toronto; and of the Reverend E. Vaughan and others, of the County of Carleton; severally praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority of Lower Canada, in the event of a Confederation of the Provinces of British North America.

*March 14th, 1865.* The question having been proposed, That a Select Committee, composed of the Honourable Mr. Attorney General Cartier, the Honourable George Brown, the Honourable A. T. Galt, Mr. T. Robitaille, Mr. F. W. Haultain, and the Mover, be appointed to draft an humble Address to Her Majesty, founded upon a Resolution adopted by this House, on Friday last, on the Subject of uniting the Colonies of Canada, Nova Scotia, New Brunswick, Newfoundland, and Prince Edward Island in one Government.

Mr. F. Bourassa moved in amendment to the Question, seconded by Mr. A. Dufresne, (Iberville), That the words "and that it be an instruction to the said Committee to provide that "the Roman Catholic minority of Upper Canada be placed on the same footing, as regards Education, as the Protestant minority of Lower Canada, under the Local Governments of the Confederation of the Provinces of British North America," be added at the end thereof.

And the Question being put, That those words be there added; the House divided; and the vote taken was: Yeas, 20; Nays, 85. So it passed in the Negative.

Then the main Question being put that a Select Committee, as proposed, be appointed to draft an humble Address to Her Majesty, founded on a Resolution adopted by this House, on Friday last, (the 10th instant,) on the subject of uniting the Colonies of British North America in one Government. The House divided, and it was resolved in the affirmative.

The Honourable Mr. Attorney General Macdonald reported from the Committee that they had drawn up an Address to the Queen accordingly, which, being read, was adopted by the House, in which Address were embodied certain Resolutions adopted at a Conference of Delegates from the Provinces of Canada, Nova Scotia and New Brunswick, and the Colonies of Newfoundland and Prince Edward Island, held at the City of Quebec, 10th of October, 1864, as a basis of a proposed Confederation of those Provinces and Colonies. The 43rd of this series of Resolutions was as follows:—

The Local Legislatures shall have power to make Laws respecting the following subject:—Education; saving the rights and privileges which the Protestant, or Roman Catholic minority in both Canadas may possess as to their Denominational Schools, at the time when the Union goes into operation.

*March 15th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. A. Kerr and others, of Goderich; and of Mr. F. McGee and others, of the County of Russell; severally praying that the Roman Catholic minority of Upper Canada may enjoy the same privileges, (with respect to Education,) as may be granted by the General Government to the Protestant minority in Lower Canada, in the event of a Confederation of the Provinces of British North America.

*March 15th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. W. Harty and others, of Kemptville; praying that the Separate School Law may be so amended as to secure for them efficient Schools and Educational Institutions in Upper Canada.

*March 16th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Very Reverend Angus MacDonald, Vicar General, and others, of Westport, praying that the Separate School Law may be so amended as to secure for them efficient Schools and Educational Institutions in Upper Canada.

*March 17th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. T. Kelly and others, of East Middlesex and Elgin, praying that the Separate School Law may be so amended as to secure for them efficient Schools and Educational Institutions in Upper Canada.

## II. EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE COUNCIL, 1865.

*February 6th, 1865.* The Honourable J. G. Currie moved, seconded by the Honourable D. Christie, That an Address be presented to His Excellency the Governor General, praying that His Excellency will be pleased to cause to be laid before this House a Statement shewing the amount contributed to the Common School Fund created by the Act, 12th Victoria, Chapter 200, from the sales of Land in Upper and Lower Canada respectively.

*February 7th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Corporation of the Ottawa College, praying for aid.

*February 16th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Huron College, London, C. W., praying for aid.

*February 20th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Patrick McGuire and others, of Cobourg; praying that the Roman Catholic minority in Upper Canada may, in the event of a Federal Union of the British North American Provinces, be placed on the same footing in regard to Educational subjects as the Protestant minority in Lower Canada.

The Honourable E. P. Taché presented to the House the following Return to an Address to His Excellency the Governor General, dated the Sixth instant, praying His Excellency to cause to be laid before this House, "A Statement, shewing the amount contributed to the Common School Fund, created by the Act, 12th Victoria, Chapter 200, from the sales of Land in Upper and Lower Canada respectively."

QUEBEC, 20th February, 1865.

WILLIAM McDUGALL, Secretary.

STATEMENT: In reply to your Letter of 10th instant, I have the honour to inform you that the amount contributed to the Common School Fund, from the One Million Acres set apart in Upper Canada by the Act, 12th Victoria, Chapter 200, was, up to the 30th of June, 1864, was One million eighty-eight thousand two hundred and fifty dollars and seventy-three cents, (\$1,088,250.73). There are no School Lands in Lower Canada.

ANDREW RUSSELL, Assistant Commissioner of Crown Lands.

QUEBEC, 17th February, 1865.

*February 23rd, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. John Doran and others, of the Town of Perth, praying that the Roman Catholic minority in Upper Canada may, in the event of a Federal Union of the British North American Provinces, be placed on the same footing in regard to Educational subjects, as the Protestant minority in Lower Canada.

*February 28th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Michael McDonald and others, Roman Catholics of Upper Canada, praying that the Roman Catholic minority in Upper Canada may, in the event of a Federal Union of the British North American Provinces, be placed on the same footing in regard to Educational subjects, as the Protestant minority in Lower Canada.

*March 15th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend P. D. Lament and others of Amherstburg, praying that the Roman Catholic minority in Upper Canada may, in the event of a Federation of British North American Provinces, be placed on the same footing, in regard to Educational subjects, as the Protestant minority in Lower Canada.

*March 17th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Timothy Crowley and others, of Malahide, praying that the Roman Catholic minority in Upper Canada may in the event of a Federation of the British North American Provinces, be placed on the same footing, in regard to Educational subjects, as the Protestant minority of Lower Canada.

## CHAPTER XXXVII.

### ARRANGEMENTS WITH THE GOVERNMENT IN REGARD TO GRAMMAR SCHOOL LEGISLATION, 1865.

In order to confer with the Members of the Government on the necessity of improving the Grammar School Law, Doctor Ryerson went to Quebec in January, 1865. As the Attorney-General was unwell, he was not able to see him for a day or two, so as to discuss with him the proposed legislation. In a letter to me, after his arrival in Quebec, Doctor Ryerson wrote as follows:—

#### I. LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

The House sits to-day as usual. Mr. John A. Macdonald is ill, with a bad cold, and is at work at his lodgings, but is ready to come to the House at any time if required.

I called upon the Speaker, who received me very cordially, and offered me the use of his Room to write Letters. The House sat about an hour, during which Messieurs Galt, Cartier, McGee, McDougall, Howland, J. H. Cameron, Street, Walsh, Sandfield Macdonald, and other Members of the House came up to see me and were most cordial.

QUEBEC, March 1st, 1865.

EGERTON RYERSON.

#### II. LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

I have had considerable conversation with Mr. Provincial Secretary McDougall this afternoon on Grammar School matters. He seems disposed to give every assistance to improve the Grammar School Law, which he thinks is very defective, but he is, for the present, in favour of a few General Provisions, leaving, for the present, all the details to be carried out by Regulations made by the Council of Public Instruction, with the approval of the Government.

QUEBEC, March 2nd, 1865.

EGERTON RYERSON.

## III. LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

I saw Mr. John A. Macdonald to-day, and got all settled, as I had wished, except the proposed Grammar School Legislation, which is deferred until next Summer, as the House will likely adjourn shortly.

I herewith enclose you a printed copy of the proposed Grammar School Bill, as, in consultation, I finally modified it.

Mr. John A. Macdonald says that the Regulations of the Council of Public Instruction can prescribe the minimum average attendance of Pupils in Latin, in order to entitle a School to share in the Legislative Grant,—under the term "organization" of Schools. He highly approves of confining the teaching of the Grammar Schools to Latin, Greek and the higher English Branches, and not allowing any elementary teaching in the ordinary English Branches for mere English Pupils.

QUEBEC, March 7th, 1865.

EGERTON RYERSON.

## IV. LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

The Government has just announced that, in consequence of the opposition to Confederation in New Brunswick, they will, after the vote of the House on the Confederation Resolutions, prorogue the Legislature. I shall, therefore, leave for home to-morrow.

I am to see the Attorney General to-morrow morning, as to what can be done, in the meantime, in regard to the Grammar Schools, by the Regulations of the Council of Public Instruction, with the sanction of the Government.

QUEBEC, March 9th, 1865.

EGERTON RYERSON.

## CHAPTER XXXVIII.

## OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO THE BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS THROUGHOUT UPPER CANADA.

NOTE. The result of this interview with the Attorney General was, that, as further legislation could not be had, in regard to the Grammar Schools, until the Autumn, it was desirable that, in the mean time, the General Regulation relating to the Grammar Schools might be revised and enlarged, so as to meet special and pressing cases. In consequence of this understanding, these Regulations were reconsidered and revised, and, in the following Letter, were submitted for the approval of the Governor-General-in-Council:—

## V. LETTER TO THE PROVINCIAL SECRETARY FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to transmit herewith, for the approval of the Governor General-in-Council, as directed by the Grammar School Act, a copy of certain Regulations which the Council of Public Instruction for Upper Canada has adopted, with a view to improving the character of the Grammar Schools.

My own observation and experience, and the official Reports of the Grammar School Inspectors for several years have suggested the necessity of these Regulations, and I am persuaded that the adoption of them will contribute immensely to improve the character and efficiency of the Grammar Schools, and still more so in connection with the proposed amendment of the Grammar School Law, which I hope will take place in the course of the current year.

TORONTO, 18th March, 1865.

EGERTON RYERSON.

## VI. REPLY TO THE FOREGOING LETTER.

I have had the honour to receive and lay before His Excellency the Governor General your Letter of the 18th ultimo, submitting, for His Excellency's approval-in-Council, a copy of certain Regulations which the Council of Public Instruction for Upper Canada has adopted with a view to improving the character of the Grammar Schools in Upper Canada.

QUEBEC, 1st April, 1865.

WILLIAM MACDOUGALL.

On receiving the approval of the Government to these Regulations, Doctor Ryerson issued the following Circular on the subject to the Boards of Grammar School Trustees in Upper Canada:—

GENTLEMEN,—In February, 1855, I had the honour to address you a Circular, transmitting to you the Regulations, which, after careful consideration, had then been adopted by the Council of Public Instruction, and approved by the Governor General-in-Council, for the better Organization and Government of Grammar Schools in Upper Canada,—including Rules as to the qualifications for admission of Pupils to each Grammar School, the Exercises and Discipline to be observed, the Course of Studies to be pursued, and the Text-books to be used.

2. These Regulations have remained unchanged for ten years up to the present time; but the primary object of them, as stated in the prefatory explanation to them, has been only very partially accomplished. The 12th Section of the present Grammar School Act provides as follows:

In each County Grammar School provision shall be made for giving, by a Teacher, or Teachers, of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial Education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin Languages, and Mathematics, as far as to prepare Students for University College, or any College affiliated to the University of Toronto,—according to a Programme of Studies and General Rules and Regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor-in-Council, and no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations.

The Council, after quoting this Section of the Act, defining the duty of Grammar Schools, remarked:

From these provisions of the Law, it is clear that the object and function of Grammar Schools, is not to teach the Elementary branches of English, but to teach the Higher branches alone, and especially to teach the subjects necessary for matriculation into the University.

3. Such is the object of the Law, and such was the object of the Regulations and Programme, as adopted by the Council of Public Instruction in 1855, and approved by the Governor General-in-Council. But, from the inefficiency of the Common Schools at that time the Grammar Schools were still suffered to do Common School work; and the evil to the Grammar Schools has increased rather than diminished. In the mean time the Common Schools have so improved in character and efficiency as to be decidedly in advance of most of the Grammar Schools in teaching all the subjects of an ordinary English education; and to allow the Grammar Schools still to do Common School work is not only at variance with the object of the Grammar School Fund, but is an infringement on the province of Common Schools, a very serious injury to them in many cases, is doing poorly work which the Common Schools do well, and is destroying the efficiency of Grammar Schools in their own legitimate work. This remark does not, of course, apply to the few Grammar Schools, which strictly observe the Regulations established by law and confine their teaching to the subjects of the prescribed Programme of Studies. But, in a large proportion of the Grammar Schools, the legitimate work of the Grammar School constitutes the smallest part of their teaching,—in some instances

it is not done at all; while they are chiefly, and in some instances wholly, occupied in teaching the very same subjects that are prescribed, and are better taught in the Common Schools. The Grammar School Inspectors, in their Reports, from year to year, have pointed out these evils both to the Grammar and Common Schools; and the time has now come when the Common Schools should be protected in the work which they are nobly doing, and the Grammar Schools should be made to do the work, and that alone, which is prescribed for them by law, and for which alone the Grammar School Fund was created. And, as every Common School is required to perform a certain amount of prescribed work, in order to share in the Common School Fund, so no Grammar School should be recognized as such, and, as such, receive public aid, unless it has at least an average attendance of ten classical Pupils, and unless it devotes its whole strength to teaching the subjects of a classical and superior English education. This is essential to the creation and maintenance of good Grammar Schools, and to the due advancement of sound classical education, as well as for the due protection and encouragement of Common Schools and of sound Common School education.

4. Impressed with the importance of this duty and of those interests, the following additional Regulations have, after much consideration, been adopted by the Council of Public Instruction, and have been approved by the Governor General-in-Council:

I. *Basis of Apportionment of the Grammar School Fund.*—As far as the law will permit, the apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall, (as in the case of Common Schools,) be made according to the average attendance at each Grammar School of pupils learning the Greek, or Latin, language; and such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

II. *Conditions of Apportionment.*—After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance, (times of epidemic excepted,) of at least ten pupils learning Greek, or Latin; nor shall any other than Pupils learning the Greek, or Latin, language be admitted, or continued in any Grammar School.

III. *Examination and Temporary Admission of Pupils into the Grammar Schools.*—The examinations and admissions of Pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional, until the visit of the Inspector, who shall finally examine and admit such Pupils to the Grammar Schools.

IV. *Final admission of Pupils.*—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all Pupils into the Schools, according to the Entrance Examination prescribed, and to ascertain, by careful investigation, how far each Grammar School is fulfilling the conditions of the Law and is conducted as the Law and General Regulations require, and to report forthwith to the Chief Superintendent any case of failure, or delinquency, in these respects.

V. *Queen's Birth Day a Holiday.*—The anniversary of the Queen's Birth day shall be a Holiday in all the Grammar and Common Schools of Upper Canada.

VI. *Teachers may visit each other's Schools.*—Any Teacher of a Grammar, or Common, School shall be entitled to five of the ordinary school-teaching days of each year, to be selected by such Teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other Schools than that in which he, or she, teaches.\*

NOTE.—Union Grammar and Common Schools are subject to the Regulations affecting Holidays and Vacations in the Grammar Schools.

5 The whole of the Regulations for the Organization and Government of Grammar Schools, as finally revised, have been reprinted in connection with these additional Regulations and they are herewith transmitted for the guidance of Trustees and Masters of Grammar Schools. The Programme of Studies has been simplified and made more practical; the list of Text-books will also be revised in the course of a few months, and it is expected the Grammar School Act will be materially amended,—so that, at the commencement of 1866, the Grammar Schools may enter upon a new and appropriate course

\* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees, and, in addition, the Grammar School Master must communicate with the Education Department, in order that he may not be absent during the Visits of the Inspector to his School.



of labour, from which may be anticipated the happiest results to the interests of superior education in Upper Canada.

6. I need not here repeat, or enlarge upon, the practical suggestions which, in my Circular of 1855, I offered for the consideration of Trustees and Masters of Grammar Schools, in regard to the principles and mode of teaching the various subjects of the prescribed Programme of Studies. The Council of Public Instruction has been fortunate in securing the services of the Reverend George Paxton Young, A.M., as Inspector of Grammar Schools, who from his solid learning, great experience and ability, in connection with sound judgment and true kindness of heart, will afford to both Trustees and Masters of Grammar Schools the best counsels for the promotion of the important interests entrusted to them.

TORONTO, 1st May, 1865.

EGERTON RYERSON.

REVISED PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

*Prescribed under the authority of the Consolidated Grammar School Act, 22nd Victoria, Chapter 63.*

The Twelfth Section of the Upper Canada Consolidated Grammar School Act requires that:

In each County Grammar School provision shall be made for giving, by a Teacher or Teachers, of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any College affiliated to the University of Toronto,—according to the Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor-General-in-Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund which is not conducted according to such Programme, Rules and Regulations.

In the seventh clause of the Twenty-fifth Section of the Act, (after providing for the union of the Grammar and one, or more, Common Schools in any Municipality,) it is provided that—

No such union shall take place without ample provision being made for giving instruction to the Pupils in the elementary English branches, by duly qualified English Teachers.

2. From these provisions of the Law, it is clearly the object and function of Grammar Schools, not to teach the Elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for Matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the Twelfth Section, and the Eighth clause of the Twenty-fifth Section of the Consolidated Grammar School Act, 22nd Victoria, Chapter 63, are binding upon all Boards of Trustees and Officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VII., which is discretionary with the Head Master and Trustees.

SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. As far as the Law will permit, the apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall, (as in the case of Common Schools), be made according to the average attendance at each Grammar School of Pupils learning the Greek, or Latin, language; and such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the first day of January, 1866, no Grammar School shall be entitled to receive anything from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance, (times of

epidemic excepted,) of at least ten Pupils learning Greek or Latin; nor shall any other than Pupils learning the Greek, or Latin, languages alone be admitted, or continued in any Grammar School.

SECTION II.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS INTO THE GRAMMAR SCHOOLS.

1. The Examinations and Admissions of Pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all Pupils to the Grammar Schools.

2. The regular periods for the admission of Pupils commencing classical studies, shall be immediately after the Christmas, and after the Summer, Vacations; but the admission of those Pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary Examinations for the admission of Pupils shall be conducted by the Head Master; as also Examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils, as authorized by law,\* or by other Corporate Bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the Examinations for such Scholarships, Exhibitions, or Prizes.

3. Pupils, in order to be admitted to the Grammar School must be able: 1. To read intelligibly a passage from any common reading Book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work questions in the four simple rules of Arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

\* The Upper Canada Consolidated Municipal Institutions Act, 22nd Victoria, Chapter 54, Section 286, enacts that the Municipal Council of each County, City and Town separated, may pass By-laws for the following purposes:—

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City, or Town separated within the County, as the wants of the people may most require, the Real Property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

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

4. For making similar provision for the attendance at any County Grammar School, for like purposes, of Pupils of the Common Schools of the County.

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

## SECTION III.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR LOWEST	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar. Reading and Spelling.	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin Simple Proportion.	Outlines of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Caesar commenced.	Greek Grammar commenced. Harkness' Anecdotes.	None.	English Grammar. Reading and Spelling.	Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Cæsar continued. Virgil. Æneid, Book II, commenced. Latin Prose Composition. Proseody commenced.	Greek Grammar continued. Harkness continued. Lucian. Charon.	Grammar and Exercises (De Fivus).	Grammar. Elements of Composition.	Arithmetic continued. Algebra. Fractions. Simple and Compound Measure and Least Common Multiple. Simple Equations. †Euclid, Book I.	English History continued. Ancient History. Modern and Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, Book II, completed. Livy. Book II, Chapter I to 15 inclusive. Latin Prose Composition. Proseody continued.	Lucian. Life. Xenophon. Anabasis. Book I, Chapter 7. Homer. Iliad, Book I.	Grammar and Exercises continued. Voltaire. Letters XII, Book I, II, III.	Grammar. Composition. Christian Morals and Elements of Civil Government.	*Algebra. Involution and Evolution. Simple and Compound Interest and Surds. Equations Simple, Quadratic, and Indeterminate. †Euclid, Books I, II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Book-keeping. Vocal Music.
FIFTH.	Cicero (for the Mamilian law). Heroides I and XIII. Ovid. Book I. Horace. Odes. Book I. Composition in Prose and Verse reviewed.	Xenophon. Anabasis. Book I, Chapter 9, 10. Homer. Odyssey, Book IX. Previous subjects reviewed.	Cornelle. Horace. Act IV. Review of previous subjects.	of Civil Government.	*Algebra. Progression and Proportion, with revival of previous work. †Euclid, Books III, IV.	Revise previous subjects.	Elements of Physiology and Chemistry.	Drawing. Vocal Music.

## EXPLANATORY MEMORANDA TO THE FOREGOING PROGRAMME.

1. The above Programme is to be regarded as the model upon which each School is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Grammar School Inspector.
2. Pupils shall be arranged in Classes corresponding to their respective degrees of proficiency. There may be two, or more, divisions in each Class; and each Pupil shall be advanced from one Class, or division, to another, according to attainments in scholarship, without reference to time.
3. The subjects of the seventh and eighth columns are optional, except in Writing and Book-keeping.

\* Todhunter's, or Saugster's.

† Potts', or Todhunter's.



3. No Pupil shall be allowed to depart before the hour appointed for closing the School, except in case of sickness, or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A Pupil absenting himself from School, except on account of sickness, or other urgent reason, satisfactory to the Head Master, forfeits his standing in his Class and his right to attend the School for the Term.

5. No Pupil shall be allowed to remain in the School, unless he is furnished with the Books and Requisites required to be used by him in the School; but, in case of a Pupil, being in danger of losing the advantages of the School by reason of his inability to obtain the necessary Books, or Requisites through the poverty of his Parent, or Guardian, the Board of Trustees have power to procure and supply such Pupil with the Books and Requisites needed.

6. The tuition Fees, as fixed by the Board of Trustees, whether monthly, or quarterly, shall be payable in advance; and no Pupil shall have a right to enter, or continue, in the School, or Class until he shall have paid the appointed Fee.

#### SECTION VI.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

1. There shall be four Terms in each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin on the seventh of January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close on the last Friday in June; the Summer Term shall begin the second Monday in August, and end on the Friday next before the fifteenth of October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end on the twenty-second of December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at Noon for recreation, and of not more than ten minutes for recess during each Forenoon and each Afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a Holiday; or, if preferred by the Board of Trustees and Head Master of any Grammar School, the Afternoons of Wednesday and Saturday in each week shall be half Holidays. The anniversary of the Queen's Birth Day shall be a Holiday in all the Grammar and Common Schools of Upper Canada.

4. The public half-yearly Examinations required to be held in each Grammar School by the eighth clause of the Twenty-fifth Section of the Consolidated Grammar School Act, 22nd Victoria, Chapter 63, shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer Vacation.

5. [Union Grammar and Common Schools are subject to the Regulations affecting Holidays and Vacations in Grammar Schools].

6. Any Teacher of a Grammar, or Common, School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such Teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other Schools than that in which he, or she, teaches.\*

#### SECTION VII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine Blessing, and to impress upon the Pupils the importance of Religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the Daily Exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other Prayer preferred by the Board of Trustees and Head Master of each Grammar

\* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees, and, in addition, the Grammar School Master must communicate with the Education Department, in order that he may not be absent during the Visits of the Inspector to his School.

School. But it is suggested that the Lord's Prayer form a part of the opening Exercises; and the Ten Commandments be taught to all the Pupils, and be repeated at least once a week. But no Pupil should be compelled to be present at these Exercises against the wish of his Parent, or Guardian, expressed in writing to the Head Master of the School.

### FORMS OF PRAYER RECOMMENDED.

#### I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

*Let us pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the Giver of every good and perfect gift, the Fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise our salvation; that so, through Thy mercy, we may daily be advanced both in learning and in godliness, to the honour and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done on Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

#### II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

*Let us pray.*

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigour, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done on Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

### SECTION VIII.—DUTIES OF THE INSPECTOR OF GRAMMAR SCHOOLS.

1. *Admission of Pupils*—It shall be the duty of the Inspector, not only to examine the Grammar Schools, as heretofore, but to examine, and finally to admit, all Pupils into the Schools, according to the Entrance Examination prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the Law and is conducted as the Law and General Regulations require, and to report forthwith to the Chief Superintendent, any case of failure, or delinquency, in these respects.

2 *Inquiries of Inspector.*—It shall also be the duty of the Inspector of Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination in such manner as he shall think proper, into all matters affecting the character and operations of the School, and especially in regard to the following things:—

3. *Mechanical Arrangements.*—The tenure of the Property; the materials, plans and dimensions of the Buildings; when erected and with what funds built; neighbourhood; how lighted warmed and ventilated; if any Class Rooms are provided for the separate instruction of part of the Pupils; if there is a lobby, or closet, for hats, cloaks, book-presses, etcetera; how the Desks and Seats are arranged and constructed, and with what conveniences; what arrangements for the Teacher; what Play-ground is provided; what Gymnastic Apparatus, if any; whether there be a Well and proper conveniences for private purposes.

4. *Means of Instruction.*—The Books used in the several Classes, under the heads of Latin, Greek, English, Arithmetic, Geography, etcetera; the Apparatus provided, as Maps, Globes, Blackboards, Models, Cabinets, Library, etcetera.

5. *Organization.*—Arrangement of Classes; whether each Pupil is taught by the same Teacher; if any Assistant, or Assistants are employed; to what extent; how remunerated; how qualified.

6. *Discipline.*—Hours of attendance; usual ages of Pupils admitted; if the Pupils change places in their several Classes; or whether they are marked at each Lesson, or Exercise, according to their relative merits; if distinction depends on intellectual proficiency and moral conduct, or on moral conduct only; what Rewards, if any; whether corporal Punishments are employed; if so, their nature, and whether inflicted publicly, or privately; what other Punishments are used; management in play hours; whether attendance is regular; what Religious Exercises are observed; and what Religious Instruction is given, if any.

7. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of Monitors, their attainments, how appointed, how employed; if simultaneous, that is by Classes, in what subjects of instruction; whether the simultaneous method is not more, or less, mingled with individual teaching, and on what subjects; to what extent the intellectual, or mere rote, method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the various Lessons are tested,—by individual oral interrogation,—by requiring written Answers to written Questions, or by requiring an abstract of the Lesson to be written from memory.

8. *Attainments of Pupils.*—1. *Reading and Spelling.*—Whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the Programme—meaning and derivation of words; whether they can spell correctly. 2. *Writing.*—Whether they can write with ordinary correctness, or with ease and elegance. 3. *Drawing.*—Linear, Ornamental, Architectural, Geometrical; whether taught, and in what manner. 4. *Arithmetic.*—Whether acquainted with the simple rules, and skilful in them; whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them; whether acquainted with the compound rules and skilful in them; whether acquainted with the higher rules and skilful in them. 5. *Book-keeping.* 6. *English Grammar and Composition.*—Whether acquainted with the rules of Orthography, parts of Speech, their nature and modifications, Parsing, Composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English classic Authors, in both prose and poetry. 7. *Geography and History.*—Whether taught, as prescribed in the official Programme, and by questions suggested by the nature of the subject. 8. *Christian Morals and Elements of Civil Government.*—How far taught, and in what manner. 9. *The Languages.*—Latin, Greek and French.—How many Pupils in each of these languages; whether well grounded in an accurate knowledge of their gram-

mathematical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages, as well as by accurate and free translations of the standard Authors. 10. *Algebra and Geometry*.—How many Pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each Proposition. 11. *Elements of Natural Philosophy and Chemistry*, as prescribed in the Programme; whether taught; what Apparatus for teaching them; how many Pupils in each. 12. *Vocal Music*.—Whether taught, and in what manner.

9. *Miscellaneous*.—How many Pupils have been sent from the School to, and how many are preparing for matriculation in, some University. 2. Whether a Register and Visitor's Book is kept, as required by the Regulations, and whether the Trustees visit the School. 3. Whether the Pupils have been examined before being admitted to the School, and arranged in Forms and divisions, as prescribed by the Regulations; and whether the required Public Examinations have been held. 4. What Prizes, or other means are offered to excite Pupils to competition and study. 5. How far the Course of Studies and method of Discipline prescribed according to law have been introduced, and are pursued in the School; and such other information in regard to the condition of the Schools as may be useful in promoting the interests of Grammar Schools generally.

TORONTO, 1st May, 1865.

EGERTON RYERSON.

## CHAPTER XXXIX.

### APPORTIONMENT OF THE LEGISLATIVE COMMON SCHOOL GRANT OF UPPER CANADA, FOR 1865.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN, AND VILLAGE MUNICIPALITY IN UPPER CANADA.

I have the honour to transmit herewith a certified copy of the Apportionment for the current year, of the Legislative Common School Grant to each City, Town, Village, and Township, in Upper Canada.

The basis of Apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year, is the population, as reported in the Census of 1861, which was also adopted last year, and I have no more generally accurate statistics of a later date.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of Pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the Schools this year is the same as that apportioned last year.

The Apportionment is made on the supposition that the amount usually placed on the Estimates, for the support of Common Schools, will be voted during the ensuing Session of Parliament. But, according to an intimation made to me by the Finance Department that part of it which depends upon the annual vote of Parliament, will not be payable until it is voted by the Legislature in the Autumn,—Parliament having been prorogued before the details of the Estimates were passed. There is, however, I think, no doubt that the whole sum will be voted on the re-assembling of the Legislature.

I shall endeavour to have part of the Apportionment paid at this Office, to the Agent of the Treasurer of your Municipality, about the 1st of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendent's Reports, have been duly transmitted to this Department.



It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of Municipalities which have not yet sent in their Accounts of School Moneys, now several months overdue, and in these cases the payment must necessarily be deferred until the Law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

Toronto, 16th June, 1865.

EGERTON RYERSON.

SUMMARY OF THE LEGISLATIVE SCHOOL APPORTIONMENT TO COUNTIES OF UPPER CANADA FOR 1865.

Counties.	Common Schools.	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1. Glengarry .....	2,272 00	268 00	2,540 00
2. Stormont .....	1,943 00	.....	1,943 00
3. Dundas .....	2,074 00	.....	2,074 00
4. Prescott .....	1,526 00	180 00	1,706 00
5. Russell .....	817 00	.....	817 00
6. Russell .....	3,454 00	34 00	3,488 00
7. Grenville .....	2,283 00	66 00	2,349 00
8. Leeds .....	3,592 00	13 00	3,605 00
9. Lanark .....	3,269 00	14 00	3,283 00
10. Renfrew .....	2,116 00	52 00	2,168 00
11. Frontenac .....	2,843 00	162 00	3,005 00
12. Addington .....	1,942 00	62 00	2,004 00
13. Lennox .....	915 00	.....	915 00
14. Prince Edward .....	2,156 00	.....	2,156 00
15. Hastings .....	4,305 00	7 00	4,312 00
16. Northumberland .....	4,011 00	19 00	4,030 00
17. Durham .....	3,742 00	.....	3,742 00
18. Peterborough .....	2,312 00	37 00	2,339 00
19. Victoria .....	2,527 00	.....	2,527 00
20. Ontario .....	4,422 00	.....	4,422 00
21. York .....	6,368 00	188 00	6,556 00
22. Peel .....	2,958 00	24 00	2,982 00
23. Simcoe .....	4,759 00	38 00	4,797 00
24. Halton .....	2,452 00	.....	2,452 00
25. Wentworth .....	3,411 00	62 00	3,473 00
26. Brant .....	2,470 00	.....	2,470 00
27. Lincoln .....	2,096 00	44 00	2,140 00
28. Welland .....	2,234 00	106 00	2,340 00
29. Haldimand .....	2,428 00	24 00	2,452 00
30. Norfolk .....	3,172 00	34 00	3,206 00
31. Oxford .....	4,760 00	.....	4,760 00
32. Waterloo .....	3,367 00	163 00	3,530 00
33. Wellington .....	4,619 00	313 00	4,932 00
34. Grey .....	4,051 00	208 00	4,259 00
35. Perth .....	3,708 00	40 00	3,748 00
36. Huron .....	4,751 00	92 00	4,843 00
37. Bruce .....	3,053 00	50 00	3,103 00
38. Middlesex .....	6,859 00	129 00	6,488 00
39. Elgin .....	3,538 00	.....	3,538 00
40. Kent .....	3,103 00	100 00	3,203 00
41. Lambton .....	2,533 00	46 00	2,579 00
42. Essex .....	2,294 00	21 00	2,315 00
District of Algoma .....	218 00	.....	218 00
	\$131,223 00	\$2,586 00	\$133,809 00

APPORTIONMENT TO THE CITIES, TOWNS, AND VILLAGES, FOR 1865.

	Common Schools.	Separate Schools.	Total.
<i>Cities—</i>	\$ c.	\$ c.	\$ c.
Toronto .....	3,453 00	1,924 00	5,377 00
Hamilton .....	1,908 00	383 00	2,291 00
Kingston .....	1,180 00	469 00	1,649 00
London .....	1,217 00	168 00	1,385 00
Ottawa .....	838 00	922 00	1,760 00
	\$8,596 00	\$3,866 00	\$12,462 00

<i>Towns—</i>	\$ c.	\$ c.	\$ c.
Amherstburgh .....	175 00	101 00	276 00
Barrie .....	175 00	80 00	255 00
Belleville .....	575 00	178 00	753 00
Berlin .....	234 00	.....	234 00
Bowmanville .....	326 00	.....	326 00
Brentford .....	649 00	99 00	748 00
Brockville .....	363 00	130 00	493 00
Chatham .....	473 00	61 00	534 00
Clifton .....	96 00	59 00	155 00
Cobourg .....	470 00	127 00	597 00
Collingwood .....	166 00	.....	166 00
Cornwall .....	239 00	.....	239 00
Dundas .....	224 00	118 00	342 00
Galt .....	368 00	.....	368 00
Goderich .....	387 00	.....	387 00
Guelph .....	46 00	163 00	609 00
Ingersoll .....	225 00	79 00	304 00
Lindsay .....	138 00	90 00	228 00
Milton .....	108 00	.....	108 00
Napanee .....	178 00	34 00	212 00
Niagara .....	175 00	73 00	248 00
Oakville .....	127 00	47 00	174 00
Owen Sound .....	265 00	.....	265 00
Paris .....	233 00	51 00	284 00
Perth .....	235 00	60 00	295 00
Peterborough .....	336 00	141 00	477 00
Pictou .....	170 00	78 00	248 00
Port Hope .....	499 00	.....	499 00
Prescott .....	155 00	145 00	310 00
Sandwich .....	118 00	.....	118 00
Sarnia .....	250 00	.....	250 00
St. Catharines .....	470 00	284 00	754 00
St. Mary's .....	333 00	.....	333 00
St. Thomas .....	195 00	.....	195 00
Simcoe .....	222 00	.....	222 00
Stratford .....	272 00	65 00	337 00
Whitby .....	287 00	36 00	323 00
Windsor .....	300 00	.....	300 00
Woodstock .....	400 00	.....	400 00
	\$11,026 00	\$2,340 00	\$13,366 00

<i>Incorporated Villages—</i>	\$ c.	\$ c.	\$ c.
Arnprior .....	100 00	.....	100 00
Ashburnham .....	119 00	.....	119 00
Aurora .....	144 00	.....	144 00
Bath .....	90 00	.....	90 00
Bradford .....	115 00	.....	115 00
Brampton .....	195 00	.....	195 00

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2,540 00  
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2,074 00  
1,706 00  
817 00  
3,488 00  
2,349 00  
3,605 00  
3,283 00  
2,168 00  
3,005 00  
2,004 00  
915 00  
2,156 00  
4,312 00  
4,030 00  
3,742 00  
2,339 00  
2,527 00  
4,422 00  
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4,797 00  
2,452 00  
3,473 00  
2,470 00  
2,140 00  
2,340 00  
2,452 00  
3,206 00  
4,760 00  
3,530 00  
4,932 00  
4,259 00  
3,748 00  
4,843 00  
3,193 00  
6,488 00  
3,538 00  
3,203 00  
2,579 00  
2,315 00  
218 00  
  
133,809 00

## APPORTIONMENT TO THE CITIES, TOWNS, AND VILLAGES, FOR 1865.—Continued.

	Common Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
<i>Incorporated Villages—continued.</i>			
Brighton .....	141 00		141 00
Caledonia .....	138 00		138 00
Cayuga .....	90 00		90 00
Chippewa .....	131 00		131 00
Clinton .....	120 00		120 00
Colborne .....	96 00		96 00
Dunnville .....	152 00		152 00
Elora .....	125 00		125 00
Embro .....	66 00		66 00
Fergus .....	113 00	21 00	134 00
Fort Erie .....	63 00	21 00	84 00
Gananoque .....	181 00		181 00
Hawkesbury .....	151 00		151 00
Hespeler .....	72 00		72 00
Holland Landing .....	88 00		88 00
Iroquois .....	74 00		74 00
Kemptville .....	128 00		128 00
Kincardine .....	117 00		117 00
Lanark .....	72 00		72 00
Merrickville .....	74 00	34 00	108 00
Mitchell .....	145 00		145 00
Morrisburgh .....	102 00		102 00
Newburgh .....	140 00		140 00
Newcastle .....	123 00		123 00
New Hamburg .....	104 00		104 00
Newmarket .....	124 00	44 00	168 00
Orangeville .....	96 00		96 00
Oshawa .....	183 00	58 00	241 00
Pembroke .....	58 00	18 00	76 00
Portsmouth .....	73 00	34 00	107 00
Port Dalhousie .....	159 00		159 00
Preston .....	158 00	26 00	184 00
Renfrew .....	84 00		84 00
Richmond .....	61 00		61 00
Smith's Falls .....	136 00		136 00
Southampton .....	73 00		73 00
Stirling .....	90 00		90 00
Stratroy .....	90 00		90 00
Streetsville .....	88 00		88 00
Thorold .....	120 00	73 00	193 00
Trenton .....	110 00	57 00	167 00
Vienna .....	108 00		108 00
Waterloo .....	152 00		152 00
Wellington .....	82 00	15 00	97 00
Welland .....	87 00		87 00
Yorkville .....	188 00		188 00
	\$5,889 00	\$401 00	\$6,290 00

## GRAND TOTALS.

	Common Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Apportionment to Counties and District .....	131,297 00	2,512 00	133,809 00
Cities .....	8,596 00	3,863 00	12,459 00
Towns .....	11,026 00	2,340 00	13,366 00
Villages .....	5,889 00	401 00	6,290 00
	\$156,808 00	\$9,129 00	\$165,927 00

## CHAPTER XL.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF  
TORONTO, 1865.

*February 2<sup>d</sup>, 1865.* Read the following Letters from the Provincial Secretary: (1), Acknowledging the receipt of the Resolution of the Senate, respecting the Memorial as to the Bursar's Office; (2), returning, approved by the Governor-in-Council, the amended Statutes as to Scholarships and Examiners; (3), acknowledging the receipt of the Resolution as to the Lunatic Asylum on the University Grounds; (4), returning the amended Statute relating to compensation to the Reverend Doctor Scadding.

Read a Memorial from Mr. J. Webster Hancock, praying that he may receive the Degree of LL.D.

Read a Memorial from eleven Students of the Toronto School of Medicine, praying that a Matriculation Examination may be held in March next.

Read Letters from Mr. W. Davidson and Mr. H. Hill, Students of the third year, praying that they may not be required to take Mathematics of the First Year over again.

The Vice Chancellor introduced the Draft Annual Report of the Senate, and gave notice that he would move its adoption at the next Meeting.

Moved by the Reverend Doctor McCaul, seconded by Doctor W. T. Aikins, That the Memorials of Mr. Davidson and Mr. Hill and Mr. Hancock be referred to the Vice Chancellor, to take action thereon. (Carried).

The Vice Chancellor presented a list of Examiners and gave notice that he would move their appointment at the next Meeting.

Moved by Professor Cherriman, seconded by the Vice Chancellor, That the Statute amending the Statute relating to the Vice Chancellor, be read a second time and passed. (Carried).

Moved by Doctor W. T. Aikins, seconded by Professor Croft, That the prayer of the Medical Students, seeking for a Matriculation Examination in March next be granted; and that the Vice Chancellor appoint the time for holding the same at an early date, as convenient. (Carried).

*February 9<sup>th</sup>, 1865.* Professor Cherriman introduced the Report of the Observatory Committee, and moved, seconded by Doctor W. T. Aikins, That the Report of the Committee of the Senate on the Observatory be adopted. (Carried).

The Draft Report of the Senate for the year 1864 was read by the Vice Chancellor, when it was moved by him, seconded by Doctor Daniel Wilson, That the Annual Report for the year 1864, now read, be adopted and submitted to His Excellency the Governor-in-Council. (Carried).

Moved by the Vice Chancellor, seconded by Mr. J. H. Morris, That the list of Examiners now submitted be approved, and that the Gentlemen therein named be appointed the Examiners for the purposes therein mentioned for the current year. (Carried).

*April 19<sup>th</sup>, 1865.* The Chancellor and Vice Chancellor being absent, it was moved by Professor Cherriman, seconded by Doctor Wilson, That the Reverend Doctor McCaul do take the Chair. (Carried).

Doctor W. T. Aikins presented the Report of the Examiners in Medicine, making the certain recommendation, which were adopted.

Moved by Doctor W. T. Aikins, seconded by Professor Croft, That the Report of the Examiners in Medicine be received and adopted. (Carried).

The Petition of Mr. Hughes, asking to be allowed his Primary Examination was read, when it was moved by Doctor W. T. Aikins, seconded by Professor Croft, That, on the Petition of Mr. Hughes, he be allowed his Primary Examination in accordance with the Report of the Examiners. (Carried).

Total.

\$ c.  
 141 00  
 138 00  
 90 00  
 131 00  
 120 00  
 96 00  
 152 00  
 125 00  
 66 00  
 134 00  
 84 00  
 181 00  
 151 00  
 72 00  
 88 00  
 74 00  
 128 00  
 117 00  
 72 00  
 108 00  
 145 00  
 102 00  
 140 00  
 123 00  
 104 00  
 168 00  
 96 00  
 241 00  
 76 00  
 107 00  
 159 00  
 184 00  
 84 00  
 61 00  
 136 00  
 73 00  
 90 00  
 90 00  
 88 00  
 193 00  
 167 00  
 108 00  
 152 00  
 97 00  
 87 00  
 188 00  
 \$6,210 00

Total.

\$ c.  
 133,800 00  
 12,482 00  
 13,366 00  
 6,290 00  
 165,927 00

*April 25th, 1865.* There not being a quorum present, the Senate adjourned until Thursday, May the 18th, 1865.

*May 18th, 1865.* Read a Letter from the Provincial Secretary, enclosing the Statute relating to the Vice Chancellor, approved by His Excellency the Governor General-in-Council. A Letter was also read from the Provincial Secretary, enclosing a Report of the Provincial Auditor General, on the financial condition of the University, University College and Upper Canada College.

Professor Croft gave notice that at the next Meeting of the Senate he would move a Resolution to the effect that, in future, there shall be separate Honour and Pass papers in all branches of the University Medical Examinations.

Doctor Wilson gave notice that at the next Meeting he would introduce a Statute in accordance with the Report of the Committee of Upper Canada College, respecting an annual payment to the Principal out of the surplus Income of the Boarding House. A Draft of the Statute was read.

Moved by the Vice Chancellor, seconded by Professor Croft, That the Report and Memorandum of the Auditor General relating to the financial affairs of the University, University College and Upper Canada College, submitted by the Honourable the Provincial Secretary to the Senate for its consideration, be referred to the following Committee, that is to say: The Chancellor, the Vice Chancellor, Doctor Daniel Wilson, Doctor L. W. Smith, Doctor W. T. Aikins, Mr. D. E. Blake, and Mr. G. R. R. Cockburn, and that they do confer with any Committee appointed by University College, and to report for the future action thereon of the Senate.

*May 25th, 1865.* The Chancellor and Vice Chancellor being absent, it was moved by Professor Croft, seconded by Doctor D. McMichael, That the Reverend Doctor McCaul do take the Chair. (Carried).

Pursuant to notice Professor Croft introduced the Resolution relative to the Medical Examinations, when it was moved by him, seconded by Doctor Wilson, That, in future, there shall be separate Honour and Pass papers in each branch of the Examinations in the Faculty of Medicine, as in the other Faculties. (Carried).

Moved by Doctor Daniel Wilson, seconded by Doctor L. W. Smith, That the Statute relating to payment to the Principal of Upper Canada College of certain Fees, on account of the Boarding House, be read a first time. (Carried).

*June 2nd, 1865.* The Reverend Doctor McCaul presented the Report of the Examiners in Arts, when it was moved by him, seconded by the Reverend John Jennings, That the Report just read be received and adopted. (Carried).

Moved by the Reverend Doctor McCaul seconded by Professor Cherriman, That the standing of one Academic year shall be allowed to the following Undergraduates, videlicet: Messieurs R. R. Baldwin, C. Carruthers, F. H. Clarke, and C. H. Connor, on the grounds that, under peculiar circumstances, they were called upon to do duty as Volunteers on the Frontier, and were, consequently, unable to make the requisite preparation for the Annual Examination,—also that the Examination of Mr. Hill Jeffery in Classics shall, on the same ground, be accepted as a sufficient qualification for the Degree, but that neither of these concessions shall be regarded as a precedent. (Carried).

*June 8th, 1865.* Read a Memorial from Mr. D. H. Preston, praying that his papers might be remitted to the Examiners in Law.

Read a Memorial from Mr. J. M. Hagar, Candidate for the Degree of B.A., praying that the Senate would be pleased to consider his claim for a Silver Medal in the Department of Metaphysics and Ethics.

It was ordered that the next Meeting should be held at such a convenient time as the Chancellor might appoint.

*June 29th, 1865.* The Chancellor and Vice Chancellor being absent, it was moved by Professor Cherriman, seconded by Doctor Wilson, That Doctor McMichael do take the Chair. (Carried).

Read a Memorial from Mr. G. K. Mulligan, praying to be allowed the examination of the Third year.

Moved by Doctor Daniel Wilson, seconded by Doctor L. W. Smith, That the Statute relating to Boarding House Fees in Upper Canada College be read a second time and passed. (Carried).

Moved by Professor Cherriman, seconded by the Reverend Doctor John Barclay, That the Memorial of Mr. D. H. Preston, Student in Law of the Third Year, be referred to Doctor D. Michael, Doctor L. W. Smith, and Mr. J. H. Morris, with authority to act upon the same, as they may deem expedient. (Carried).

Moved by Professor Cherriman, seconded by Doctor Wilson, That the Registrar be instructed to inform Mr. Hagar that the facts stated by him do not justify them in acceding to the prayer of his Memorial. (Carried).

Moved by Professor Cherriman, seconded by Mr. J. H. Morris, That the Registrar be instructed to inform Mr. Mulligan that, as he was not a Candidate for Honours in Mathematics, he was not, under the Statute, entitled to Options; and that his non-attendance in the subjects specified was not the sole cause of his rejection. (Carried).

October 3rd, 1865. The Chancellor and Vice Chancellor being absent, it was moved by Professor Cherriman, seconded by Doctor Wilson, That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a Letter from the Provincial Secretary, returning the Statute relating to Boarding House Fees in Upper Canada College, approved of by His Excellency, the Visitor.

Read a Letter from Mr. W. D. Foss, Matriculant in Arts of 1864, praying that, in view of the special circumstances therein set forth, attendance upon the Lectures of an affiliated College should be dispensed with in his case.

The Chairman, on behalf of the Chancellor, presented the Report of the Financial Committee. It was then moved by Doctor McCaul, seconded by the Reverend John Davison, That the said Report be received and laid on the Table until the next Meeting. (Carried).

Read the Report of the Vice Chancellor on the results of the recent Matriculation and Supplemental Examinations, in which certain recommendations were made for Scholarships and approved.

Moved by Mr. John Helliwell, seconded by the Reverend John Davison, That the Report be received and adopted. (Carried).

October 5th, 1865. Read an application for admission *ad eundem statum* from Mr. W. M. Elliott. The said application, not having been received until the 30th ultimo, it was impossible to mention the same in the notices summoning the Meeting of the Senate; and the matter was, therefore, ordered to stand over until notice would be given.

The Vice Chancellor read the Report of the Financial Committee, when it was moved by Professor Croft, seconded by the Reverend John Davison, That the Report of the Committee appointed in reference to the Financial Memorandum of the Auditor General, now read, be adopted, and that a copy of it be sent by the Registrar to the Honourable the Provincial Secretary, for the consideration of His Excellency the Governor-in-Council. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Library Committee for the ensuing year be composed of the Chancellor, Vice Chancellor, President of University College, Professor Cherriman, Doctor Wilson, the Reverend John Davison, and Mr. D. E. Blake. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Grounds Committee, for the ensuing year, be composed of the Chancellor, Vice Chancellor, President of University College, Professor Croft and Mr. T. A. McLean.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Observatory Committee for the ensuing year be composed of the Chancellor Vice Chan-

cellor, the Chief Superintendent of Education, Professor Cherriman and the Reverend Doctor John Jennings.

*November 28th, 1865.* Read an application for admission *ad eundem statum* of Mr. William M. Elliott, Student of the fourth year's standing in the Faculty of Law of Victoria College.

Read an application from Mr. Gerald C. Brown, asking to be allowed to present himself for the first year Examination in Civil Engineering, and enclosing a Certificate of his standing in McGill College, Montreal.

Read a Memorial from Mr. McLeod Stewart, praying to be allowed to go up for the third year's Examination next May, omitting the Mathematics of the First Year, and taking the Chemistry and English of the Second Year. The Memorial states that the applicant had already passed the First Year's Examination, but had been rejected at the Second Year in Chemistry and English. Thinking that no supplemental Examination would be held until 1866, he had not attended in September.

Read a Letter from Mr. J. C. Morgan, on behalf of himself and other Students of the Fourth Year, stating that Bembo's History of Venice cannot be procured by any of the Booksellers, and praying that some relief may be given.

Read a Letter from the Bursar, drawing the attention of the Senate to the fact that Doctor Joseph Workman had addressed a Communication to the Corporation, by way of remonstrance against the action of the Senate, with regard to the occupation of a portion of the Park as a Branch Lunatic Asylum.

Read a Memorial from Doctor J. Preston, stating that he had passed the Examination of the First and Second Years in the Faculty of Arts, but had not been able to attend the Examination of the Third Year, and praying that he may be permitted to go up for his Degree, taking all the work of the Fourth Year and the additional work of the Third Year prescribed by the Statute.

Read a Letter from the Provincial Secretary to the Vice Chancellor, stating that he had made a Report on the financial affairs of the University and University College, which he hoped would be adopted by the Government within a few days.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the application of Mr. William M. Elliott from the University of Victoria College to be admitted *ad eundem statum* in this University, be referred to a Committee, composed of the Vice Chancellor, Doctor McCaul and Professor Cherriman, to report thereon at the next Meeting of the Senate. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the application of Mr. McLeod Stewart be referred to a Committee, consisting of the Vice Chancellor, Doctor McCaul, and Professor Cherriman, to report thereon at the next Meeting of the Senate.

The Vice Chancellor gave notice that he would, at the next Meeting of the Senate, move a Resolution, substituting Manzin's "*I Promessi Sposi*" for Bembo's History of Venice in the subjects of Modern Languages for the Fourth Year in the Faculty of Arts.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the application of Mr. Preston be referred to a Committee, consisting of the Vice Chancellor, Doctor McCaul, and Professor Cherriman, to report thereon at the next Meeting of the Senate. (Carried).

The Reverend Doctor McCaul gave notice of his intention to introduce a Statute relative to Degrees in the Faculty of Arts.

Professor Cherriman introduced a Report of the Observatory Committee, recommending that a Statute should be passed authorizing the grant of a gratuity to Mrs. Walker, the widow of the late Mr. James Walker, who had been employed in the Observatory for 26 years.

Moved by Professor Cherriman, seconded by the Vice Chancellor, That the Report just read be received and adopted. (Carried).

Doctor T. W. Aikins gave notice that at the next Meeting of the Senate he would move appointment of a Member to represent the University of Toronto in the New Medical Council.

*December 14th, 1865.* The Chancellor and Vice Chancellor being absent, it was moved by Doctor L. W. Smith, seconded by Doctor D. McMichael, That the Reverend Doctor McCaul do take Chair. (Carried).

Read a Letter from the Bursar, enclosing a copy of a Letter addressed by Doctor Joseph Workman to the Mayor of the City, relative to the University Grounds now used by the Branch Lunatic Asylum, and also an extract from the Report of the Commission on King's College.

Moved by Professor Cherriman, seconded by Doctor L. W. Smith, That the Letters of the Bursar relative to a communication from Doctor Joseph Workman to the City Council, on the subject of the Branch Lunatic Asylum, on the University Grounds, be referred to a Committee, consisting of Doctors McCaul, Wilson and McMichael. (Carried).

Moved by Professor Cherriman, seconded by Mr. T. A. McLean, That, in consequence of the Letter of the Provincial Secretary to the Vice Chancellor, it is expedient that the late Financial Committee of the Senate be reappointed, with instructions to confer with a Committee of the Council of University College, and to report a draft of a Statute for the appointment of a Committee of the Senate on Finance, or take such other action as may seem necessary.

The Reverend Doctor McCaul introduced the Draft of the proposed Statute for amending the Statute, relating to the Degree of B.A., and explained its provisions.

The Reverend Doctor McCaul, for the Vice Chancellor, gave notice that, at the next Meeting of the Senate, the Vice Chancellor would propose a list of Examiners for the year 1866.

Doctor L. W. Smith gave notice that he would, at the next Meeting of the Senate, move a Resolution that the annual allowance of \$30 be paid to Mr. David Alderdice for his services in attending Meetings of the Senate.

## CHAPTER XLI.

### PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1865.

#### I. PROCEEDINGS OF THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY.

##### PROCEEDINGS OF THE BOARD OF TRUSTEES OF VICTORIA COLLEGE.

*May 2nd, 1865.* The Agent, the Reverend Doctor Aylesworth, read to the Board his Report for the last year.

Mr. William Kerr and Doctor John Beatty were requested to audit the Agent's Accounts, and certify the same, prior to the Annual Meeting.

The Reverend Charles Fish, the Co-Agent, read his Report.

The Reports of the Agents were adopted, and referred to the Auditors for certification.

The Agents were directed by the Board to publish forthwith the entire lists of subscriptions for the liquidation of the College debt.

*Resolved,* That the cordial thanks of the College Board are tendered to the Reverend Doctor Harris for the zeal and enterprise shown by him in providing the new Cabinets, now in the University, and that he be requested to state the terms on which he will sell the same to the University.



July 19th, 1865. The Members of the College Board residing in Cobourg were appointed a Committee to superintend any repairs that might be required in the College Buildings and Premises during the year.

*Resolved*, That the Chairman of the Board request the Reverend W. H. Poole to furnish a detailed statement of the moneys received by him, as Agent of the College, and also his disbursements during the period of his Agency, and that the present Agents furnish the Chairman of the Board with all subjects of inquiry for the same, which may have arisen during the canvass, in order to a full statement of the financial affairs of the College, so far as they may be affected by said Agency.

The Reverend Doctor Aylesworth and the Reverend Charles Fish were appointed Agents of the College for the current year.

Mr. J. H. Dumble, having stated to the Board that it was his earnest wish to be released from the office of Treasurer, his resignation was accepted, and Mr. William Kerr was appointed his Successor.

The Reverend R. Jones was appointed Co-Treasurer.

Doctor John Beatty and Mr. J. H. Dumble were appointed Auditors.

*Resolved*, That it be an instruction from the Board that all Accounts of Receipts and Disbursements connected with the scheme for the liquidation of the College debt and the Scholarship Fund shall be kept perfectly distinct from all Accounts relating to the current expenses of the College.

That the Members of the Board resident in Cobourg be a Committee to advise the Treasurer respecting the payment of the College debts out of the monies collected by the Agents, and for making temporary deposits of Funds which cannot be immediately paid out.

*Resolved*, That the Secretary of the Board be instructed to inform the late Auditors of the Annual Meeting that their Letter, concerning the discrepancy between the Balance Sheet laid before them and the one reported to the Conference was read to this Board and satisfactory explanations given by the late Bursar, Mr. Dumble, which explanations would be furnished to the Auditors for the present year.

It was moved by the Reverend G. R. Sanderson, seconded by the Reverend S. D. Rice, and—

*Resolved*, That this Board has great pleasure in recording its appreciation of the very great services Mr. John H. Dumble has rendered the College in his office of Treasurer, assuming in connexion with his Father, Mr. Thomas Dumble large liabilities, and providing, from time to time, on their own credit, such sums as the pecuniary exigencies of the University required, as well as in other ways discharging the duties of the Bursar; and the Board has received with sincere regret the intimation from Mr. J. H. Dumble that he cannot, for the present, continue the responsibilities of the Bursar's Office.

The Board cannot, however, receive the declining of Mr. J. H. Dumble to a re-appointment without unanimously and heartily expressing its sense of the very great obligation under which the Board and College have been placed by the unwearied, hearty and unremunerated services of Mr. Dumble, as Bursar, for the past five years, and with equal unanimity the Board expresses its earnest hope that his life may be continued for many years to the Church and to the Country.

The thanks of the Board were also presented to the Reverend Doctor Aylesworth for the valuable services rendered by him as Co-Treasurer of the College during the past year.

*Resolved*, That the salary of the Reverend Doctor Aylesworth, as Treasurer, be nine hundred dollars (\$900,) together with the customary Children's allowances.

*Resolved*, That the allowances for the Reverend Charles Fish's salary be made upon the same principle as those of the Superintendent of the Kingston Circuit.

*Resolved*, That President of Conference and the Members of the College Board residing in Kingston be a Committee to determine the allowances of the Reverend Charles Fish, in accordance with the above Resolution.

## PROCEEDINGS OF THE CONFERENCE ANNUAL MEETING OF VICTORIA COLLEGE.

June 7th, 1865. The Conference Annual Meeting of Victoria College assembled, according to the provisions of the Charter, at London on this day. The names of more than forty Ministers were called, and the Meeting was regularly organised.

The Reverend Richard Jones, President of the Conference, was appointed Chairman, and the Reverend S. S. Nelles, Secretary.

The Minutes of the last Meeting were read, after which the Meeting adjourned.

June 14th, 1865, In the absence of Mr. J. H. Dumble, LL.B., Treasurer of the College, the Balance Sheet for the past year was read by the Reverend Doctor J. B. Aylesworth, the Co-Treasurer.

The Reports of the Agents, Reverend Doctor J. B. Aylesworth, and the Reverend Charles Fish were next read by the respective Agents.

The following Report of the Auditing Committee was also presented to the Meeting by the Reverend William S. Griffin, Secretary of the Committee:—

The Committee appointed by the last Annual Meeting to audit the Accounts and examine the transactions of the College Board and Agents during the year, met at Cobourg, on the 3rd of May, 1865.

Every facility was afforded them by the President and other Officers of the College in prosecuting the work, in which they had been entrusted, and neither time nor effort was spared to arrive at a full and perfect understanding of all matters which they were required to investigate.

The Bursar's Books, together with all the Vouchers were carefully and thoroughly examined, the nature and necessity of every transaction were made the subject of careful inquiry. The Book-keeper, as well as the Bursar, was present to afford explanations upon all records which could not otherwise be well understood, upon all of which it is deemed unnecessary to report in detail, as such report would not differ, in any material respect, from the Bursar's Financial Statement, already presented.

The Committee, however, feel it proper to say that while his Statement of Accounts affords an accurate resumé of the financial condition of the College, yet some verbal explanations of matters, not necessarily belonging to it, are deemed important to a clear conception of the results, which have followed the operations of the year.

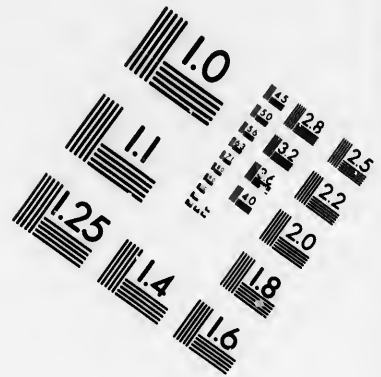
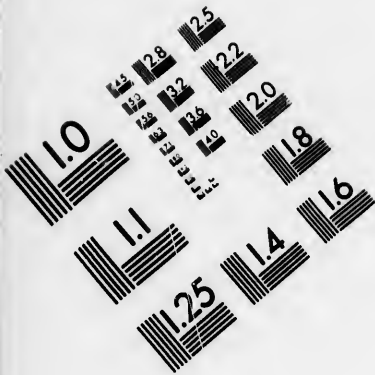
The general management of College affairs, including necessary repairs and improvements upon the College property, appear to have been conducted upon the principles of careful and rigid economy, and, if the Assessment Fund had yielded the full amount declared necessary in the liquidation scheme, the Annual Expenditure, which is now almost, would have been altogether, within the amount of the Annual Income. The Books, Papers, Vouchers and Subscription Lists of the College Agents were also faithfully inspected, and the Committee submit that it is only necessary to refer the Annual Meeting to their Reports, already furnished, which have been found to be full and perfectly correct in every particular.

It is due to the Agents, however, to assure the Meeting that these Reports afford no accurate idea of the many difficulties overcome, and extraordinary amount of work accomplished by them during the year. The results are given, but the record of the process, by which they have been attained, has been withheld.

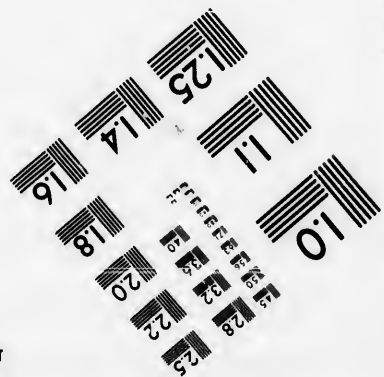
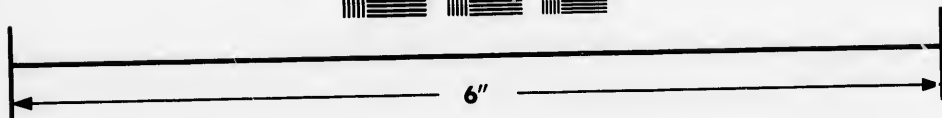
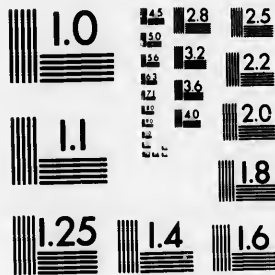
The Books and Vouchers of the President of the College, as Treasurer of the Fund created by the Graduation Fees, clearly show that all moneys received from this source are expended, (in accordance with a Resolution of the Board.) in the purchase of Books for the College Library, which expenditure appears to be not only justifiable, but indispensable.

In conclusion, your Committee rejoice in being able to say, as the result of their labours, that the Institution is being evidently restored to a healthy and vigorous condition. Some sacrifices on the part of its Friends, and vigorous efforts on the part of its Agents, will still, in all probability, be required, but a successful and a prosperous future seem to be on the eve of realization.





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Moved by the Reverend John Hunt, seconded by the Reverend John Borland, and,—  
*Resolved*, That the several Reports now submitted be received and approved.

REPORT TO THE CONFERENCE OF THE WESLEYAN FEMALE COLLEGE, HAMILTON.

The year just closing has been one of steady and earnest toil in all the Departments of Education connected with this Institution, and of the successful effort to advance the interests of education in this essential department of the work of the Church.

The young Ladies attending the College have given great satisfaction to the Officers, both in their general deportment and literary progress.

The average attendance has been above eighty, of which forty have been boarders in the College family. More than one-half are Members of the Church, and meet in class. No serious sickness has visited us during the year, for which we feel ourselves under special obligations to the God of Life.

A small additional number of Students would enable us to accomplish the purpose for which the Institution was originated and is commended to the fostering care of the Conference.

HAMILTON, 12th June, 1865.

S. D. RICE, Governor.

*Resolved*, That this Conference has heard the Report of the Governor of the Hamilton Wesleyan Female College, together with the explanations he has offered, and the remarks of a Deputation on the characteristics and capabilities of this most important Educational Establishment. The Conference deeply regrets that the College has not received that extensive support to which it is justly entitled; and now, having again fully considered and discussed the subject, this conference pledges itself to commend the Institution to the attention of Wesleyans, and other Christian families, and to urge, in every possible way, the claims of the Daughters of Canada, to a complete and scriptural education.

MINISTERS' EDUCATIONAL FUND.—The Educational Fund Committee shall consist of ten persons; one-half to be Ministers, appointed by the Conference, and one-half to be Laymen, appointed by the District Meetings, in whose bounds the Conference shall be held. The election of Lay Representatives to this Fund shall be subject to the same rule as that which directs like elections to the other Funds of our Connexion.

ADDRESS OF THE CONFERENCE OF THE WESLEYAN METHODIST CHURCH IN CANADA, TO THE CONFERENCE IN ENGLAND.

In the Literary preparation of young men for the full work of the Ministry, our University College renders the most important service; while it continues with unabated success and usefulness in imparting a superior Christian education to hundreds of youths of our Congregations.

Our Female College at Hamilton, is also doing a great and good work, in educating upon Christian and Wesleyan principles, large numbers of the Daughters of our people and friends.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND,) REPRESENTING QUEEN'S UNIVERSITY.

PROCEEDINGS OF THE QUEEN'S COLLEGE BOARD OF TRUSTEES.

*January 11th, 1865.* A Letter of the date of the 5th of November, 1864, from the Secretary to the Curators of the College Library, was submitted, together with the Correspondence therein referred to, relative to a copy of a collection of "The Principal Speeches and Addresses of His Royal Highness the Prince Consort" presented by Her Most Gracious Majesty, the Queen, to Queen's College Library. The Secretary was instructed to return the documents to the Library Curators.

An extract from the Minutes of the Senatus of the date of the 10th of November, 1864, was read, relating to an application from Reverend George Weir for an extract from the Minutes of the Senatus, and requesting the Trustees to define the powers of subordinate College Boards, in respect to giving extracts from their Records. Consideration of this subject was also deferred until the meeting of the Trustees in April, but, in the meantime the Trustees recommend the Senatus to decline acceding to Mr. Weir's application.

*January 31st, 1865.* The Committee on the "Leitch Memorial Professorship" reported that, having received a Communication from Doctor Williamson, of Colessie, Scotland, intimating that the friends of the late Principal Leitch in Scotland were prepared to transmit One hundred pounds towards the foundation of a Memorial Scholarship bearing his name, so soon as they may be assured of the collection of Two hundred pounds in Canada for the same purpose, and that they had taken certain steps for accepting the offer on the conditions specified, and that considerable success had been the result. The Board approved of the action of the Committee, with the understanding that the proposed Scholarship shall take the place of the Memorial Professorship proposed at the Meeting of the Board of the 3rd and 4th of August, 1864. The Committee was re-appointed, with the earnest hope that, without much more delay, they would be enabled to complete the project they have undertaken, including the erection of a suitable Monument, or Tablet, or both.

The offer of the Principal to contribute One hundred pounds per annum towards the salary of an additional Professor of Theology, and the necessity of increasing the number of Professors in the Faculty of Divinity having been considered, and deliberation having been had with regard thereto, it was moved by Mr. Alexander Morris, seconded by the Reverend Doctor Urquhart, and,—

*Resolved,* That the Board, in view of the requirements of the College and the Church, as regards the imperative need of additional aid for the teaching department of the Theological Faculty of the College, agree to transmit the ensuing Memorial to the Colonial Committee of the Church of Scotland, soliciting their aid in the establishment of an additional Chair in the Theological Faculty.

MEMORIAL TO THE MEMBERS OF THE COLONIAL COMMITTEE OF THE GENERAL ASSEMBLY OF THE CHURCH OF SCOTLAND.

The Trustees of Queen's College, Kingston, Upper Canada, have had their attention specially directed to the improvement of the Theological department of the College by an increase in the number of Professors. The exceeding desirability of adding at least one to the present staff has long been to them quite apparent, but it has at length become particularly urgent. This view they believe to be entertained by the whole Church, and indeed the correctness of it must be obvious to any one who gives it the least consideration to the subject.

The numerous and varied subjects which belong to the department of Theology are at present divided between the Principal and the Reverend Professor Mowat. By the former, two hours teaching per day are required, and upon him devolves, besides, the labour, anxiety and responsibility connected with the general superintendence of the College. This combination of duties is oftentimes too embarrassing, and experience shows it to be incompatible with a proper devotion to the work of teaching and a due regularity in its performance on the one hand, and with the amount of attention demanded by matters relating to the efficiency and improvement of the Institution on the other hand. The other Professor finds it necessary to devote five hours daily to his prelections on the extremely important subjects of Oriental Languages, Biblical Criticism and Ecclesiastical History. That implies a severity of labour which, in the opinion of the Trustees, ought to be lessened as soon as possible.

Without determining at present what might be the most advisable arrangement in the event of a new professorship being established, the Trustees suggest, by way of

example, that the subjects of Systematic Theology and Church History might be combined, one hour per day being devoted to each, thus diminishing by one the number of subjects taught by Professor Mowat, and leaving to the Principal one daily lecture on Evidences, Pastoral Theology, Apologetics, etcetera.

The characteristics of the age, the present state of Theological discussions, and the constantly increasing sources of information upon all points of Biblical inquiry, may be mentioned in support of the necessity of introducing more teaching character and power into the Theological department, while the additional advantages thereby to be gained by Candidates for the Ministry are worthy of special consideration.

The health of the late lamented Principal Leitch broke down under the pressure of work and anxiety connected with his office. From the same cause the health of Principal Snodgrass gave way towards the close of last Session, and for a considerable portion of the present Session he has been laid aside from duty. These are reasons less general than those already mentioned, but they have no unimportant significance and weight.

The Trustees feel sure that to the Members of your Committee, as to themselves, the whole question resolves itself into a question of practicability of funds. Principal Snodgrass has represented to the Trustees his willingness to be satisfied with a reduced salary on the obtaining of relief from a portion of his duties, and has made an offer, whereby One hundred pounds, currency, would become available for the support of another Professor. An additional sum of £200 Sterling, with the hope that, after two or three years, the Trustees might be able, by an improvement in the ordinary revenues of the College, to increase it, would, it is believed, suffice to secure the services of a competent Professor.

From the broad views always entertained by your Committee of the utility and importance of Queen's College to the Church in Canada, and the liberal manner in which expression has been uniformly given to them, the Trustees entertain no doubt but that this representation will receive your hearty sympathy, and be allowed to affect, in its behalf, the disbursement of your funds on Canadian account.

As the interests involved are purely ecclesiastical, and as they bear most intimately upon the welfare of Presbyterians in the British North American Provinces, for the education afforded by Queen's College, is not confined to young men belonging to Canada, this Board, constituted as it is, of Ministers and Laymen from all parts of the Colony, feel confident that they are acting for the good of the Church, as well as truly representing public sentiment when they crave for this scheme, to the extent indicated, a place in your annual expenditure, even if thereby some reduction in your allowances for other purposes in this Country should be rendered expedient.

KINGSTON, 31st January, 1865.

JOHN HAMILTON, Chairman.

*March 22nd, 1865.* The Principal submitted, as requested at last Meeting of the Board, the foregoing Draft of a Communication from the Trustees to the General Assembly's Colonial Committee of the Church of Scotland, which was approved. The Secretary was instructed to transmit the Communication, (after it had been signed by the Chairman and the Secretary of the Board,) to the Secretary of the Colonial Committee.

A Return from the Congregation of St. Andrew's Church, Hamilton, of the date of the 12th of January, 1865, nominating Mr. A. Logie, as eligible to fill the office of Trustee, was submitted and approved, and Mr. Logie's name was ordered to be placed on the list from which lay Trustees are chosen.

Moved by Mr. Paton, seconded by Mr. Davidson, that the whole case of Weir vs. Mathieson and others be submitted to the Honourable John H. Cameron and Mr. Stephen Richards, Queen's Counsel, and their opinion requested; such opinion to be submitted at the next meeting of the Board. Further, that the steps taken to appeal the case be approved in the meantime. A vote was taken on the motion: Yeas, Messieurs



Paton, Davidson, and Mowat,—3. Nays, The Reverend W. M. Inglis,—1. The motion was, therefore, carried. The Principal declined to vote.

April 27th, 1865. The following Extract from the Minutes of the Senatus of Queen's University was read:—

The Senatus agreed to recommend to the Board of Trustees of the College:—

1.—That in conformity with the Course now prescribed by the other Universities of Upper and Lower Canada, the Trustees enact that four years shall be required to complete the undergraduate course in Arts, the Session in each year to commence on the first Wednesday of October, and to close on the last Thursday of April thereafter.

2.—That the order of attendance on the Classes in each Session shall be according to the following scheme:—

YEAR.	HOUR.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
I.	9	Classics .....	Classics .....	Classics.....	Classics. ....	Classics.
	10	Mathematics ..	Mathematics ..	Mathematics...	Mathematics...	Mathematics.
	11	Classics .....	Classics .....	Classics.....	Classics.....	Classics.
II.	12	Rhetoric .....	Rhetoric .....	Rhetoric .....	Rhetoric .....	Rhetoric.
	9	Mathematics ..	Mathematics...	Mathematics...	Mathematics...	Mathematics.
	10	Classics .....	Classics .....	Classics.....	Classics .....	Classics.
III.	11	.....	.....	.....	.....	.....
	12	Natural History	Logic .....	Natural History	Logic .....	Natural History
	9	.....	Natural History	.....	Natural History	.....
	10	Classics .....	Classics.....	Classics .....	Classics .....	Classics.
IV.	11	Metaphysics...	Metaphysics...	Metaphysics...	Metaphysics...	Metaphysics.
	12	Natural Philosophy..	Natural Philosophy ..	Natural Philosophy ..	Natural Philosophy ..	Natural Philosophy.
	9	Ethics .....	Ethics*.....	Ethics.....	Ethics*.....	Ethics.
	10	Chemistry* ..	Chemistry.....	Chemistry* ..	Chemistry.....	Chemistry.*
	11	Natural Philosophy..	Natural Philosophy*.	Natural Philosophy ..	Natural Philosophy*.	Natural Philosophy.
	12	Greek.....	Greek.....	Greek.....	Greek.....	Greek.

Attendance at the Classes, marked \* is optional, except for those who intend to compete for Honours in those departments of study with which these Classes are connected.

3.—That the above arrangement shall come into force at the commencement of next Session with regard to all Students who have not hitherto attended College, and that it be recommended to the first and second years's Students of the present Session to fall in with some arrangement, and, that, to encourage them to do so, the Trustees dispense with Fees for the fourth Session.

4.—That the Fee for each Session be a net sum of Twenty-five Dollars, including the Matriculation Fee of Four Dollars and the charge of One Dollar for Apparatus.

5.—That intransit Students passing with perfect satisfaction the Entrance Examination required of Second year's Students be allowed to proceed to the Second year's course.

6.—That the Trustees, in the event of their approval being given to the above Curriculum, memorialize the Synod to accept the course required from Students proceeding to Degrees in Arts, as the Course to be required from Students for the Ministry, and to sanction the payment by such Students of the Class Fees in each year, these Fees, exclusive of Matriculation and Apparatus Fees, to be returned with interest, one-third at the commencement of each of the first two Sessions in the Hall, and the remaining third on the Student obtaining License, but the claim for each payment to cease after the lapse of three years from the time at which it is here declared to be payable.

KINGSTON, 31st of March, 1865.

J. B. MOWAT, Secretary.

The recommendation of the Senatus with regard to the Undergraduate Course was duly considered, and thereafter it was resolved, That the Board approve of the recommendations of the Senatus numbered 1, 2, 3, 4 and 5, and adopt the same in conformity with the terms thereof as the Regulation of this Board with regard to the Undergraduate Course of Study in Arts—and that the Board transmit the same to the Synod for their approval, in so far as regards Students of Divinity in the College—and the Board further request to be informed as to the views of the Synod respecting that portion of Section Number Six of the said recommendations which proposes to regulate the Fees payable by Students purposing to study with a view to entering the Divinity Hall.

W. IRELAND, Secretary to Board of Trustees of Queen's College.

KINGSTON, 27th April, 1865.

*April 28th, 1865.* The Principal read the Report from the Committee appointed to report upon the Letter of the Chairman of the Trustees of the Kingston Grammar School of the 10th of December, 1864, requesting a reconsideration of the action of the Board of the 4th of June, 1864, withdrawing the Scholarships from the Grammar and Common Schools in this City. The Report recommends the founding of two Scholarships of the annual value of One hundred dollars, tenable for two years, to be competed for by Pupils of any of the Grammar Schools of the Province, (in lieu of the Scholarships withdrawn), so long as the funds of the University will admit of the appropriation and the arrangement, if, after a fair trial, proves satisfactory. The Report further recommends that it be represented to the Chairman of the Kingston Grammar School Trustees that the previous arrangement for the Scholarships, having been found to be unsatisfactory to many Members of the Corporation of Queen's University and College, and having failed to attain the object in view, the above arrangement is substituted, as one which is likely to promote the interests of superior education more effectually.

Moved by Mr. Mowat, seconded by Judge Logie, and,—

*Resolved*, That the Report of the Committee appointed to report on the Letter of the Chairman of the Kingston Grammar School Trustees be adopted with the alteration that the Scholarships mentioned in the Report be open to all Students entering the College, and that they be not confined to Pupils from any of the Grammar Schools of the Province of Canada.

Moved by Mr. George L. Mowat, seconded by Mr. Alexander Morris, and,—

*Resolved*, That the Board, having given careful consideration to the Letter of the Chairman of the Board of Grammar School Trustees, and having found that the arrangement has not worked satisfactorily, adhere to their previous Resolution passed on the 4th of June, 1864, and direct the Secretary to communicate this Resolution to the Chairman of the Kingston Grammar School Trustees.

*Resolved*, That the Foundation Scholarship of £5 be withdrawn; that the Trustees Scholarship be an open Scholarship, to be awarded for the best final Examination of the Second Year in Arts.

Moved by the Reverend Doctor A. Mathieson, seconded by Mr. J. Cameron, that the donation of the Prince of Wales be applied to the purchase of a Gold Medal, open to the competition of all the Graduates of the University in Arts and Medicine. The subject of examination to be chiefly literary, as determined by the Board of Trustees.

Moved in amendment by the Principal, seconded by Mr. Alexander Morris, that the donation of His Royal Highness, the Prince of Wales, be applied to the foundation of a Gold Medal, or Medals, to be awarded as may hereafter be directed, and that the Senatus be requested to report on the subject to the next Annual Meeting of the Trustees. (Carried).

Mr. G. L. Mowat, having reported that no action had been taken on the subject of obtaining the opinion of Counsel in the case of Weir against Mathieson and others, in pursuance of the Resolution of the 22nd of March, 1865, it was agreed not to take any further action on the subject at present.

The Principal read a Report from the Committee appointed to report upon the extract from Minutes of the Senatus of the 11th of November, relative to giving of extracts from the Minutes to subordinate Boards. The Report recommended the giving of extracts by subordinate Boards at the discretion of the Boards, keeping in view the interests of the University, regarding the use to be made of such extracts.

Moved by Judge Logie, seconded by the Reverend A. Walker, and,—

*Resolved*, That the Report of the Committee now read be adopted, and that, in the opinion of the Trustees, the giving of the particular extracts asked for by Mr. Weir be referred to the College Solicitor for his opinion as to his legal right to these extracts.

*June 12th, 1865.* The Reverend Kenneth Maclellan, having signed the prescribed Formula, or Declaration, took his seat as a Member of the Board.

The Finance and Estate Committee were instructed to cause such repairs to be made as were absolutely necessary for the preservation of the College Buildings.

The Principal having urged the advisability of a diminution of his Professorial duties, and having stated his willingness to pay to the Trustees a sum not exceeding \$400 per annum, as long as his salary shall continue as at present, towards the support of an additional Professor of Theology, provided that, by the commencement of the Session of 1867-1868, a sufficient Endowment be obtained, so that its interest, together with the aforesaid annual payment, may yield a salary for the proposed Professor of say \$1,700 per annum, and the Board having considered the proposal, and having always had in view the necessity of increasing the number of Professors in the Faculty of Divinity, and having already appointed a Committee to establish a Memorial Chair in the College, continue the Committee now in existence and associate with them the Reverends Doctors Urquhart, McMorine, Barclay, Mathieson and Spence, also Mr. Alexander Morris, Convener.

ANNUAL REPORT OF THE TRUSTEES OF QUEEN'S UNIVERSITY AND COLLEGE TO THE SYNOD OF THE PRESBYTERIAN CHURCH OF CANADA, IN CONNECTION WITH THE CHURCH OF SCOTLAND.

During the past Session the number of Students in attendance was 112; in Arts, 34; Theology, 16; and Medicine, 65. Of the 34 in Arts, 15 have declared their intention of studying for the Ministry, so that there are in all 31 young men under training for the public service of the Church. Three of the Theological Students having completed the required Curriculum intend to appear before the present meeting of Synod as Candidates for License. Mr. Charles I. Cameron, who has taken his Third Session in the Theological Hall of Glasgow University, has resolved to proceed to India as a Missionary from the Church of Scotland. He has forwarded for the consideration of the Synod a Communication, declaring his intention and giving his reasons. The Church in Canada can ill afford to lose the services of so promising a man as Mr. Cameron, but the importance of the work upon which he has determined to enter will, it is believed, be regarded with great interest by the Synod, the Members of which may feel thankful that they are by him, in a manner, represented in the enlarging Missionary operations of the Parent Church. It is recommended that Mr. Cameron be relieved of all pecuniary obligations occasioned by this change of purpose on his part, and that an official Communication be sent him from the Synod, intimating their approval of this recommendation and wishing success in his endeavours to advance the Redeemer's Kingdom in the East.

There were 15 Graduates in Arts, and 16 in Medicine.

In noticing a few particulars connected with the Teaching Department a special acknowledgment of the services rendered by Mr. John M. Machar, M.A., Barrister, is in the first place called for. That Gentleman has continued, without any emolument whatever, to lecture twice a week on the important subject of Modern History, to the Students of the Third Year in Arts who chose to take advantage of his prelections. Attendance is optional, but all the Students showed their interest in the subject by being very regularly present in the Class. The Trustees regret that this is the only way in which they can express their obligations to Mr. Machar.

Professors Bell and MacLevn, recently appointed to the Chairs of Natural History and Chemistry, and the Institutes of Medicine respectively, were publicly inducted at a Meeting of Convocation held on the 10th day of January last.

The Professor of Anatomy, Doctor Kennedy, who resides at Bath, some eighteen miles from Kingston, and who has, during the whole period of his appointment, found it impossible, except at great inconvenience, to lecture daily, having expressed his willingness to agree to any arrangement of which his Colleagues might approve, provided he would not be required to meet his Class more than twice a week, the Medical Faculty requested the sanction of the Trustees to the proposal that Michael Sullivan, M.D., who had been for four years Demonstrator in Anatomy, should lecture on the days when Doctor Kennedy could not be present. The Trustees complied with the request, on the express conditions recorded in the Minutes that the Students would continue to receive the same amount of instruction as formerly, and that the arrangement would be in force only until the close of the Session. At the Annual Meeting of the Board, on the last day of the Session, a recommendation from the Medical Faculty that Doctor Sullivan should be appointed Assistant Professor of Anatomy was considered and agreed to. Richard A. Reeve, B.A., M.D., has been appointed Demonstrator in Anatomy, with the superintendence of the Dissecting Room four hours daily. It is hoped that these arrangements will add materially to the facilities afforded by the University for instruction in Medicine.

The Trustees refer with much satisfaction to the Calendar for 1865-6, for a notice of valuable additions to the Library, and record their warmest thanks to those friends of the University who have so liberally contributed to this most important Institution. 1,740 Volumes were added during the year, ending 27th April, and excepting a very few by purchase, the whole number was acquired by donation. This addition contains many rare and standard works in every department of literature. The Library is still a very small one for a University to have. The Revenue available for enlargement is quite inadequate. A good Library is as indispensable to the Professor as to the Student. Strong reasons are thus suggested for soliciting other friends to follow, during the present year, the example which has been set in the past.

In the Calendar will also be found notices of important additions to the Museum and the Astronomical Observatory. Both of these Institutions have been greatly indebted to the consideration of persons interested in their efficiency, and it will be seen that there is still room for the assistance of such as are disposed to contribute to their improvement.

The list of Scholarships has been carefully revised by the Senatus, and full information respecting them is given on pages 37-39, of the Calendar. The whole number is twenty, fourteen being connected with the Faculty of Arts, and eight with the Faculty of Theology. Only three are permanently endowed. For the others, the Trustees desire to tender their grateful acknowledgments to the several parties who have offered, or continued, them for the ensuing year. Twelve appear in the list for the first time. Special mention may be made of two, of the value of \$60 each, from the Congregation of Saint Paul's Church, Montreal. The Scholarship, value \$60, offered by the Presbytery of Kingston, suggests an example which might be followed with advantage by other Presbyteries. The effect of it should be a careful selection of young men to enter the University as Students for the Ministry, and a lively interest in their progress from year to year. It is submitted, as a question for the consideration of Presbyteries, whether or not, this mode of encouraging Church Students would be more efficient than a collection for the Bursary Fund from the Congregations within their bounds,—a collection which, under the present system, is oftentimes small and irregularly made. It will be observed that several Scholarships are given by the Bursary Committee of the Synod; especially that the Grant from the Colonial Committee of the Church of Scotland is almost entirely applied in this way, the Scholarships thus instituted being placed in connection with the Theological Faculty, in accordance with the design for which the

Grant is made. It is the opinion of the Senatus that all moneys placed at their disposal for the assistance of Students, should be devoted to the formation of Scholarships,—that is, pecuniary encouragements awarded exclusively by competitive examinations, and the Members of the Bursary Committee, believing that the object for which the Bursary Scheme was established, may be attained with the greatest benefit to the Church by adopting that view, are disposed to convert the collections received from Congregations into Scholarships. Acting upon this principle, merit is the only ground upon which Scholarships are assigned by the Senatus; and, by referring to page 40 of the Calendar, the Synod will find that, besides undergoing the examination by which a Scholarship is awarded, competitors must be in good standing, as regards the University Examination immediately preceding. Difficulties are always unavoidably connected with the distribution of money, whether exclusively, or partially, on the ground of need; and for the Officers of a University in particular, the wisest course seems to be to recognize merit as the only claim. The disposition, therefore, of the Bursary Committee to convert into Scholarships the money placed at their disposal by the Congregations of the Church, seems deserving of approbation. At the same time, need is a claim which is entitled to Christian consideration. The only question with regard to it in the present instance is, From what quarter should the assistance come? This question is easily answered. Let there be a sufficient number of Scholarships, so that no Student, such as the Church would desire to encourage, may be without a reasonable expectation of obtaining one; and if, after this, assistance be required, let individuals, or Sessions, or Presbyteries, that persuade young men to come up to the University, make the necessary provision. There is no difficulty whatever connected with the reception of moneys to be given on the ground of need, when the Students for whom they are intended are named by the contributors.

While a large addition has been made to the number of Scholarships, it is gratifying to notice that there is a corresponding increase in the number of open Scholarships, more than half of those connected with the Faculty of Arts being of that character. These Scholarships are competed for by all Students of the years for which they are offered, so that both the advantage of competition and the honour of success are much greater in their case than in the case of close Scholarships, which are competed for only by Church Students. The Synod will, therefore, be prepared to hear that open Scholarships are regarded by the Senatus with greater favour than close Scholarships.

A new feature in the encouragements offered to industrious and deserving Students, is the institution of valuable Prizes for competitive Essays to be written during the Summer Vacation. By referring to page 41 of the Calendar, it will be seen that four such Prizes, amounting in value to \$160, are to be awarded next Session. The thanks of the Trustees are tendered to the friends of the University who have kindly contributed these munificent rewards; and it is hoped that their liberality will be the means of inducing a large and vigorous competition.

Appended to this Report is an extract of the proceedings of the General Meeting of the Board, held on the 27th of April, with reference to the addition of a Fourth Session to the Curriculum in Arts. The recommendations embodied therein were unanimously agreed to by the Senatus; and the various changes proposed were, on its behalf, earnestly urged by the Principal on the acceptance of the Board. By sanctioning these recommendations, the Trustees have assimilated the Curriculum in Queen's University to that which is in force in other Universities in the Province, as well as in the Universities of Scotland. In the opinion of the Senatus, justice cannot be done to the various subjects of study, in fewer than four Sessions; while an additional year will relieve the Students of a pressure of work which is adverse to their progress in a sound and thorough education. According to the recommendation numbered 5, the course may still be completed in three years, provided intrant Students pass an examination showing themselves qualified to commence with the studies of the Second Session. To those who will rank next Session as second, or third, year's Students, a fourth Session is made optional,

because, when they entered upon the Course they expected to complete it in three years; but it is believed that a number of them will conform to the extended Curriculum.

As requested by the Senatus, the Trustees memorialize the Synod to require all Students for the Ministry to take the new course prescribed for intending Graduates. In former years, the Synod required an attendance of four Sessions; and, as an opinion in favour of the change now proposed has been frequently and strongly, if not generally, expressed by Members of Synod, it seems unnecessary to advance any arguments in support of a Curriculum, in better accordance than the existing one, with the views regarding an educated Ministry which the Synod has always maintained.

In consequence of the increased expense of attending a fourth Session, the Senatus recommended, and the Board have sanctioned, a reduction in the Class Fees to Students in Arts. The Resolution of the Board anent the recommendation of the Senatus, solicits information as to the views of the Synod respecting the proposal to exact the same Fees of all Students in Arts, whether they be Students for the Ministry, or not, with this difference,—that the Fees received from Students preparing for the Church shall be returned to them under certain conditions. The following reasons in support of the recommendation of the Senatus seem to be worthy of consideration. Its adoption will remove an invidious distinction between Students during their Arts course. It will abolish the present system of exacting a written obligation from those who declare their intention of studying for the Ministry,—a system which is objectionable on several grounds, but chiefly because the obligation is in most cases not legally binding, and has been too frequently dishonoured by Students, who, after obtaining a liberal education under exemption from Fees, have turned aside from the Ministry, without paying the charges remitted. The returning of Fees to Students in the Theological Hall, or upon taking Licenses, will be equivalent to Bursaries given to them as *bona fide* Theological Students; and, as they will enjoy the use of them by right, they will have all the satisfaction of that feeling of independence which accompanies the possession of what one earns for himself. This will be the case, especially if the Fees be returned subject to the same conditions on which Bursaries are now granted, namely,—the passing of the regular University Examination immediately preceding the application for them. It is recommended, however, that one year be allowed to elapse before the changing of Fees from Students for the Ministry come into force, should the proposal meet with the approval of the Synod.

Herewith is submitted as usual an audited Financial Statement from the Treasurer. Attention is requested to the remarks and explanations which accompany it.

OTTAWA, 7th June, 1865.

W. SNODGRASS, Chairman, *pro tem*

The Synod passed the following Minute in regard to this Report:—

Moved by Mr. MacKinnon, seconded by Mr. John Campbell, and passed unanimously, That the Synod receive the Report; cordially unite with the Trustees in their expressions of gratitude to the friends of the College for the many valuable services they have rendered during the past year; record their special satisfaction at the large increase of Scholarships; approve of the change made in the Curriculum in Arts, by adding a Fourth Session, and, as regards Students for the Ministry in this Church, require them to conform to the amended Curriculum, subject to the payment of fees in the Arts Class, agreeably to the principle stated in the Report; indulge the hope that the Trustees may be enabled to meet, not only all their existing obligations, but also to undertake such improvements as may conduce to the usefulness of the College.

#### REPORT OF THE TREASURER OF QUEEN'S UNIVERSITY, 1865.

*To the Honourable John Hamilton, Chairman of the Board of Trustees of Queen's College.*

I have pleasure in handing you herewith the Annual Accounts, Statements, and Balance Sheet of Queen's College, at Kingston,—duly audited as usual.

The Financial year of the College ends with the close of each Session, but many of the payments are not made until a few days after. . . . Permit me respectfully to recommend that for the future the Treasurer's Accounts be closed on the 15th, or 21st, of May, which would meet the difficulty in question.

In explanation of the apparent surplus of Income over the Expenditure, I beg to state, that owing to a change in the Financial year of the Province we received a Grant and a half, or \$7,500, instead of \$5,000, as formerly. Deducting the apparent surplus from this excess of Income there is a deficiency of \$810.51, or less than the surplus of last year, which was \$1,005.45.

The Expenditure of this year exceeds that of last year by \$1,184.36, partly because the Salary of the Principal was only charged for six months in 1864, and also because some of the General Expenses, such as Stationery and Printing, are heavier this year than last. No Law expenses are included in this Statement of the Annual Expenditure of the year.

The annual Income is at present effected by reduction in the Commercial Bank Dividend, and also by a deduction from the Temporalities Fund Allowance, the deficiency from these two sources of Revenue being \$1,090—or rather more than the amount of excess of Expenditure over the Income. I beg respectfully to report that the College Expenditure at present is as nearly as possible equal to the Income, and that there would be a considerable surplus of Revenue were the Board able to convert into productive Capital the large amount now locked up in Lands yielding no return.

I beg further to report that the old College Building is much in need of repairs, especially to the Roof, and that considerable outlay must be made before next Autumn, otherwise the Building will sustain damage.

The sale of Lands proceeds very slowly, chiefly owing to the scarcity of money throughout the Province, and also to want of demand for Real Estate. Very great difficulty is also experienced from the provision in the Charter that no sale is valid until approved of at a meeting of thirteen Trustees.

I trust the Statements herewith submitted may be found satisfactory and sufficiently explicit, and will have pleasure in affording any further information which the Board may desire.

KINGSTON, 29th May, 1865.

JOHN PATON, Honorary Treasurer.

STATEMENT OF THE ORDINARY INCOME AND EXPENDITURE OF QUEEN'S COLLEGE, KINGSTON,  
DURING THE YEAR ENDING 30TH APRIL, 1865.

INCOME.		EXPENDITURE.	
GOVERNMENT GRANT.		SALARIES.	
18 months from January 18th, 1864, to 30th June, 1865.....	\$ 7,500 00	Principal Snodgrass, 14 months to the 1st of October, 1865.....	\$ cts. 2,800 00
Colonial Committee of Church of Scotland, £300 stg. for Theological Department.....	1 470 00	Principal Leitch, 14 months to the 15th of May, 1864.....	300 00
Temporalities Fund.....	1 550 00	Professor Williamson, 12 months to the 1st of October, 1865.....	1,800 00
Dividend at 6 per cent. on 320 shares Commercial Bank Stock	1,920 00	Professor Mowat, do	1,500 00
Interest on Mortgages.....	528 00	Professor Murray, do	1,500 00
Fees collected, less Commission...	1,197 24	Professor Bell, do	1,200 00
Pasturage.....	18 00	Reverend J. H. McKerras	800 00
Rent from Medical Faculty, as der agreement.....	250 00	Wm. Ireland, Secretary, 12 months to the 1st of March, 1865.....	200 00
Total.....	\$14,433 24	Professor Mowat, Secretary to Senatus to the 10th of February, 1865	40 00
		Professor Murray, Registrar, April, 1863, to April, 1864.....	40 00
		Reverend G. Porteus, Librarian, 12 months to the 1st of June, 1865	80 00
		J. Cormack, Janitor, 12 months to the 30th of June, 1865.....	300 00
			\$10,360 00
		GENERAL EXPENSES.	
		Travelling Expenses of Trustees attending Meetings of the Board	\$ 185 38
		Advertising in Newspapers.....	108 49
		Premiums of Insurance	216 41
		Repairs to buildings and Board Walks.....	302 86
		Fence around Grounds..	120 00
		Stationery and Printing	563 68
		Fuel and Light.....	138 05
		Postages and Telegrams	50 20
		Allowance for Posting Books.....	50 00
		Miscellaneous Expenses	213 68
		Grant to purchase Materials for Chemistry Class.....	100 00
			\$ 2,048 75
		SCHOLARSHIPS.	
		Grammar School.....	\$ 195 00
		Four granted per Calendar of 1864-5.....	140 00
			\$ 335 00
		Balance being apparent surplus of Income over Expenditure.....	1,689 49
Total.....	\$14,433 24	Total..	\$14,433 24

Audited and found correct.

Kingston, May 29th, 1865.

GEO. L. MOWAT, } Auditors.  
GEO. DAVIDSON, }



QUEEN'S COLLEGE BALANCE SHEET, 29TH OF APRIL, 1865.

	\$	cts.
Cost of the Royal Charter .....	3,107	37
Cost of Class Apparatus .....	3,633	92
Library .....	3,242	04
Furniture .....	1,422	09
320 Shares of Bank Stock .....	32,000	00
Lands Endowment .....	16,492	00
Investments in Mortgages .....	12,536	55
Queen's College School and Lot, cost of .....	1,149	54
College Premises, cost of .....	36,093	26
Scholarship Endowments .....	3,498	20
Observatory Account .....	67	99
Law Costs .....	750	50
Bursary Account Overdrawn .....	93	50
Commercial Bank, Balance .....	725	46
Petty Cash, Balance .....	48	46

\$114,860 78

KINGSTON, 29th May, 1865.

JOHN PATON, Honorary Treasurer.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY COLLEGE UNIVERSITY, 1865.

PROCEEDINGS OF THE COLLEGE COUNCIL OF TRINITY UNIVERSITY.

*January 10th, 1865. Resolved,* That the Chancellor, the Provost, Professors Ambery and Jones, Mr. G. W. Allan and Mr. S. B. Harman be a Committee on the University Statutes for the present year.

*Resolved,* That the Bishop of Toronto, the Chancellor of the University and Mr. S. B. Harman, be a Committee on Discipline for the present year.

The Land Committee reported the sale of Lot Number Five in the 8th Concession of Enniskillen, 200 acres, to Mr. Andrew Elliot, for the sum of \$1,800, of which \$300 has been paid down and the balance to be secured by Mortgage payable in five annual instalments, with interest at 6%. The Committee also reported offers for two other Lots, but the parties require some time before closing. Report adopted.

*Resolved,* That the Seal be affixed to the Deed to Mr. Andrew Elliot of Lot Five in the 8th Concession of Enniskillen, and the Land Committee are hereby empowered by the Corporation to proceed with the sales of the other Lots at the prices above mentioned.

The Land Committee further reported a proposed sale to Mr. Robert McDonald, of the East half of Lot Number 23 in the 4th Concession of Verulam, 100 acres at the price of \$6 per acre.

The Committee also reported other sales of land, but they cannot recommend the leasing at a nominal rent for 99 years of the two Lots at Port Colborne, as per the Letter of the Reverend W. E. Cowper of the 8th of December, 1864.

*Resolved,* That the above Report be received, and the Seal of the College affixed to the Instruments of sale therein mentioned.

The Notice of Motion given by the Provost at the last Meeting, respecting additions to the Statute, Chapter Five, Section One, being read, the amendments in said Motion were adopted, and it was,—

*Ordered,* That the second part of the Notice of Motion, respecting the Provost's receiving, under certain conditions, Students of the Divinity Class before the amended Statute took effect, to stand as a Resolution.

With respect to Doctor Bovell's Notice of Motion at the last Meeting, it was,—

auditors.

\$10,360 00

\$ 2,048 75

\$ 335 00

1,689 49

\$14,433 24

*Resolved*, That the Chancellor, the Provost, the Reverend Doctor T. B. Fuller, the Reverend H. J. Grasett, and the Reverend Professor Jones, be a Committee to consider the feasibility of recognizing the Medical School of Toronto.

The Bishop of Toronto named Mr. James Henderson of Yorkville as a Member of Council for the Diocese of Toronto.

*Resolved*, That the thanks of the Corporation of Trinity College are hereby given to the Reverend Doctor William McMurray for his successful efforts on behalf of this College in his late Mission to England, and that he be requested to accept the sum of Five hundred dollars, (\$500.) as a Testimonial of their approbation of his services.

*Resolved*, That the Members of the College Corporation have listened with the deepest interest to the Report just read by the Reverend Doctor McMurray of his late mission to England, in the cause of the College, and, in recording the thanks of the College for his exertions, and their congratulations on the success that has thus far crowned his efforts, would propose his returning to England at an early day to prosecute still further his good work so auspiciously commenced.

*Resolved*, That a Committee to be composed of the Reverend the Provost, the Reverend Doctors McMurray and Fuller, Mr. S. B. Harman, and Mr. C. Robinson, be requested to prepare the necessary votes of thanks to the English Contributors to the Trinity College Fund, to be submitted at the next Monthly Meeting.

*February, 7th, 1865.* The Land Committee reported the sale to Mr. Andrew Elliot of Lot Number 12 in the 11th Concession of Enniskillen, 200 acres at £800, and recommending that Mr. Whiting be paid a commission of 1½% on the sale. The Report was adopted.

*Resolved*, That the Finance Committee be requested to bring in at the next Meeting a detailed statement, to exhibit on one side, the exact amount collected by Doctor McMurray, and, on the other side, the exact expenditure of the College in the matter of his Mission.

A Letter was read from the Reverend William Bleasdeil, applying for the appointment of Lecturer in Geology. The Bursar was directed to write to Mr. Bleasdeil for his testimonials.

*Resolved*, That, in consequence of Doctor McMurray's inability to return to England to complete the work which he commenced on behalf of the College; this Corporation do now request the Reverend W. S. Darling to undertake the important duty of proceeding to England to follow up the same, with a hope that the subscription, on behalf of the College may be largely increased, and that Mr. S. B. Harman, Mr. C. J. Campbell, the Provost and the Reverend John Ambery be a Committee to make the necessary arrangements for Mr. Darling's Mission to England.

*Resolved*, That in Doctor Bovell's department a fixed annual sum, not exceeding \$50, be allowed for Chemicals, etcetera, and that any additional outlay be made only by the authority of the College Council.

*Ordered*, That the account incurred by Doctor Bovell with Mr. C. Potter for £5.11.0 be paid.

*Resolved*, That the Land and Finance Committee be amalgamated, and that the following Gentlemen be appointed Members of the Joint Committee, the Honourable G. W. Allan, Messieurs Lewis Moffatt, James M. Strachan, S. B. Harman, James Henderson and C. J. Campbell.

*Resolved*, That the Provost, Professor Ambery, Mr. James Henderson, Mr. C. J. Campbell and Doctor Fuller be a Committee to consider and report at the next meeting of the Corporation whether any, and if so, what reduction can be made in the Fees paid by the Undergraduates of this University.

The Bishop of Ontario named the Venerable Archdeacon Patton, the Reverend Doctor Boswell, and Doctor Henderson as Members of Council for the Diocese of Ontario.

*Resolved*, That a Grant of \$80 be made towards the erection of a Gymnasium on the Grounds of the College for the use of the Students, and that Mr. James Henderson and Professor Ambery be appointed a Committee to select a Site and approve of a plan.

The Bursar was instructed to write to certain Members of Parliament, requesting that the purchase of Ontario Debentures be ratified and confirmed by the Corporation.

*Resolved*, That a full and detailed Statement of the Assets, Receipts and Expenditure of this Corporation, for the year ending 1st February, 1865, be furnished to this Corporation at its next Meeting.

*March 7th, 1865.* A Letter was read from the Reverend W. Bleasdel, asking for the postponement of the matter, as to the appointment of Lecturer in Geology.

Letter read from the London Joint Stock Bank, and from the Honourable J. H. Cameron, on the subject of the investment of the £3,494.7.0 Sterling in the Canada 5% Bonds, when it was,—

*Resolved*, That the said investment be sanctioned by the Corporation.

The Committee appointed to prepare a form of a Letter of thanks to the Contributors to the College in England, reported, when it was,—

*Resolved*, That the Report be adopted.

*Resolved*, That the sum of \$600 invested by the Finance Committee in the County of Ontario Debentures be ratified and confirmed by the Corporation.

*Resolved*, That the sum of £100 currency, handed by the Bursar to the Reverend Mr. Darling, for expenses on his Mission to England, be formally sanctioned by the Corporation.

*Resolved*, That the Finance and Land Committee be amalgamated, and that the following Gentlemen be appointed Members of the Joint Committee, videlicet, Messieurs Lewis Moffatt, G. W. Allan, J. M. Strachan, S. B. Harman, James Henderson, C. J. Campbell and the Provost.

*Resolved*, That the Committee to consider the question of a reduction of Fees paid by Students, be continued.

The thanks of the Corporation to be sent to Mr. Homer Dixon for his gifts to the Museum.

The Provost handed in from the Reverend W. S. Darling a Receipt of the Canada Permanent and Bank Stock for \$50.00, on account of his subscription to the College.

*Resolved*, That, before an Undergraduate be allowed to commence a new Term in the University, he be required to produce to the Dean a Certificate that his Fees for all previous Terms have been paid to the Bursar.

A Letter was read from the Archdeacon of Toronto, suggesting certain new arrangements, when it was,—

*Resolved*, That the consideration of the Letter be taken up at the next Meeting, with a view to the adoption of the valuable suggestions contained in it.

*May 9th, 1865.* *Resolved*, That the sum of £25, Mr. Berthon's charge for making certain alterations in the Bishop's Portrait, be paid.

*Resolved*, That the Corporation of Trinity College hereby desire to convey to the family of the late Honourable James Gordon their grateful acknowledgment of his generous bequest of \$500 to the Funds of the College, recognizing at the same time the interest which the Deceased uniformly evinced in the welfare of the College, and expressing their respectful sympathy with the Family under the loss which they have sustained.

The Committee appointed at the Meeting of the Corporation of Trinity College to ascertain whether any, and if so, what reduction can be made in the Fees charged to resident Undergraduates at the College, beg leave to report that, having met and made particular enquiries into the income of the College, regret that, in their opinion, the income of the College will not warrant any reduction for the present.

A Letter was read from Mr. Hope, applying to be appointed agent for the sale of the College Lands. The Bursar was ordered to answer Mr. Hope, and say that there was at present a duly appointed Agent for that purpose.

In answer to a Letter from the Reverend Doctor McMurray, it was,—

*Resolved*, That the further sums reported by Doctor McMurray as paid into the Society for the Propagation of the Gospel in Foreign Parts by parties whom he canvassed, during his late visit to England, be paid over to the London Joint Stock Bank, to be invested in England like the other funds, and that a sufficient sum be further collected to enable an investment to be made.

*Resolved*, That, in future all propositions to make grants of money be referred to the Land and Finance Committee, and be not considered by the Corporation until reported upon by said Committee.

A Letter was read from Mr. J. M. Ballard, Student, asking for indulgence as to the Fees due by him, when it was,—

*Resolved*, That Mr. Ballard's application for indulgence in respect to the payment of his Fees be allowed in consideration of the grounds which he alleges.

A Communication was read from the Trinity College Association on the subject of the Trinity College School, when the Bursar was directed to send an answer, to be prepared by the Provost.

*Resolved*, That the thanks of the Corporation are hereby given to the Reverend H. Hope for his present of a copy of Ovid's *Metamorphoses*.

*Resolved*, That the Reverends Professors Ambery and Jones be appointed to act as a Committee to co-operate with the Bursar in collecting the arrears due on the Students' Fund.

Notice of Motion by the Archdeacon of Toronto for next Meeting, That no appointment to vacant Lectureships in the College be in future made until public notice shall be given of such vacancy, and applications, with testimonials required to be sent in at a given time.

*July 11th, 1865.* A Report of the Land and Finance Committee was read by Mr. S. B. Harman, and adopted.

*Resolved*, That a quorum of the Land and Finance Committee consist of three Members.

*Resolved*, That the Chancellor, the Provost, Professors Ambery and Jones, Messieurs S. B. Harman, C. Robinson, and C. J. Campbell, be a Committee to consider the subject of the Ontario and Weston Schools, and to report thereon at the next Meeting. The Provost to be Convener of the Committee.

The Provost read the testimonials given to the Reverend W. Bleasdel, as to his fitness for the duties of Lecturer in Geology.

The Provost informed the Corporation of the purport of a Letter read from the Reverend W. S. Darling, as to his Mission to England for the College, when it was,—

*Resolved*, That the Corporation of Trinity College, while leaving to the Reverend Mr. Darling a discretionary power on a question of so much importance as the further prosecution of his Mission, by no means urge the continuance of a task which is so laborious, and promises so inadequate a compensation.

*Resolved*, That the Reverend Mr. Fyles be allowed to come up for his matriculation examination in October next, and the Reverend James Chance and the Reverend Mr. DuMoulin in October, 1866.

*October 10th, 1865.* *Resolved*, That, in consequence of the affliction in the Bishop's Family, this Meeting be adjourned until Tuesday, the 24th instant.

*October 24th, 1865.* An address from the English Church Union Society was read, when the Provost read the answer of the Corporation to the same, which was adopted, and ordered to be forwarded.

The Land and Finance Committee reported various offers for Land; also the sale of certain Lands of the College. The Committee also recommended that the Mortgage, on part of the College grounds, in the hands of the British America Assurance Company, at 8% interest, for £400, be paid off; also that the Mortgage of Mr. James Dawson be discharged, as he has paid up the same,—when it was,—

*Resolved*, That the Report be adopted, and that the Seal be attached to the necessary documents in these cases.

*Resolved* That Mr. Frederick Bethune be admitted to a Jubilee Scholarship for two years, dating from October, 1865.

*Resolved*, That any interest accruing on Endowments for Scholarships when it is not required to pay such Scholarships, be, in all cases, placed to the credit of the Endowment and invested at the first opportunity.

A Letter was read from Messieurs Paterson and Harrison, claiming \$600 damages for Mrs. Denham, with reference to the Weston School. The same was referred to the Chancellor.

*Resolved*, That Mr. W. B. Carey be allowed to retain his Arts Scholarship for the ensuing year.

A Letter was read from Mr. Boyce, as to his teaching Elocution, when the Bursar was directed to answer him that there is no opening available at present.

Notice of Motion by the Provost for the next Meeting to alter certain Statutes, videlicet, Chapter Five, Section 19. That at Matriculation there shall be opened two foundation Scholarships of £50 and £45 respectively, also the Bishop Strachan Scholarship of £30, and one Dickson Scholarship of £30,—each tenable for one year. Also, that Sections 22 and 23 of the Statute be struck out, and that a new Section be added to this effect, (as Section 22,) that no one shall be capable of holding any of the above Scholarships except so long as he shall be a *bona fide* Student in Arts. Also, that it be resolved that the alteration in Section 19 do take effect from the 1st of October, 1866.

The Committee on the Ontario and Weston School reported. The Report was read, and referred back to the Committee, with a view to a further communication with the Bishop of Ontario, on the subject, and that the Bursar be instructed to transmit to his Lordship a copy of the Resolution of the subject.

The Reverend W. S. Darling read the report of his Mission to England for the College, when it was,—

*Resolved*, That the Corporation have heard with great interest the Reverend W. S. Darling's Report of his proceedings in England, and do hereby return him their warmest thanks for his services. They beg to express their conviction that his Mission has been prosecuted, under very discouraging circumstances, with the greatest energy and perseverance, and their regret that he should, in his endeavours to promote the interest of the College, have incurred so much labour of mind and body, with a result by no means commensurate. They further direct that this Resolution be communicated to him by the Bursar.

*Resolved*, That the thanks of the Corporation be given to the Reverend J. E. B. Mayer of Cambridge for his gift, through the Reverend Mr. Darling, of over 100 Volumes of Books to the Library, being his second gift of Books to the College.

*November 22nd, 1865.* The Land and Finance Committee reported the sale of the East half of Lot Number Three in the Fourth Concession south of the Egremont Road in Adeliade, 100 acres for \$800,—\$200 down, and the balance in three annual instalments, with interest, and that a Commission of 2½% be paid to Mr. M. Johnston on the said amount. The Committee also reported that they had ordered the payment of Mr. James Walsh's account for drainage and repairing the certain drains and pipes for the sum of \$334.73, as per contract, and the Certificate of the Architects Gundry and Langley. The Committee also reported an offer for Lot Number Nine in the Fifth Concession of Enniskillen, at \$25 per acre, on which the Committee would like to have the opinion of the Council. Report adopted. And as to the Enniskillen Lot the Committee was instructed to try and get more for it.

*Ordered*, That the Seal be attached to a Release to the Executors of the late Honourable James Gordon for his bequest of a Debenture of the Town of Brantford of £500.

*Resolved*, That the Honorary Degree of D.C.L. be conferred on the Reverend W. S. Darling at the next Meeting of Convocation, for his exertions on behalf of Trinity College on his late deputation to England.

The Committee appointed to consider the question of the Weston and Ontario Schools beg to report that they have met the Reverend W. A. Johnson and have ascer-

tained from him that he is not prepared, under any circumstances, to consent to the closing of the School at Weston, or to the removal of the present Head Master; and further, that he does not consider that the College would fulfil, what he terms, its contract with him by indemnifying him for any loss which he might have incurred in respect of the School at the time of its removal.

The Committee in reporting the above, would particularly express their desire that opportunity may be given for the full discussion of the whole question of the Weston and Ontario Schools by the Corporation itself. The Report was adopted, when it was,—

*Resolved*, That the Provost do communicate with the Reverend Mr. Johnson in reference to the Weston School, and request him to state in writing whether he considers this Corporation in any manner responsible for any pecuniary outlay for the School, or for any more than the patronage of the Corporation; and also to inform Mr. Johnson that the Corporation is extremely desirous of a union with the Diocese of Ontario in the establishing of one Collegiate School in connection with Trinity College, if such union can be effected.

*December 12th, 1865.* With respect to the Weston School the Provost informed the Corporation that he had sent to the Reverend Mr. Johnson a copy of the Resolution passed at last Meeting, and had received a Letter from Mr. Johnson in answer, which Letter, being read, it was,—

*Resolved*, That the Corporation having read the Letter of Mr. Johnson, and feeling that it is desirable to reduce the matter to the shape of a written agreement; the Chancellor be requested to settle the draft of such an agreement to be communicated to Mr. Johnson and reported to the Corporation at its next Meeting.

The Provost read a Letter from Mr. J. A. Henderson, Kingston, with respect to the erection of a College Hall, when the Provost was requested to reply to Mr. Henderson as to the amount which would probably be required to do so.

#### IV. THE FREE PRESBYTERIAN CHURCH, REPRESENTING KNOX COLLEGE, 1865.

##### PROCEEDINGS OF THE SYNOD OF THE (FREE) PRESBYTERIAN CHURCH.

*June 7th, 1865.* The Synod took and read a Reference from the Presbytery of Paris, amounting to a debt on the Church property at Beachville, setting forth, in substance, that a Gentleman at Woodstock, on condition of provision being made to extinguish the said debt, proposed to give \$4,000 to Knox College, and stating the inability of the Presbytery to deal satisfactorily with the said proposal, or to fulfil the required conditions.

*June 8th, 1865.* The Synod called for the Report of the Board of Management of Knox College. The Report was read by Mr. McTavish, the Chairman of the Board. Mr. McTavish read also the report of the Senate of Knox College.

Mr. David Inglis, from the Committee on the Returns of Presbyteries, to the Remits of Synod, last year, gave in an interim Report, embracing the returns to the remits, relating to the appointment of a Professor in Knox College, and setting forth that Returns had been received from all the Presbyteries, with the exception of those of Guelph and London; that the Presbyteries of Montreal, Stratford, Paris, Cobourg, Hamilton, Huron, Ontario, and Grey, had agreed to make no nomination, that the Presbyteries of Ottawa and Brockville, had nominated the Reverend Doctor Ormiston, of Hamilton, and that the Presbyteries of Kingston and Toronto had nominated the Reverend William Caven of St. Mary's.

*June 8th, 1865.* The Synod resumed consideration of the Report of the College Board, and relative papers.

It was moved by the Reverend R. F. Burns, seconded by Mr. Cross, and agreed to,— That the Report to the Board of the Committee, and also the Overture on the examination of Students, and the Returns of Presbyteries on the subject of another Professor in Knox College, be remitted to a special Committee, with instructions to report at an early Sederunt.

June 14th, 1865. The recommendations contained in the deliverance on the Report of the Board of Management of Knox College, as reported from the Committee of the Whole House, and adopted by the Synod, are as follows:—

1. That the Synod express satisfaction with the arrangements of the Board of Management, in securing the services of the Reverend William Gregg of Toronto, and the Reverend William Caven, of St. Mary's, for carrying on the classes of Apologetics and Exegetical Theology; and tender thanks to these Gentlemen for their readiness in responding to the call of the Board, and for the efficient manner in which they have discharged the duties assigned to them; and, at the same time, that the thanks of the Synod be tendered to the Reverend Doctor Robert Burns, for his services to the College in the department of Church History.

2. That in view of the differences of opinion expressed by the Presbyteries of the Church, in relation to the appointment of a Professor for Knox College, the Synod instruct the College Board to make an arrangement similar to that of last year, for conducting the classes of Apologetics and Exegetical Theology, and Church History; and also, that the Gentlemen appointed to conduct these classes, be, *ex officio*, Members of the Senate.

3. That, as the Report of the Board of Management does not present a full view of the state of the Fund for the year, in future it shall contain a detailed statement of the annual Receipts and Expenditure of the College, together with its financial position at the end of the year.

4. That the Synod, regretting to find that nearly one-fourth of the Congregations of the Church, have not contributed to the funds of the College, during the past year, enjoin upon Presbyteries to visit, by deputation, the defaulting Congregations, in order to secure Contributions from them; and they would instruct the Board to communicate by Circular, or through *The Record*, a statement of the Financial position of the College, and its estimated expenditure for the year, before the annual contributions are taken up.

In accordance with the suggestions of the Board of Management, and the Overture on the appointment of a Board of Examination, the recommendations in the deliverance, as reported from the Committee of the Whole House, and adopted by the Synod, are as follows:—

1. That the Synod institute a Board of Examination consisting of ten Members.

2. That the Synod recommend Students for the Ministry to take, when possible, a full Course in some approved College; (say University College, Toronto, or McGill College, Montreal,) and obtain the degree of B.A., before entering on their Theological Studies.

3. That the Synod require Students, not taking a full Course, to give their attendance on such Classes, at University College, or McGill College, or Colleges affiliated with them, as the Synod may direct, and to pass the Terminal Examinations connected with these Classes.

4. That the Synod require these Students, (of the latter class,) to pass an Entrance Examination before the Board of Examination, and to lay before it, at the close of such Session, Certificates of attendance on the prescribed Classes.

5. That, in the case of Students who have passed the Entrance Examination, the Board be empowered to dispense with attendance on the prescribed Classes, for one year, or more, where special circumstances may seem to require it; Provided the Students thus exempted pass an examination before the Board on the subjects of study in these Classes, and that all such cases be reported to the Synod.

6. That the place of Students in the Curriculum be determined by this Board, according to their attainments.

7. That Students applying to this Board for examination be required to bring a Certificate from the Presbytery, within whose bounds they reside, of their fitness as Candidates for the Ministry.

8. That the Synod remit to the Board to prepare a Curriculum suited to the case of Students who do not take the full College Course, and to report to the next Synod; and, meanwhile, empower the Board to determine for the present year, what classes shall be attended by Students of the several years.

9. That all Students proposing to enter the Theological Classes, duly certified by the Presbytery of their respective bounds, as fit Candidates for the office of the Ministry, be required to pass an Entrance Examination, on the subjects already prescribed, and also at the beginning of the second and third Sessions of their Theological Course; and, further, that the Senate receive no Student to the regular Course of Study of any year, unless he is certified by the Board of Examination.

10. That Students of Theology be required to appear before the Presbytery of their respective bounds, between each Session of Knox College and deliver to such Presbytery, at least one written Exercise.

11. That, in order to encourage Students to take a full University Course, the Board of Examination be empowered to take the necessary steps for instituting Scholarships open for competition, to such Students in the various years of their attendance; the Competitors for these Scholarships to give a declaration of their intention to enter the Ministry of this Church, and satisfactory assurance that, in the event of not carrying out this intention, the sums thus received shall be refunded.

There was transmitted by the Synod Committee on Bills, an Overture, signed by several Ministers, which was taken up and read, setting forth in substance, that in the Act of Incorporation of Knox College, power was apparently given to the Synod, without limit, or qualification, to dismiss from office, Professors, or Tutors, in the said College, without cause shown, and praying the Synod to take steps to obtain the sanction of the Legislature to the amendment of the Act mentioned, so as to afford due protection to such Professors and Tutors, in their official position.

It was moved by the Reverend Doctor John Taylor, seconded by the Reverend S. C. Fraser, that this Overture be referred to a Committee, to bring in a deliverance on the subject for the adoption of Synod.

It was moved, in amendment by the Reverend J. McTavish, seconded by the Reverend D. McRuer, follows:—Dismiss the Overture, and declare it unnecessary to take any action in the matter.

A vote being taken, the amendment was carried, and the Synod decided in terms thereof.

The Reverend Principal Willis craved leave to have his dissent from this finding marked in the Minutes.

*June 15th, 1865.* On motion made and seconded, the Synod recommended, as it does hereby recommend, that, on the second Sabbath of October, special Prayer be offered up in all the Congregations of the Church, on behalf of Knox College.

#### THE FOLLOWING IS THE REPORT OF THE COLLEGE BOARD, 1865.

The College Board has to report that, in carrying out the instructions of the Synod, they appointed the Reverend William Gregg of Toronto, to teach Apologetics for the first three months, and the Reverend William Caven of St. Mary's to teach Exegetics for the last three months of the Session, and agreed to allow them a supply for their Pulpits for four months, in order that they might have a month for preparation, before entering on their work, and to pay each of them the sum of \$400. They also appointed the Reverend Doctor Robert Burns to teach Church History; and they have pleasure in bearing testimony to the cordial manner in which he has entered on the discharge of the duty thus intrusted to him.

The Board of Management, at their first Meeting after that of the Synod, took up, as directed, the subject of College Finances, and after deliberation, found that, in the state of the Country, it would be unwise to attempt to do more than to meet the current expenditure, and the floating debt. And they appointed a Committee to apportion the sum necessary for this end, among the Congregations of the Church, whose report they now present to the Synod.

The Board also appointed a Committee to consider whether the Boarding-house might not be dispensed with, and the Rooms thereof probably used for other purposes. On the Report of the said Committee, it was found that nothing would be gained by dispensing with it, and that the Rooms could not be employed for any other purpose, without a considerable pecuniary outlay, which they are not prepared to recommend. They were satisfied with the manner in which the Boarding-house was conducted.

The Board have the satisfaction of being able to congratulate the Synod, that, notwithstanding the condition in which the College was left at the last Meeting of Synod, by the resignation of the Reverend Doctor Robert Burns and the Reverend Professor G. P. Young, a large number of Students attended, there having been, as the Report of the Synod shows, ten Non-Theological and forty-six Theological Students in regular attendance and the work of the College was conducted with marked spirit and efficiency.



The Report of the Senate of the College, which is subjoined, contains a full and minute account of the work done.

In conclusion, the Board would call the attention of the Synod to a necessity of giving particular attention to the preliminary training of Students, and providing the most efficient means possible for securing that end.

The Board are agreed on the following points:—

1. That the Synod appoint a Board for the examination of Students.
2. The great desirableness of a regular University Course being taken by our Students, before they have entered on the study of Theology.
3. The propriety of instituting Scholarships, with a view of encouraging Students to take this course,—such Scholarships being open to all Students intending to study for the Ministry, and who shall attend any College approved by the Board; satisfactory assurance being given, that, in the event of their not entering the Ministry of the Church, they shall refund the amount which they have received from this source.
4. That those Students who do not take a regular University Course, be, in ordinary circumstances, required to attend for three Sessions, such Classes as the Synod may determine, in some approved College, and that such Students be examined by the Board, with the view of determining their fitness for attendance on the Classes prescribed.
5. That, in order to provide for special cases, or cases of applicants who can show very peculiar grounds for exception, the Board be empowered to examine Students who have not attended any, or may have attended some, but not all, of the prescribed preliminary Classes, and to decide as to the position which they shall take.

TORONTO, June, 1865.

JOHN McTAVISH, Chairman.

THE FOLLOWING IS THE REPORT OF COLLEGE SENATE TO THE SYNOD.

The Senate, in submitting its Report to the Synod, has to mention that the number of Students who have been in attendance during the Session of 1864-5 was in all, fifty-six, the Students of Divinity proper amounting alone to forty-six.

Those in the preparatory stages of the Course were, according to arrangements made by the Senate, directed in their reading in Mental and Moral Science, by the appointment of certain Books, or parts of Books, on which it was intimated to them they would be examined.

The Students of the first and second preparatory years formed themselves into a Class, under one of the Students of Divinity, Mr. Burkett, who, with the Senate's approval devoted an hour daily during the Session to their instruction. It may be mentioned that both these classes of Students,—those, (that is,) in Philosophy, and those in Classics, had occasional opportunities of instruction from the Reverends Doctor Willis and Doctor Burns, and the Reverend Messieurs Gregg and Caven, who spontaneously took an interest in their progress, and guided their reading in the intervals of those appointed terms of examination.

For the study of the Hebrew language, the Students very generally attended, as before, on Professor Hirschfelder of the University College. A few prosecuted their studies in private, with such aid as they could command.

The Reverend Doctor Michael Willis had under him, as before, the Theological Classes of the second and third years, both in the departments of Systematic Theology and Biblical Criticism.

The Reverend Doctor Willis reports very punctual attendance, as given by the Members of his Classes, almost universally with great interest manifested in the exercises.

In Church History, the Reverend Doctor Burns, for special reasons, limited the senior division, of the second year's Students, (13 in number,) to three months; his prelections embracing Old Testament History on the Egyptian Captivity. The Course of Lectures embraced the period of the Christian era to the present time. Examinations were mixed, or alternated, both orally and in writing, the answers exhibiting a great variety of attainment. He remarks that there was less full, and less regular, attendance by the junior Class than by the senior; and he strongly expresses an opinion, which the observation of nine years has forced on him, that the Students exhibit much deficiency in elementary scholastic training and mental discipline.

The Reverend William Gregg reports for the Class of Apologetic Theology, embracing twenty-two Students, that very regular attendance was given,—that the Course of Study embraced notices of the leading infidel Writers, a statement of the Principles of Natural Theology, an explanation of the claims which the Scriptures make to be an Inspired Revelation, and proofs of their Divine origin, under the four heads of the presumptive, the internal, external, and experimental. The instructions given in Lectures were accompanied by frequent oral examination. The conduct of the Students, so far as known to him, Mr. Gregg reports as satisfactory.

The Reverend William Caven reports for the Exegetical Class, which embraced 36 Students in all,—being eleven of the second year, and twenty-five of the first,—that he met with them during one hour each day for readings and expositions in the Greek Scriptures and one hour in Hebrew; that he went over the largest part of the Epistle to the Galatians, critically. And in the Hebrew readings, he selected Chapters of Isaiah, (9 and 10 in number). In addition to the exposition of these passages of Scripture, he delivered, during the Session, six Lectures on the principles of Exposition, and other topics, belonging to a course on Hermeneutics.

Professor Hirschfelder handed a Report to Principal Willis, in which he attests very regular attendance by twelve of our Students, and more partial attendance by the other four, (from October to the 18th of December); a few attended on him for Chaldee, as well as Hebrew. Of the greater part he says, they obtained first-class Honours, for which they will obtain College Certificates.

The Reverend Doctor Willis, during the Session, took an interest in these Classes, not so directly included in the College Curriculum, videlicet: Visiting Mr. Hirschfelder's Class and finally the Elocution class, which only remains to be referred to here. The Senate was enabled to avail itself of the services, in that Department, or that of rhetorical reading, of Doctor C. W. Connon of Upper Canada College, by appropriating to this purpose part of the proceeds of the Gibb donation, or Bursary, recently so handsomely placed at the Senate's disposal, for the encouragement of study in this branch of ministerial training.

It may be added that the usual discourses, requiring to be delivered by Students during their Theological Course were rendered and heard,—those in the more advanced department, or the Exegesis and Popular Discourse, by Doctor Willis; those in the critical department, or Exercise and Additions, by Mr. Caven; and those in the earlier stages, or the Homily and Lecture, by Doctor Burns, assisted by Mr. Gregg.

In the Systematic Divinity Class, Doctor Willis and the Reverend James Dick were co-examiners; they express much satisfaction with the written answers to a series of testing queries issued to the senior and junior, or third and second years' Theological Students respectively.

In the Biblical Criticism Examination, Doctor Willis and Doctor Jennings express themselves thus: "Satisfied; all respectable papers; some containing excellent answers."

In the Church History, the Reverend Doctor Burns and the Reverend James Dick report considerable variety in the degree of excellency; some answering very well, others not so well, but all are arranged relatively to their answering in a second, and third classification.

In the department of Exegetical Theology, after stating that several Students did not appear, the Committee reported papers, on the whole, satisfactory. The Reverend John Laing and his co-examiners remark deficiencies, as to several in elementary education, and say that, in one case, they feel a difficulty in sustaining the papers.

The Class of Homiletics, or Christian Evidences, is thus reported on: "The Papers given in indicate attention and standing; some are very good, and, on the whole, are respectable." "Well satisfied,"

The Examiners in Moral Science, already named, say: "All the Papers are highly respectable, and furnished evidences that the Writers of the answers had read the Author with great care.

In Greek, and Latin, and on Reid's Essays, the Reverend John Baird reports satisfaction with the Students.

The Bursaries in the gift of the College were disposed of on competition.

A Book prize was, at the suggestion of the Teacher of Elocution, given for exemplary attendance and proficiency to Mr. Robert Thornton.

The Sonate, while looking with satisfaction from some points of view, on the services rendered by the Students of Theology in the Mission field of the Church, is still not without its fears that some disadvantage, as respects their attendance on their College Classes and their power to profit by the Lectures, is connected with the employment of so many of them in labours of this kind. It is specially worthy of consideration how this might be avoided, or modified, in the case, at least, of those who have scarcely begun the Study of Theology.

The Sonate has great satisfaction in bearing testimony to the harmony and decorous conduct which characterized the young men in the Boarding-house, and so far as they know, those residing outside of its walls, throughout the past Sessions. It is hoped that this state of things has been furthered by the occasional visits of Professors and other Members of the Senate to the domestic Table, and by the monthly devotional Meetings hold, as before, on the Saturday. It is hoped by these means that those holy and spiritual habits have been cherished among the Candidates for the Ministry which Intellectual and even Theological studies, at least alone, will fail to secure.

Finally, they have to acknowledge, with gratitude to God, the general good health vouchsafed both to the Students and to their Instructors,—although not without one solemn lesson, as to the duty of redeeming the time and opportunities, in the death, near to the close of the Session, of one who had formerly been enrolled, not indeed this Session, among our aspirants to the Sacred office. They refer to Mr. Mitchell, a few years ago from Ireland, who, in the Providence of God, was arrested in an early stage of his preparations for the work, on which his heart had been set. His amiable disposition and seriousness had endeared him to his companions. "It was good that it was in his heart,"—we trust the Divine Master may have thus reckoned of him; and it is gratifying to find that he was sustained, in the prospect of death, by the Gospel of consolation, which he would gladly have preached to others. May the living be stimulated to diligence in working while it is day.

TORONTO, April, 1865.

MICHAEL WILLIS, Chairman.

#### REPORT OF THE SUB-COMMITTEE ON THE FINANCES OF THE COLLEGE.

The Sub-Committee appointed by the Board of Management of Knox College, in accordance with the instructions of last Synod, for the purpose of taking steps to raise a sum sufficient at once to defray the expenso of the College for the current year, and to meet the still unliquidated arrears of past years, present the following Report:—

On enquiry it was found that \$8,315 would be needed to attain these objects. Following the course that had been adopted during the previous year, the Committee proceeded to divide this sum among the Presbyteries of the Church, according to the returned Membership of each, with this modification, however, as giving nearer approach to an equitable distribution than would be reached by taking numbers simply into account, that, the apportionment to the Presbyteries of Montreal, Toronto, Hamilton, and London, was at the rate of 25 cents per Member; that of Brockville, Huron, and Grey, 15 cents per Member, and that of the other Presbyteries of the Church about 22½ cents per Member. It was thought that these Presbyteries,—Guelph, Paris, Ottawa, etcetera,—might fully be regarded as representing the average ability of the Church, and the amount apportioned to them are exactly what would have fallen to their share, had the distribution of the entire sum to be raised been simply according to numbers.

A Circular, setting forth the details of this distribution, and urging an earnest effort on the part of all to attain the desired object, was addressed to various Presbyteries, and to the individual Ministers likewise. Much success has attended this effort.

The entire sum raised during the year has been \$5,520.23, or \$2,794.77 less than aimed at, and \$444.44 less than last year.

The failure of many of the Presbyteries of the Church to raise the amount expected of them may be partially explained by two circumstances,—the monetary depression, owing to repeated defective harvests, and the increasing difficulty felt by those Presbyteries, which have large Mission fields, to do anything like meet the payments due to the Missionaries employed by them. These circumstances afford, however, but a partial explanation of the deficiency. It was unanimously agreed at the last Synod that a special effort should be made to liquidate the indebtedness of Knox College, previous to this Meeting of Synod. There is no evidence, on the part of some of the Presbyteries of the Church, of any effort being made to attain this object. Congregation, after congregation, is found returning the same sums as on the previous year, or considerably smaller ones, while a very large number, amounting to more than a fourth of the whole, have made no contributions at all. Nor are these in very small and struggling Congregations. In the beginning of June, a month after the period, when the accounts are formally closed for the year, there were twenty Congregations, of a membership ranging from 160 to 190, and with an aggregate membership of 4,911, which had failed to make the smallest remittance for College purposes. The Committee refrain from characterizing such a state of things; but, with deep regret lay it before the Board of Management, and through it, if it is thought fit, before the Synod.

TORONTO, June, 1865.

JOHN M. KING, Convener.

## CHAPTER XLII.

### PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1865.

*March 14th, 1865.* Several Communications were laid before the Council.

The Letter of Mr. James Carlyle having been under consideration, it was,—

*Ordered,* That, taking into account Mr. Carlyle's service since his connection with the School, his salary be increased at the rate of from \$900 to \$1,000 per annum from the 1st instant.

The Letter of the Reverend John Ambery having been under consideration, it was,—

*Ordered,* That it be intimated to Mr. Ambery that no alteration in the appointments of Examiners will be made at present.

The Letter of the Reverend W. F. Checkley, the Reverend John Ambery and Messieurs F. L. Checkley and B. B. Fitch, laid before the Council at its last Meeting, having been under consideration, it was,—

*Ordered,* That, as these Gentlemen have each received a gratuity of six months salary, in consequence of the discontinuance of the Model Grammar School, and as the Finance Minister of the Government has declined to entertain their claim, it being unusual in any of the Departments, the Council has no power to accede to their request.

The appointment of an Inspector of Grammar Schools having been under consideration, it was,—

*Ordered,* That the Reverend George Paxton Young, M.A., be appointed as Inspector of Grammar Schools in Upper Canada.

The Letter of Doctor John H. Sangster, laid before the Council at its last Meeting, having been under consideration, it was,—

*Ordered,* That his elementary Treatise on Algebra be approved as a Text-book in the Public Schools of Upper Canada.

In regard to the resignation of the Reverend Doctor Adam Lillie, it was,—

*Ordered,* That the Members of this Council desire to express their unfeigned regret at parting with the Reverend Doctor Adam Lillie,—so long a faithful and most useful Member of this Body, and to assure him of their cordial respect and affection, and their earnest wish for his long life, usefulness and happiness in his new sphere of duty at Montreal, to which he has removed.

Several Statements of Accounts for the past year were laid before the Council and approved.

*March 17th, 1865.* Several Communications were laid before the Council.

The Letter of Mrs. Doreas Clark having been under consideration, it was,—

*Ordered,* That this Council receives with deep regret the resignation of Mrs. Clark, as Mistress of the Girls' Model School,—a situation which she has filled with singular ability and faithfulness since the establishment of the School in 1852. During this long period Mrs. Clark has, by her great kindness and fidelity, her remarkable talents for government and teaching, contributed largely to form the character of a large number of Pupils and Teachers,—receiving the respect and affection of all who have been placed under her charge by her high Christian character and unwearied devotion to her duties. The Council is deeply sensible of the loss to the Girls' Model School by the retirement of Mrs. Clark from its management, but sympathises with her in her sense of duty to join her Husband in California, and earnestly prays that the Divine protection and blessing may accompany her, and that she may long live to reflect upon the usefulness of her labours in connection with our Public School System, and to enjoy the consolations of those Truths she has so faithfully exemplified, and so affectionately inculcated upon the minds and hearts of her Pupils.

The Letter of Miss Helen Clark and Miss Sarah Clark, having been under consideration, it was,—

*Ordered,* That in receiving the resignation of Miss Helen Clark and Miss Sarah H. Clark this Council desires to record its unqualified admiration of their career, both as Pupils and Teachers in the Girls' Model School,—the great ability and fidelity with which they have discharged their duties,—imitating the example and following in the footsteps of their most excellent Mother,—and securing the respect and good will of their Pupils, and of all who have had the pleasure of their acquaintance. The Council cordially wishes them every Divine and human Blessing, in accompanying their Mother to California, and hopes that their future career may be no less successful than their past.

Several applications from Superannuated Common School Teachers were laid before the Council and approved. One application for a Pension was rejected.

*April 26th, 1865.* Several Communications were laid before the Council.

The Letter of the Secretary of the Province having been under consideration, it was,—

*Ordered,* That the Salary of the Reverend George Paxton Young, M.A., Inspector of Grammar Schools, be raised to \$2,000 per annum, from the 1st of May, 1865. It was further,—

*Ordered,* That the Salary of Mr. Sefton, Music Master, be increased to \$400, commencing on the 1st of January, 1865.

The Draft of an amended Grammar School Programme, having been laid before the Council by Chief Superintendent, it was,—

*Ordered,* to be printed and reconsidered at the next Meeting.

Several applications from Superannuated Common School Teachers were laid before the Council and approved.

The following Text-books were submitted for the consideration of the Council: Lovell's General Geography, Hodgins' Easy Lessons in General Geography, Campbell's Geography, Hodgins' History of Canada.

*April 28th, 1865.* The Programme of Studies for Grammar Schools was further considered, and the decision of the Council was again deferred until next Meeting.

*May 1st, 1865.* Several Communications were laid before the Council.

The Programme of Studies for Grammar Schools, having been under consideration, it was,—

*Ordered,* That certain named subjects for the Entrance Examination of Pupils in the Grammar Schools and Programme of Studies be substituted for those now in force.

## EXPLANATORY MEMORANDA TO THE PROGRAMME OF GRAMMAR SCHOOL STUDIES.

1. The Programme of Studies for Grammar Schools is to be regarded as the model upon which each School is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Grammar School Inspector.

2. Pupils shall be arranged in Classes corresponding to their respective degrees of proficiency. There may be two, or more, divisions in each Class; and each Pupil shall be advanced from one Class, or division, to another, according to attainments in his Scholarships, without reference to time.

3. The subjects of the seventh and eighth columns in the list of Studies are optional, except those of Writing and Book-keeping.

The appointments in the Girls' Model School, required, in consequence of the resignation of Mrs. Clark and Miss Clark, having been under consideration, it was,—

*Ordered*, That Miss Mary Adams be appointed Mistress of the Girls' Model School, in the place of Mrs. Clark resigned, at a Salary of \$600 per annum; that Miss Jessie Turnbull be appointed First Assistant, in place of Miss Adams promoted, at a Salary of \$500 per annum; that Miss Clara J. Clark be appointed Second Assistant, in place of Miss S. H. Clark resigned, at a Salary of \$400 per annum; the above Salaries to commence on the first of August, until which time the present Salaries will be continued.

*Ordered*, That Mr. George Harding's Tender for repairing the roof of the Model School be accepted.

*Ordered*, That the permission to use Morse's Geography in the Grammar and Common Schools be henceforth withdrawn.

*Ordered*, That, in future, monthly Meetings of the Council of Public Instruction be held at the hour of 4 o'clock P.M., on the first Monday of each Month.

The Qualifications for the admission of Pupils into the Grammar Schools were approved.

*Ordered*, That Hodgins' Easy Lessons in General Geography be authorized for use in the Public Schools of Upper Canada.

*June 5th, 1865.* The time of the Monthly Meeting of the Council having been under consideration, it was,—

*Ordered*, That the Monthly Meeting be held in future on the second Monday of each Month.

Several Communications were laid before the Council.

The question of the authorization of a General Geography for the Public Schools having been under consideration, it was,—

*Ordered*, That Lovell's General Geography be authorized for use in the Grammar and Common Schools of Upper Canada,—the Reverend Doctor John Jennings dissented.

*Ordered*, That Hodgins' History of Canada be authorized for use in the Public Schools of Upper Canada.

*July 10th, 1865.* Several Communications were laid before the Council.

The applications of Mr. Daniel McGill and Mr. John Douglas, each for a Superannuated Teacher's pension, were approved; those of Mr. Patrick Sherriff and Mr. David Kee were deferred.

*October 9th, 1865.* Several Communications were laid before the Council.

After some consideration of the subject, the Memorial from the Board of Public Instruction for the County of Waterloo was deferred until a fuller Meeting of the Council.

*October 30th, 1865.* The selection of Meteorological Stations in connection with the Grammar Schools in Upper Canada, as authorized by the Eleventh Section of the Grammar School Amendment Act, having been under consideration, it was,—

*Ordered*, That the following ten Stations be selected as authorized by the Act, videlicet: Windsor, Goderich, Barrie, Stratford, Simcoe, Hamilton, Peterborough, Belleville, Cornwall and Pembroke.

The Letter from the Waterloo County Board of Public Instruction, deferred from the last Meeting of the Council, having been again under consideration, it was,—

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*Ordered*, That the Council purposes, with as little delay as possible, to adopt the best means within its power to get the series of National Readers revised and better adapted to our Canadian Schools, when due consideration will be given to the remarks and suggestions of the Board of Public Instruction for the County of Waterloo.

The Copy of the new Regulations, required in accordance with the provisions of the Grammar School Improvement Act of this year, including the former Regulations, were laid before the Council and revised.

*December 12th, 1865.* Several Communications were laid before the Council.

The Letter of Mr. James Forsyth, Gardener of the Grounds of the Department, and others, having been under consideration, the Council declined to make any addition to their Salaries at present.

The Letter of Mr. Armstrong, Drawing Master, having been under consideration, the Council was not prepared to make any change at present.

## CHAPTER XLIII.

## CORRESPONDENCE ARISING OUT OF THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION.

## I. LETTER FROM DOCTOR RYERSON TO THE PROVINCIAL SECRETARY

I have the honour to enclose herewith the resignation of the Reverend Doctor Adam Lillie as a Member of the Council of Public Instruction for Upper Canada, he having removed to Montreal, as President of a Congregational College established there.

I beg at the same time to submit to the favour of consideration of His Excellency the Governor in Council, as Doctor Lillie's successor, the name of the Honourable William McMaster of Toronto. Mr. McMaster is an ardent friend of public education, is in every way qualified for the appointment proposed, and is a Member of a Religious Persuasion, (the Baptist,) which has never been represented in the Council of Public Instruction, although a much more numerous Body than the Congregationalists.

TORONTO, February 27th, 1865.

EGERTON RYERSON.

## II. REPLY TO THE FOREGOING LETTER.

Adverting to your Letter of the 27th of February last, with its enclosure, I have the honour to inform you that His Excellency the Governor General has been pleased to accept the resignation of the Reverend Doctor Lillie of his office of Member of the Council of Public Instruction for Upper Canada, tendered in his Letter to you of the 17th November, 1864.

I am further to state that His Excellency has been pleased to appoint the Honourable William McMaster, M.L.C., to fill the vacancy in the Board caused by the resignation of the Reverend Doctor Lillie. Mr. McMaster's Commission is transmitted herewith. Mr. McMaster has been notified of his appointment.

QUEBEC, April 24th 1865.

WILLIAM McDUGALL, Secretary.

## III. LETTER TO THE HONOURABLE WILLIAM MCMMASTER BY DOCTOR RYERSON.

I have very great pleasure in herewith enclosing a Commission appointing you a Member of the Council of Public Instruction for Upper Canada, in the place of the Reverend Doctor Adam Lillie.

TORONTO, April 27th, 1865.

EGERTON RYERSON.

## IV. MR. JOHN LOVELL OF MONTREAL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I beg to send you herewith, for submission to the Council of Public Instruction, copies of two of my School Book series, entitled respectively:—Lovell's General Geography, and Easy Lessons in General Geography.

The General Geography has now been in use in the principal Schools of Canada for four years, and the Easy Lessons for two years, and with a steadily increasing circulation, until they have now been introduced into nearly every School throughout this Province, as well as into the Schools of the Maritime Provinces.

The large circulation of the Books has enabled me to reduce the prices as follows:—The General Geography—from \$1.00 per copy to 70 cents,—retail. Easy Lessons,—from 60 cents to 45 cents,—retail; and should the demand continue in the same proportion I trust to reduce these prices still further. To large Wholesale Dealers the price for Cash are at the rate of,—for the General Geography, 41 cents per copy, and the Easy Lessons 27 cents.

The success attending the introduction of my large Geography has induced the publication of a new work by Mr. Campbell on the same subject, to the matter and arrangement of which I would respectfully call attention of the Council, as being almost identical with my Book. It contains, moreover, a considerably smaller quantity of matter, no engravings, and poorer Maps, while the price exceeds that of my Book.

These considerations, together with the fact that my Book has already become a standard in Canadian Schools, will, I doubt not, weigh with the Council in their selection and authorization of a Geography.

MONTREAL, April 24th, 1864.

JOHN LOVELL.

V. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to state, in reply to your Letter of the 24th of April, that the Council of Public Instruction for Upper Canada has approved and recommended your "General Geography" and "School History of Canada and other British Provinces," as Text-books in the Public Schools, the best of their kind for use in our Schools.

The Easy Lessons in Geography has heretofore received the sanction of the Council.

I can only wish you every possible success in your enterprising and patriotic endeavours to provide the Schools of Canada with the best Text Books, the only Canadian Publisher, I believe, who makes the publishing of School Books his speciality.

TORONTO, June 6th, 1865.

EGERTON RYERSON.

VI. FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HEAD MASTER OF THE NORMAL SCHOOL.

I have the honour to inform you that the Council of Public Instruction has sanctioned and recommended the use of Lovell's History of British North America, by J. G. Hodgins, Esquire, in all of the Public Schools of Upper Canada, as also Lovell's General Geography, by the same Author.

TORONTO, July 1st, 1865.

EGERTON RYERSON.

VII. MEMORIAL FROM THE JOINT BOARD OF GRAMMAR AND COMMON SCHOOL TRUSTEES OF GUELPH TO THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA.

The Memorial of the undersigned respectfully sheweth:—

That the Joint Board of Grammar and Common School Trustees, Guelph, having had their attention called to the Resolution of your Council forbidding the use "of Morse's or any other American Geography, in either the Grammar, or Common, Schools of Upper Canada," at their Meeting on the 10th of July instructed the School Management Committee to consider and report on a proper and suitable Geography to be employed in the Schools under their jurisdiction. The said Committee, on the 25th instant, reported unanimously and strongly in favour of the "Modern School Geography and Atlas prepared for the use of Schools in the British Provinces," published by Mr. James Campbell of Montreal and Toronto. That the Board adopted said Report and



instructed the undersigned to prepare and forward to the Chief Superintendent of Education, to be submitted to your Council, a Memorial requesting permission to introduce that Geography into the Schools of Guelph.

Your Memorialists have now the honour of presenting the said request, hoping that it shall be granted, as they are satisfied of the excellency and suitability of the "Modern Geography and Atlas" which they observe, has been adopted by the Board of School Trustees, Toronto, for the Schools of that City.

GUELPH, July 28th, 1865.

HENRY WILLIAM PETERSON, Chairman.

#### VIII. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to state, in reply to your Letter of the 28th instant, that, any Books published in the British Dominions may be used in the Common Schools unless forbidden by the Council of Public Instruction; but Grammar Schools are required to use the Books prescribed.

The "Modern Geography and Atlas," to which you refer, was under the consideration of the Council of Public Instruction, at the same time as the "Easy Lessons in Geography" and "General Geography," published by Mr. Lovell of Montreal; and, after a lengthened consideration, the Council declined unanimously, (with one exception,) to recommend the former, but decided to recommend the two latter for the use of the Public Schools in Upper Canada.

The reasons for their recommendation are as follows:—

1. The one, though professing to be published in Montreal and Toronto, is printed by Messieurs Nelson & Son, in England, and on English paper. It is imported into Canada, without payment of duty, although the law requires the payment of duties on imported Atlases. The purchase, therefore, of every copy of this Geography is so much money sent out of the Country, and so much discouragement to Canadian Manufacture. On the other hand, the Geography recommended by the Council of Public Instruction is printed in Canada, on paper of Canadian Manufacture, by Canadian labour and capital. The amount of every copy of this Geography, therefore, is so much money retained in the Country, and so much encouragement given to Canadian Manufacturers. I have regarded it as a principle and consideration of the greatest importance to the interest of our Country generally, that we should produce and encourage the production of every thing possible in the Country, and only import what we cannot produce. I thus discourage the importation of Readers and other similar Text-books, as soon as we could get them reprinted in Canada; and although some complaint was at first made that the Canadian print and paper were not equal to that of the imported Books, yet the Text-books printed in Canada soon came into general use, to the great saving of money in the Country, and to the encouragement of Canadian skill and labour. The same course was pursued in regard to Maps, Globes and other articles of School Apparatus,—all of which are now manufactured in the Country, to the annual saving of many thousands of dollars in it, and the corresponding encouragement and development of Canadian enterprise and skill. I desired for years to get a Canadian Geography prepared and published; but no Publisher would incur the expense and risk of the undertaking. At length, Mr. Lovell undertook it, and applied to Mr. Hodgins to prepare the General Geography for more advanced Pupils, and then the "Easy Lessons in Geography" for younger Pupils. Yet no notice was taken of either of these publications by me, and no official sanction was given to them, until they had received the highest recommendation of experienced Teachers and Educationists, and were largely sought for in the Common Schools. At length it was felt that we could dispense with the use of any imported Geography, and the sanction of the Council of Public Instruction was formally withdrawn from Morse's Geography, not certainly with a view of recommending another imported Geography, but in order to recommend one prepared and printed in Canada.

2. Although the Canadian paper and typography are not equal yet to the English, and the Canadian cloth is not equal in appearance to English cloth, yet the letter press of the Canadian Geography is clear and distinct, and the matter admirably arranged. The illustrations are numerous, (after the manner now of preparing similar Books both in England and the United States,) and many of them interesting and instructive to the Canadian Pupil. In the English Geography, to which you refer, there are 76 pages of small quarto size, 20 maps, (well executed,) and two illustrations. Price seventy-five cents. In Lovell's Easy Lessons in Geography, there are 80 pages of imperial octavo, 28 Maps, (very good,) and fifty illustrations. Price forty-five cents. In Lovell's General Geography, there are one hundred large quarto pages, 51 Maps, (not so well executed, but good in the last editions, and containing the names of many places,) one hundred and thirteen illustrations, and a new and useful Table of the Clocks of the World. Price seventy cents. The Maps of the Larger Geography are of less importance now than in former years, since the general use in Schools of the large School Maps I may add that the Authors of Lovell's Canadian Geographies and Arithmetics have no personal interest in their sale. They undertook the task to meet a Canadian want, in accordance with my recommendations.

I am aware that it was thought a good speculation to get up an English Geography and English Maps to supersede those prepared in Canada, and Mr. Thomas Nelson, the Member of a Firm, of which Mr. Campbell has for several years been Agent in Toronto, strongly pressed the matter upon me a year, or two, since; but I discountenanced it in every way in my power. I have reasons to believe that the system of canvassing School Authorities and Trustees, on national and personal grounds so widely resorted to in the neighbouring States, has been resorted to here, and that some Trustees and others, wholly unacquainted with the facts, which I have stated above, have been induced to recommend the adoption of an English, in preference to a Canadian, Geography. I have thought to leave it to time to correct the error; but the official Communication which you have addressed to me, has imposed upon me the duty of giving explanations, which I should not otherwise have given, and which I trust, will satisfy you and the Members of the United Board over which you preside, that the Council of Public Instruction has acted in accordance with the spirit of our Government, and the best interest of our Country, in its material, as well as educational, progress.

TORONTO, August 1st, 1865.

EGERTON RYERSON.

IX. THE CHAIRMAN OF THE BOARD OF PUBLIC INSTRUCTION, COUNTY OF WATERLOO TO THE  
CHAIRMAN OF THE COUNCIL OF PUBLIC INSTRUCTION.

The Board of Public Instruction for the County of Waterloo, at their last Meeting in June, adopted the within Memorial, and ordered its transmission to the Council of Public Instruction for Upper Canada.

The five Reading Books in use at this time in our Common Schools were compiled some thirty years ago for the Irish National Schools; cheap editions of these Books have been issued from time to time by speculative printers, but the Works themselves have never undergone any revision.

A large majority of the resident Teachers of this County have expressed their desire to see these Books superseded by works of a more modern character, and few will venture to deny that a change is highly desirable, that these Readers have done duty long enough in our Schools, and that it is time they were put out of use.

The Waterloo County Board have ordered the within Memorial to be printed in pamphlet form for distribution to the several Boards of Public Instruction in Upper Canada.

HENRY F. J. JACKSON, Chairman, Board of Public Instruction, County of Waterloo.  
BERLIN, August 7th, 1865.

The Memorial of the County Board of Public Instruction for the County of Waterloo respectfully sheweth,

That your Memorialists have, from time to time, received from many qualified and experienced Teachers, complaints of the many defects which exist in the Series of National School Books, or Readers, now in use in our Common Schools, under the authority of the Council of Public Instruction for Upper Canada.

The Teachers aver, and in the opinion of this Board, not without reason, that although the present authorised series of Readers possess many excellencies, there is yet room, and there exists an urgent necessity, for great and important improvements in the compilation of these Books, in order to render them suitable to the requirements of our School System in its present stage of advancement.

These Readers may, at the time of their first publication, not unreasonably have been regarded as fully adequate to the purpose for which they were compiled, namely for the use of the Irish National Schools, and, at the time our Canadian School System was in its infancy, it may have been wise to adopt them in the absence of a series better adapted to Canada.

They have now been in use, however, for a very long period, and have not undergone any revision during the time they have been used in our Common Schools; of necessity, therefore, much of the information contained in them has ceased to be matter of fact; the historical data, geographical and political definitions are incomplete, or have passed away, and the Books are not only defective, but absolutely inaccurate and untruthful, and calculated to deceive and mislead, instead of instructing those for whose benefit they were designed.

Since the introduction of these Books into our Common Schools, vast and important changes have taken place in the social and material condition of our common Country. The large accession to our population, the rapid opening up of our territory, the extension and perfection of Agricultural Science, the wonderful discovery and development of our Mineral wealth, the marvellous fruition of the earth in its rocky depths where the dark petroleum flows, yielding to both Continents, through the agency of practical science, the unspeakable blessing of cheap light; the expansion of our marine and internal Navigation, our political mutations, our great unmanifested destiny, all contribute to raise our estimate of the Country of our birth, or of our adoption, and have given to Canada the first place in our affections. In what respect then can these School Books be fairly defined as the "National Series" when the name of Canada is scarcely mentioned in their pages, or only obtains a passing and contemptuous reference? Should not every leaf of these little Volumes, while conveying the seeds of elementary knowledge to the children of the land, stimulate their youthful patriotism and exalt their love of Country?

Is it too much to expect, at this period of our national wealth and social culture, that the intellect and acquirement of our advanced men shall be put in requisition to produce a series of Books for our Common Schools that shall justly be styled national, and that our children shall no longer be compelled to take their mental food, as it were, at the second table of an elder relative?

Indeed these authorised Text Books appear to have been compiled for no other Country than Ireland, since that island is generally mentioned as "this country," and its inhabitants are defined pronominally as "We." Canada is invariably treated as a foreign, a wild and uncultivated Country; as being barren, covered with dreadful forests, (some books have "frosts," and hideous marshes, at once offensive to the senses and injurious to the human constitution, (*vide* IV Book, page 99). When comparisons between Countries are drawn, it is frequently done at the expense and to the injury of Canada, as if particular care had been taken by the compilers to exhibit hostility to Canada and to Canadian Institutions.

In Book III, page 38, Greenland, Kamschatka, Holland and Canada are represented as Countries in which the mode of conveying travellers is by sledges, drawn by dogs, and, as a matter of curiosity, it is mentioned, that even in Ireland we "sometimes

meet with this practice." In Book IV, page 134, the Pupil is informed that the principal productions of Canada are grain, timber and tobacco, and that among the animals are the Beaver, the Otter and Martin, etcetera. At page 241, the Pupil is lead to believe that America is a wild Country which has no government, that it is inhabited by tribes of wild Indians, that no taxes are paid there, and that people who do not desire to pay taxes should go to America. At page 248, assurance is given that in America land can be obtained for nothing, that the inhabitants are so few that any one may have as much land as he chooses to clear. At page 133, the youthful reader is told that the number of States composing the American Republic in twenty-four; that its climate is like that of other temperate regions of the Globe; the soil generally fertile, producing Indian corn and other kinds of grain, with fine pasture, but that the climate of Canada is excessively cold.

Not a word is said about the industry and intelligence of the people of Canada, the fertility of the soil, its agricultural wealth, its great water and railway communications, its manufactures, its excellent public and private institutions, nor indeed of anything that the reader can treasure in his young mind, and which shall foster the love of Country and the pride of citizenship. Canada is to Canadian children with these Text Books placed in their hands, a *terra incognita*.

If the subject matter of these compilations is censurable, certainly the workmanship, the getting up of these Common School Readers is equally open to objection. The privilege of printing these books has been given to a number of Publishers, and but little care has been exercised to render them uniform, or accurate. Many serious errors and curious dissimilarities occur in the various editions; in punctuation and in syllabication they are at variance with each other, and, in consequence, they are uncertain and capricious guides. Of these defects many examples might be given, but a few will suffice:—

In Lovell's Sequel, page 75, "conspicuous" is divided into three syllables; in Campbell's into four. In Lovell's, page 96, 'tal-ent'; in Campbell, "ta-lent." Misprints are constantly occurring, confusing the Teacher and Pupil. Take for instance:—

In Dagg's Third Reader, page 169, "proportionately;" in Dredge's edition, "proportionably." In Dagg's Third Reader, page 170, "sigh;" in McPhail's, "sign." In Dagg's Third Reader, page 171, "they;" in Lovell's, "that." In Dagg's Third Reader, page 173, "fight;" in McPhail's, "field." In Dagg's Third Reader, page 182, "to heaps;" in Lovell's, "in heaps." In Dagg's Third Reader, page 180, "Booshala;" in others, "Booshalah." In Dagg's Third Reader, page 215, "praise," "naught," "seen;" in others, "pulse," "naught," "been." And at other places will be found "Harry" for "Henry;" "rough" for "tough;" "them" for "her;" "song" for "sound;" "those" for "whose," and many other discrepancies.

In Dagg's edition of the Second Book, in the eleventh lesson—"The Stable"—the Pupil is informed that the greatest "amusement" of the Stable is the horse. In Dagg's edition of the Sequel, the following sentences occur—"The dog *who* stood (page 59); "But *at* America," (page 88); "To see the *eldest*—speaking of two, (page 195); "Works which *excites*"—in the description of the Peak Caverns.

In the Fifth Book there are 137 pages of History, 60 of which are devoted to the Jews, and the remaining 77 to the rest of mankind. The "History" instead of illustrating its subject with captivating and instructive narrations, couched in simple, terse, and appropriate language, is simply a massing together of long and unpronounceable names, amounting literally to thousands; and the subject matter, which might, by a touch of genius, have been rendered to the last degree attractive to the youthful imagination, is made to appear dull, dry, uninteresting, frigid, and monotonous. Again, historical incidents of a repulsive character, or suggestive of improper sentiments, which might perhaps be properly perused by the maturer student, are prematurely brought down to the Common School Room, and in such case are a transgression upon the rules of decorum and modesty.

It is not necessary that the teacher should be called upon to explain such words as "debauchery," "licentiousness," etcetera. The narration that Nero murdered his wife Octavia, so that he might marry an infamous woman named Poppæa, whom he afterwards kicked to death, is only calculated to call up improper images, and can serve no instructive purpose.

The Canadian Text Books on Arithmetic, Geography and Canadian History, are national productions, and worthy guides in the hands of the Common School Teacher; but the Irish Readers are, for the reasons set forth, in the opinion of your Memorialists, (having fulfilled long since the purpose of their creation), fit only to be placed among things obsolete and of a past age.

BERLIN, 26th June, 1865.

HENRY F. J. JACKSON, Chairman of the Board.

X. REPLY TO THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In reply to your Letter of the 7th of August, addressed to the Honourable S. B. Harrison, and transferred by him to this Department, communicating a printed Memorial from the Board of Public Instruction for the County of Waterloo, I have the honour to state, that the said Memorial was laid before the Council of Public Instruction for Upper Canada, and respecting which the Council adopted the following Minute:—

The Council purposes, with as little delay as possible, to adopt the best means within its power to get the series of National Readers revised, and better adapted to our Canadian Schools.—when due consideration will be given to the remarks and suggestions of the Board of Public Instruction for the County of Waterloo.

TORONTO, February, 1865.

EGERTON RYERSON.

XI. MR. J. L. BOWMAN, M.P., OF WATERLOO, NORTH RIDING, TO DOCTOR RYERSON.

At the last Meeting of the Board of Public Instruction for the County of Waterloo, of which I am a Member, I was requested to put myself in communication with you, with a view of securing your co-operation in favour of several amendments to the Common School Act, which, in the opinion of the Board, would prove of great advantage to our Common Schools.

The various Members of our Board find that most of the married Teachers in this County relinquish the profession as soon as they can obtain other suitable employment, on account of the difficulty, or I may say impossibility, of obtaining a Residence within a reasonable distance from the School House. For instance, in the Township of North Dumfries, four, or five, of the best Teachers live with their families in the Town of Galt, and walk a distance of from three to five miles, each day to and from the Schools. These Teachers would gladly live in small dwellings of almost any kind, rather than walk such a distance into the Country. Again, in the Township of Woolwich, for which I am Local Superintendent, there are but two married Teachers, one of whom has his residence at Waterloo Village, about twelve miles from his School, and the other lives in a miserable old Log Building, unfit for being the residence of any family. In our opinion, (videlicet: the Board,) the want of proper Teachers' residences throughout the Country is the principal reason why so many Teachers desert the Profession as soon as they have gained the requisite experience to become good and efficient Instructors.

Another difficulty, which often gives rise to much inconvenience, is the absolute refusal, or unwillingness, of Persons owning the land in the centre of the Section to sell a suitable plot of ground at a reasonable price for a School Site. It sometimes happens that when the Ratepayers of a Section decide to erect a new School House, after selecting the Site, the owner of the Land asks five, or six, times as much as it is worth, and the Section has no alternative but, either to pay an exorbitant price for a piece of land, or to put the School House at one end of the Section, to the serious inconvenience of the Ratepayers at the other end.

The Members of our Board are, therefore, of the opinion that the Common School Act should be so amended as to give the Trustees of a School Section authority to purchase a suitable plot of ground and to erect thereon a suitable Dwelling adjoining the School House, to serve as a Teacher's residence, without referring the matter specially to the Rate-payers.

And further, we think that the said Act should also be so amended as to authorize the Trustees of a School Section to arbitrate, in case they cannot agree with the owner as to the price of the land selected for a School Site, the same as Railway Companies are now empowered to do.

Hoping that you will consent, either to assist me with your influence to secure the passage of a Bill in the Legislature, providing for the above amendment, or that you will induce the Government to take it up.

QUEBEC, August 10th, 1865.

J. L. BOWMAN.

NOTE. The Letter, having been sent to Doctor Ryerson, while on his Vacation at Long Point, Lake Erie, he replied to it from there; but no copy of his reply is available for insertion in this Volume.

## CHAPTER XLIV.

### REMARKS ON THE NEW SEPARATE SCHOOL AGITATION, BY THE CHIEF SUPERINTENDENT OF EDUCATION, IN THREE PARTS.

SPECIAL NOTE.—Each successive Separate School Law agitation in Upper Canada, during fifteen years, has been commenced by attacks upon the Education Department and Separate School Law for the time being. On another renewal of these attacks and agitations, I have felt it due to the Supporters of our School System to furnish at once materials for refuting the statements put forth, for showing the unreasonableness of the demands made, and to suggest the only true course of further legislation on the subject, if further be required.\*

Such is the object of the following remarks, and to which I respectfully invite the attention of the Upper Canada Members of the Legislature, as also of the Conductors of the Public Press, who, I hope, will make such use of my remarks, for insertion, or otherwise, as they may think proper, for the information of their Readers.

TORONTO, February, 1865.

EGERTON RYERSON.

#### PART I.

#### REFUTATION OF STATEMENTS CONCERNING THE PROVISIONS OF THE SEPARATE SCHOOL ACT, OF 1863, MADE BY THE CANADIAN (R. C.) FREEMAN AND MR. JAMES O'REILLY, RECORDER OF THE CITY OF KINGSTON.

I will first remark upon the specific attacks, or objections, which have been made against the Separate School Law itself. *The Freeman*, published in Toronto, refers to no clauses of the Act, but represents the case of the Town of Oakville, which, he says, "tells how the Separate School Act of 1863 works, and how bigotry and injustice conspire to baffle and frustrate the paltry concessions to Catholics which it embraces." In a recent Letter.† I have shown that *The Freeman's* statement of that case was without

\* This I deem to be more necessary just now as a formal agitation for the extension of the Roman Catholic Separate School System has been inaugurated in various parts of Upper Canada. Already influential Meetings of Roman Catholics, to promote this object, have been held in Toronto, Kingston, Ottawa, Perth, and other important Towns, and Resolutions of a more sweeping character than usual passed unanimously.

† See Letter in the *Toronto Leader*, of February the 13th, 1865, on the first page of the next Volume.

the slightest foundation, and was a scandalous misrepresentation from beginning to end, and that the case of Oakville itself afforded an admirable illustration of the liberality of the law and the facility with which that liberality could be secured in any doubtful case.\*

The only other party in Upper Canada, as far as I have seen, who has undertaken to specify the objectionable provisions of this Act, is Mr. James O'Reilly, a Roman Catholic Lawyer, and Recorder of the City of Kingston, at a Public Meeting of Roman Catholics held in that City the 2nd instant, and as Mr. O'Reilly is put forward as the highest legal authority on the subject, and as his Speech, after having been published in the Kingston papers, has been copied with eulogies into the Roman Catholic newspapers of Toronto and Montreal, I will deal with his statements a little in detail.†

Mr. O'Reilly says, "he had carefully perused and studied the Act." I am sure no one who understands the Act would have suspected Mr. O'Reilly of having "studied" it, had he not said so; and it is certain if he has not "studied" other Acts of Parliament with more discernment and thoroughness than he has this, his opinion on any legal question cannot be of much value. He says, (referring to the Separate School Act of 1863):—

This much vaunted Separate School Act was but a sham and a fraud. It professed to restore certain rights and privileges which it does not restore. Previous to the passing of this Act, Roman Catholics in Upper Canada had the privilege of establishing Separate Schools in Upper Canada, a privilege not at all extended, but on the contrary abridged by the passing of the Act of 1863. The Act says that Catholics can establish Separate Schools wherever Common Schools are established, but the 19th Section of the Act defining School Sections, completely frustrates this intention. They possessed greater privileges before, and were deprived of their previous liberty by the 19th Section of the Act of 1863 utterly destroyed the union of School Municipalities.

I have thus quoted Mr. O'Reilly's own reported words, that there may be no mistake; and any one who has really "studied" the Separate School Act of 1863, in connection with the Common School Act, and the previous Separate School Acts, must see that his statements exhibit a want of knowledge, or candor, wholly inexcusable. Now, in the first place, the 19th Section of the School Act of 1850 does not define School Sections at all, but they are defined by the 2nd and 4th Sections of the Act, and are defined to be precisely the same as the Common School Sections in which the Separate Schools are established. This is precisely as was provided for by the Separate School Act of 1855. Before that time, the Township Councils defined the boundaries of Separate School Sections as they did those of Common School Sections. They had to include all Roman Catholics who petitioned for a Separate School, but could extend the boundaries of a Separate School Section to include two, or more, Common School Sections, or half a Township, if they thought proper; but Bishop de Charbonnel and others objected to a Township Council having anything to do with Separate Schools, and insisted that Separate School Sections should be the same as Common School Sections. Their wishes were gratified by the provisions of the Separate School Act of 1855; and those provisions are reproduced in the Separate School Act of 1863. Yet Mr. O'Reilly has the assurance to say that this Act takes away that privilege,—a statement disproved by every Separate School that exists in any Township of Upper Canada.

Again, the 5th Section of the Act provides that, instead of a Separate School Corporation in each Ward of a City, or Town, as the Act of 1855 necessitated, all the Separate School Trustees in each City, or Town, shall form one Board, or Corporation, as simply and with as few Members as the Board of Trustees of Common Schools; and the 5th Section was suggested and written by myself, as was the latter part of the 13th Section, namely, "that Persons qualified by law as Teachers either in Upper or Lower Canada, shall be considered qualified Teachers for the purposes of this Act." These two

\* See Letter on the Oakville Case on page 18 of the next Volume.

† See Letters to the Kingston papers in reply to Mr. O'Reilly, on page 6 of the next Volume.

provisions never existed in any previous Separate School Act; and yet Mr. O'Reilly tells his wondering Kingston audience that this Act abridges the privileges which Catholics had enjoyed under the previous Act!

Furthermore, the 6th Section of the Act provides for the union of two, or more, Separate School Sections into one, (which was not before provided for,) precisely as the Common School Act provides for the union of two, or more, Common School Sections into one; but with this difference, that the Trustees and Electors of Common School Sections have to apply to the Township Council to give effect to their wishes, while the Trustees and Electors of Separate School Sections complete their union themselves, and are only required to give notice of it when formed. Yet this again, Mr. O'Reilly calls abridging the privileges of Roman Catholics!

\* But Mr. O'Reilly tells his confiding hearers that the 19th Section of the Act destroys all these privileges. He does not seem to have read to them the 19th Section, any more than the other Sections of the Act above referred, even if he had "studied" it. Now, as to this 19th Section, I neither wrote it, nor suggested it, nor ever thought of it until I saw it in a printed copy of Mr. Scott's Bill. But no other than a man of Mr. O'Reilly's habits of legal study and interpretation would say that this Section destroys union School Sections, much less that it can interfere with a single School Section. This 19th Section of the Act provides that "no person shall be deemed a supporter of any Separate School unless he resides within three miles, (in a direct line,) of the Site of the School House." Any man of common sense, much more a jurist, will at once see from this clause of the Act, that any Separate School division must be six miles in diameter, or eighteen miles in circumference,—dimensions beyond those of any Common School Section, or union of Sections, that I know of in all Upper Canada. But this is not all, any Roman Catholic residing within three miles on a straight line of any Separate School, may, without any union of Sections, claim to be a supporter of such School and be exempted from all Common School Rates in whatever Section he may reside—a privilege enjoyed by no Supporter of Common Schools. And any Roman Catholic residing within three miles, in a straight line, of a Separate School House in Kingston, or Belleville, or Toronto, or Hamilton, or of any other City, Town, or Village, in Upper Canada, can send his children to the Separate School in such City, Town, or Village, can claim to be a Supporter of it, and be exempt from payment of all Common School Rates in the Section in which he resides; whereas no Supporters of Common Schools, out of the Corporation limits of any such City, Town, or Village, can enjoy such an advantage, but hundreds of them have to pay rates to build School Houses and support Schools in the Sections where they reside, and they pay high Fees to get their children taught in the better Schools of the neighbouring City, Town, or Village. Yet, in the presence of these facts, Mr. O'Reilly declares that the privileges of Roman Catholics have been abridged by this 19th Section, and that the Act itself is "a sham and a fraud;" whereas the only "sham and fraud" in the matter are his own Speech and his own pretensions,—a sorry illustration of his acumen, impartiality and fitness for the office of City Recorder.

These are the only provisions of the Act which Mr. O'Reilly specifies as abridging the privileges of Roman Catholics. But he says:—

"There were other good grounds of complaint and grievance against the existing School Bill, and which ought to be amended. For instance—Roman Catholics having property in School Sections, where they did not reside, were taxed for Common School purposes, although paying Separate Taxes in another Section. He considered this a very great hardship, and one which nothing but further and better legislation could alter, or amend. The law was more liberal to Protestants in Lower Canada than to Roman Catholics in Upper Canada. There (in Lower Canada) Protestants can establish Separate Schools in Township Municipalities. but Roman Catholics could not do so in Upper Canada."

The Letter addressed by me to the Superintendent of Education for Lower Canada, (given on page 197 herewith), will shew that Mr. O'Reilly is as perfectly ignorant of the School Law there, as I have above shown him to be in regard to the School Law of Upper Canada.



Now, his grievance about Roman Catholics paying School Rates for the support of Schools in which their property is situate, is one that I have never before heard uttered by any advocate of Separate Schools. It is a new grievance, and founded on ignorance of one of the first principles of political economy and just legislation, as his other objections above noticed are founded on ignorance, or misrepresentation of statute law. The very basis of a System of Public Instruction for the education of a whole people is, that the property of a Country ought to be responsible for the education of its youth. This principle, applicable to a whole Country,—and the only one on which a System of Public Instruction can be justified, or maintained,—is equally applicable to each Municipality, or School Section in the Country. It is the joint labour of the youth and their parents in such Municipality that gives to the property situated in it its current value, and to which the absentee landholder contributes nothing. Now these resident Parents and their children are entitled in common justice to some return for the additional value which their labours and intelligence give, or maintain, to the property of the absentee land holder; and how can that return be so equitably and moderately and beneficially made to them for the benefit of such labours, as to make it liable to be rated for the education of those youth? It is not a question between a Common School and a Separate School, but a question of equity between man and man, and a question involving one of the cardinal principles of political economy and of just government. The doctrine of Mr. O'Reilly that would extract the fruit of the unrequited sweat and toil of the inhabitants of a School Section to support a School foreign to the Section is worthy of the cause he advocates—is unrecognized in regard to all the other absentee property holders in respect to the Common Schools of the Country,—is the very spirit of that system of absenteeism which draws from Ireland the chiefest fruits of its labourers to minister to the tastes and pleasures of absentee proprietors abroad.

I think, therefore, and the reader will agree with me, that the patriotism of Mr. O'Reilly's advocacy is worthy of as little respect as that of his law, and not creditable to him as a jurist, or Canadian.

Mr. O'Reilly having given the result of his studies on what the Separate School Act contains, proceeds to complain of what it does not contain. It did not provide for a Roman Catholic Superintendent of Education, or a Roman Catholic Council of Public Instruction, or a Roman Catholic Normal School, while there was a Protestant Normal School in Lower Canada,—a three-fold demand for the first time formally made in Upper Canada. On the first I shall say nothing. On the second, I shall only say here that the Roman Catholic Church is represented in the person of the Roman Catholic Bishop of Toronto, in the Council of Public Instruction, and when any thing is required in the General Regulations, or is sanctioned in the proceedings of that Council revolting to his conscience or to his sense of right or duty, it is time enough for Mr. O'Reilly to talk of another Council of Public Instruction. I may also observe, that under the former Separate School Act, as demanded, every Roman Catholic Board of School Trustees was a Committee to examine and qualify Teachers of Separate Schools,—a provision which reduced almost to contempt the standing of Teachers of those Schools, and was changed in the present Act at the express wish of its Authors. Then there are three Normal Schools in Lower Canada,—instead of one,—although there are only two-thirds as many Common Schools there as in Upper Canada,—two in French to satisfy the rivalry between Quebec and Montreal, and one in English, to meet the wants of the English speaking population. As there are no materials in the French language for any other than a Roman Catholic Normal School; so there are not sufficient materials in the English language for any other than a Protestant Normal School, although, under the oversight of a Roman Catholic Superintendent. In Upper Canada, there is but one language, and one Normal School,—giving secular instruction, and setting apart a portion of one day in each week for Religious Instruction, where there is a room for the Clergymen of each Religious Persuasion to meet and instruct the Students of his Church, and where the Roman Catholic Priest can weekly meet and instruct those of his own communion, as

does each Protestant Minister those of his Communion. Roman Catholic Teachers thus compete with, and acquire a standing equal to Protestant Teachers; and there are no less than 333 Roman Catholic Teachers employed in the public Common Schools of Upper Canada, besides those teaching Separate Schools.

I have now disposed of Mr. O'Reilly's speech against the Separate School Act of 1863,—the only attempt at argument on the subject, I have seen, except the refuted mistatements of *The Freeman*. If I have not been as complimentary to him as he could wish, he must thank for it his own flippancy in regard to an Act that engaged the best minds of his Church for three years, and his oracularly pronouncing it "a sham and a fraud" in connexion with the labours of men who have spent more years in the service of their Country than he has lived in the world.

## PART II.

### DENUNCIATIONS OF THE SEPARATE SCHOOL ACT OF 1863; THAT ACT PASSED BY THE LEGISLATURE, AND ACCEPTED BY THE AUTHORITIES OF THE ROMAN CATHOLIC CHURCH, AS A FINAL SETTLEMENT OF THE SEPARATE SCHOOL QUESTION IN UPPER CANADA.

I now proceed to notice the general denunciations of the Separate School law, and the denials as to its having been passed by the Legislature and accepted by the Authorities of the Roman Catholic Church, as a final settlement of the Separate School question.

The *Toronto Freeman* says:—

"After a year's operation, we are beginning to find out the advantages which our co-religionists derive from Scott's Separate School Bill of 1863. A more cruel hoax,—a more transparent deception, under the show of a measure of justice, of conferring benefits, never has been practised by a Government on a whole community." Mr. James O'Reilly, a Roman Catholic Lawyer, of Kingston, and City Recorder, in an agitation Meeting of Roman Catholics in that City, says:—"This much vaunted Separate School Act is nothing but a sham and a fraud."

Such is the language now used by certain Roman Catholic Agitators, in regard to the Separate School law of 1863—a law that was proposed and introduced into the Legislative Assembly by a Roman Catholic Member, with the approbation, and at the solicitation of the Authorities of his Church,—a law that passed through Parliament under the auspices of an Administration whose Prime Minister, and a majority of whose Members were Roman Catholics,—a law which, as amended and before it finally passed, was formally approved by the Authorities of the Roman Catholic Church, through their Clerical as well as Lay Representatives, and accepted by them as a final settlement of the question. And now, when it answers a purpose, that same law, passed less than two years ago, thus prepared, passed under such auspices, and thus accepted, is denounced as a "cruel hoax," "a transparent deception," "a sham and a fraud!" What an imputation upon the painstaking Roman Catholic Author of the Act! What an imputation upon the Roman Catholic Prime Minister and his Colleagues, under whose administration the Act was passed; and what an imputation upon the discernment, if not honesty, of the venerable ecclesiastical personages, who, as Representatives of the Authorities of the Roman Catholic Church, proposed an interview with me, and requested me to accompany them in an official waiting upon the Premier, to request him to accept the Bill in its amended form, as a satisfactory and final settlement of the Separate School question; and to request the Government of the day to give the Bill, as such, their earnest support!

I will now, as briefly as possible, state the particulars of the singular and important interviews connected with the final passage of this Act, and leave the reader to judge whether, in all truth and honour, it was not passed and adopted as a final settlement of the Separate School question.

Mr. R. W. Scott, a Roman Catholic Lawyer, and, at the time, Member of the Legislative Assembly for the City of Ottawa, introduced a Separate School Bill during

the three successive Sessions of 1860, 1861, and 1862, but failed to get it passed. After further consultation with the Members and authorities of his Church, he introduced his Bill again, (with sundry alterations and additions,) in the Session of 1863. I believe he claimed the tacit assent of the Government for his introduction of this Bill. In the discussion on its second reading and reference to a Special Committee, Mr. Scott made a personal attack upon me. I remembered, as I still do, Lord Macaulay's advice, given as early as January, 1827, in the *Edinburgh Review*, in respect to replying to attacks. He says:—

"No misrepresentations should be suffered to pass unrefuted. When a silly letter makes its appearance in the corner of a provincial newspaper, it will not do to say, 'What stuff!' We must remember that such statements constantly reiterated, and seldom answered, will assuredly be believed."

I, therefore, answered Mr. Scott's attacks, in a Letter addressed to him through the public press. In that Letter, I also took occasion to point out the anomalies in his School Bill, and to shew that, under the pretext of affording relief to Roman Catholics, it contained provisions which invaded the private rights of citizens, the legal rights of Common School Corporations, and of County and Township Municipalities. I also objected, as I had done in private Letters to Members of the Government, against any unofficial Member of the Legislature being allowed to introduce a Bill affecting our Public School System, which had been established by the Government, and which should be protected by it, and only legislated upon by Bills introduced by, and on the responsibility of the Government itself.

At this juncture, a change of administration took place; the Honourable J. Sandfield McDonald formed a new Administration, and an adjournment of the Legislature, for several weeks, was agreed upon. On the re-assembling of Parliament, Mr. Scott's Special Committee reported his Bill with certain amendments, which were printed; but very general and strong opposition in Upper Canada was entertained, and was manifesting itself more and more to the Bill. At this time I had proceeded officially to Quebec; and when asked my opinion, I objected scarcely less strongly to the amended Bill, than I had done to the Bill, as first introduced. The opposition to it among Upper Canada Members was very strong; and the Government did not appear to countenance it. At length Mr. Scott called upon me, to explain some personal matters, and to know my specific objections to his Bill. I replied, that I objected to the very principle of a private Member of Parliament doing what the Government alone should do, namely, bringing in measures to amend, (when deemed necessary,) a System of Public Instruction for the Country; but Mr. Scott wished to know what objections I had to the Bill itself. I then shewed, and at his request, lent him a copy of the amended Bill, with my erasure of objectionable clauses, and notes on others requiring modifications to assimilate them to the Common School law. In a day or two, Mr. Scott called upon me again, stating that, having consulted his friends, he acceded to my objections, and would propose to amend the Bill accordingly. I replied that I still objected to any other party than the Government conducting a Measure of that kind through the Legislature; but as he removed from the Bill what I considered objectionable, I would waive my objections to his proceeding with the Bill, and would aid him to get it passed, on two conditions;—First, that it should be assented to on the part of the Government, and therefore, passed on their responsibility; and secondly, that it should be accepted by the Authorities of his Church as a final settlement of the question. On this latter point, I addressed Mr. Scott as nearly as I can recollect to the following effect: "You are only a private Member of Parliament; you are not a Representative of the Roman Catholic Church; you may assure the House, as well as myself, that this Bill is accepted as a final settlement of the Separate School question; so did Sir Etienne Taché, when he introduced the Separate School Bill of 1855, and even on its final passage its advocates assured the Legislature that it would put at rest the agitation of the Separate School question. Now it is said they had no authority from the Heads of your Church to make such statements; and so it may be said in regard to any assurance you may give as to

this measure being accepted as a final settlement of the question by the Authorities of your Church; and unless I am satisfied of that, I will do what I can to prevent the passage of your Bill, however modified, and will urge the standing upon the settlement of the question as agreed in 1855."

Mr. Scott called upon me again, I think, the following day, and told me that he had seen the Archbishop of Quebec, the Head of the Roman Catholic Church in Canada, and that the Archbishop agreed to accept the Bill as I proposed; and that as the Archbishop was not able to go out himself, he proposed that his Secretary, the Very Reverend Vicar-General Cazeau, and the Very Reverend Vicar-General Macdonnell, who had been sent by the Bishops from Upper Canada to watch the legislation on educational matters, should meet me on the subject. I agreed to the meeting proposed, to be held the following day, in the Parliamentary Library. At that Meeting, Mr. Scott pointed out the erasures, and read over the clauses amended, to each of which in succession, the ecclesiastical representatives of the Roman Catholic hierarchy in Canada, nodded assent as explicitly as did any couple ever nod assent to the vows contained in the Marriage Service. Then Mr. Scott had two copies of the Bill, as thus agreed upon, made out and compared,—the one for himself and the other for me, and proposed that we should all wait upon the Premier, and state to him the result. We proceeded to the Speaker's Room, where, (not I, but,) Mr. Scott, informed him of the result of our conference, and the two Venerable Ecclesiastics earnestly requested the Attorney-General to give the support of the Government to Mr. Scott's Bill, as a satisfactory and final settlement of the Separate School question. I think I may, without offence, appeal to the Honourable J. Sandfield Macdonald, for the correctness of what I have stated, in the interview referred to with him.

It was with this understanding, and under these circumstances, that the Bill was supported by the Government, and passed through the Legislature.\* But, even then, although I had, at the request of the Premier, prepared and published notes on the Bill, showing its harmony with the School System of Upper Canada, and recommending its adoption, and although it was supported by the leaders of the then Conservative Opposition, as well as by the Government; yet such was the opposition in Upper Canada to any further legislation on the subject, that a majority of the Upper Canada Members of the Legislative Assembly voted against it, and a majority of only two, or three, Upper Canada Members of the Legislative Council voted for it.

I affirm, therefore, that the passage of the Separate School Act of 1863, was an honourable compact between all parties concerned, for the final settlement of that question; and the renewed agitation of it, in less than two years, is not only a violation of that compact, but a warning to the people of Upper Canada, that if they are compelled again to legislate on the subject, their peace, and the safety of their institutions will require them to sweep the last vestiges of Separate School law from their Statute Books, and place all Religious Persuasions in the same relation of equality to their Schools as exists in the New England States, and in the neighbouring State of New York. But, more on this point hereafter.

*The Freeman*, indeed, affirms that, "from the first moment the Bill was introduced, we protested against it, as an insult to the Catholics of Upper Canada." But *The Freeman* does not add, that when *The Globe* newspaper quoted his sayings as those of the Roman Catholic Bishop of Toronto, his Lordship caused the following note to be written to the Editor of *The Globe*, and which was published in it on the 23rd of March, 1863:—

In your issue of this morning, you state that the *Canadian Freeman* is the "regularly authorized organ of the Bishop of Toronto, Doctor Lynch.

\* In a most eloquent and instructive speech on Confederation, delivered in the Legislative Assembly on the 9th instant the Honourable Mr. McGee remarked as follows, on the Separate School Bill of 1863, being a final settlement of the question: "I merely wish to add, in relation to an observation of my honourable friend, Mr. Brown, last night, on the subject of Catholic Separate Schools in Upper Canada, that I had accepted for my own part, as a finality, the amended Act of 1863. I certainly did, for it granted all the petitions asked for, and, therefore I think the Petitioners ought to be satisfied."

His Lordship wishes it to be understood that he has no official organ. He wishes me also to state, that as far as he knows the sentiments of his Right Reverend brethren, the Catholic Bishops of Upper Canada, and of the Catholics generally, they are quite satisfied with Mr. Scott's Separate School Bill.

Toronto, 20th March, 1863. GEORGE NORTHGRAVES, Rector of St. Michael's Cathedral.

I have become accustomed to respect the Right Reverend Doctor Lynch, like the late lamented Bishop Power, as a just and honourable man; and I have hoped to be able in future years, as I have the last two years, to act cordially with him in all School matters. I have not yet heard that his Lordship, or any Roman Catholic Prelate in Upper Canada, has authorized this new agitation; and I shall be much surprised and disappointed to learn that such has been the case in any instance.

### PART III.

PRETENSIONS AND AGITATION OF CERTAIN PROTESTANTS IN MONTREAL; SKETCH OF THE SEPARATE SCHOOL AGITATION IN UPPER CANADA; ALTERNATIVES AS TO FURTHER LEGISLATION ON THE SEPARATE SCHOOL QUESTION; CHARACTER AND EFFECTS OF SEPARATE SCHOOLS, AND CAUSES OF THEIR LITTLE SUCCESS; REASONS FOR ABOLISHING THE SEPARATE SCHOOL LAW IN CASE OF FUTURE LEGISLATION ON THE SUBJECT.

I have first a few words to say on the alleged cause of this new Separate School agitation. It is said to have been originated by the agitation and demands of certain Protestants in Montreal, apparently prompted and represented by the unscrupulous *Witness*, whose statements can no more be relied upon in regard to any thing relating to the School System, or Superintendent, of either section of the Province, than can those of the Toronto *Freeman* be relied upon in regard to the School System and Superintendent of Upper Canada. But is such an association, however respectable in its personnel, the Government, or the Legislature of Canada, any more than *The Freeman* and Mr. O'Reilly and their auditors? And are the Supporters of Separate Schools in Upper Canada to follow in the wake of *The Montreal Witness*, who, like *The Freeman*, has heretofore denounced all state Systems of Public Instruction? It is true that a certain number of Protestants in Montreal, under the apparent lead of *The Witness*, (who is sailing under false colours in this crusade), make pretensions and claims to a separate everything, from the Chief Superintendent of Education down to the humble Teacher,—a thing not recognized in England, or Ireland, or Prussia, or Holland, or Belgium, or France, or the United States—involving the principle of subjection of the State to the Church, and leaving to Cæsar nothing but to provide money for, and obey the commands of, the Church,—incompatible with the universal education of any people,—embodying views subversive of the School System and of Municipal rights in Upper Canada, and which have been again and again all but unanimously condemned by its Representatives and Electors. Such pretensions on the part of *The Witness* and others in Montreal could never have really prompted, any more than it can justify, this new Separate School Law agitation in Upper Canada, although it may be the pretext for it. There are indeed certain anomalies in the School Law of Lower Canada which by no means afford to Protestants there facilities for Protestant Schools equal to those possessed by Roman Catholics for Separate Schools in Upper Canada; but I believe no one has been more ready to correct those anomalies than the Superintendent of Education there, who has more than once officially recommended the amendment of the law for that purpose, and *The Witness'* attacks on whom are as unjust as its statements are unfounded. Mr. Hodgins, Deputy Superintendent of Education, when in Montreal in September last, having been applied to on the subject, endeavoured to impress some of the parties concerned with the error of their course, so at variance with the views of the people of Upper Canada, and so impracticable and unpatriotic. I have ever objected to Lower Canada interference in Upper Canada School matters; and I do not think Upper Canada will interfere with Lower Canada School matters. I believe the Members of the Gov-

ernment and the majority of the Legislators there will do justice to the rights of the minority,\* as have the majority of the Upper Canada Members of Government and of the Legislature dealt justly, and even liberally and indulgently, in regard to the rights and privileges of the minority here.

I have now to remark upon the fact of this periodical Separate School agitation, and upon the causes of the little success of Separate Schools, and of the consequent dissatisfaction with the Law respecting them.

The School Act on which our present School System is based was passed in 1850; but Separate Schools have been allowed since 1841. Dissatisfaction and agitation arose on account of the restrictive interpretation given by the Superior Judges as to the provisions of the Act of 1850, respecting the establishment of Separate Schools in Cities and Towns. In 1851, (on my return from England), I met the then Roman Catholic Bishop of Toronto and a Vicar General, and proposed the draft of a short Bill which they approved, with many thanks, and which was passed by the Legislature. But, in a short time, a new Separate School agitation was commenced, accompanied by much discussion, and the Separate School Act of 1855 was the result, declared by *The Freeman* and other parties to be the death knell of our Common School System, and a new and glorious era of Separate Schools. But the Common School System lived in unimpaired health, and advanced with accelerated power, while the Separate Schools remained nearly as few, as far between, and as feeble as they were before 1855. Dissatisfaction on the part of the advocates of Separate Schools again arose, and the Separate School Law of 1855, (prepared and introduced into the Legislature by the Representative of the Roman Catholic Church,) was denounced, like its predecessor, as "a sham and a fraud." A new Separate School Bill was introduced in 1860, by Mr. R. W. Scott, of Ottawa, and pressed again with modifications in 1861, in 1862, and in 1863, when the present Separate School Law was passed, and accepted on the part of the Authorities of the Roman Catholic Church as a final settlement of the question. But in less than two years the old agitation is recommenced, and the old terms of denunciation against the Separate School Law and the Chief Superintendent are again employed and set to work in the service of a fresh agitation.

Such is a glimpse of the Separate School agitation in Upper Canada during nearly half of a human life. Now, can it be that acute Ecclesiastics, and learned Lawyers, and able Statesmen of the Roman Catholic Church have been deceived thus time after time as to the import and character of laws which they themselves framed and advocated? Or is there not a chronic and inherent weakness in the very condition of Separate Schools which renders them sickly and stunts their growth in comparison with that of Public Schools, and which no law compatible with free government and the rights of man can remedy? I can truly say, beyond the power of successful contradiction, that I have sought to the utmost to give the most liberal application and the fullest effect to these successive Separate School Acts; that, while I have no sympathy with the dogmas of the Hierarchy of Rome, I have a deep sympathy with the Roman Catholic people, and have endeavoured to do to them, Priests as well as Laymen, as I would be done by, and to aid them all in my power in their educational efforts—deeply sensible, as I am, from year to year, that, with the incubus of Separate Schools upon them, Roman Catholics labour under great disadvantages in comparison with their neighbours and fellow citizens of other Religious Persuasions. I have done more in this respect for Roman Catholics than I have done for the Members of any other Religious Persuasion; and I know well that this has been made an objection to me by some Protestants; but irrespective of sect, or party, I have endeavoured, and shall continue to help most those who, I think, need most help, although I have received, and shall probably continue to receive, from their Newspaper organs nothing in return but misrepresentation and

\* The Honourable Mr. Rose, Protestant representative of Montreal Centre, in a speech on Confederation, delivered in the Legislative Assembly the 22nd of February, bears the following corroborating and conclusive testimony on this point: "With respect to the question of Education, the present was the first time any agitation had begun on the subject in Lower Canada, so just had been the course of the French Canadians toward the Protestant Minority, both before and since the union of the Provinces, and he believed it would continue to be so."

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abuse. Yet with these my best exertions to give the fullest effect to the provisions of a law which, (as I have above shown,) affords greater facilities to Roman Catholic Trustees and their Supporters than are provided by law for Trustees and Supporters of Common Schools, and contains all the provisions, (as I shall presently show,) that a Legislature can make without violating the constitutional and individual rights of the people; even under these circumstances, the Separate Schools generally languish while the Common Schools flourish, and a new agitation is set on foot for further Separate School legislation.

Now, the alternatives before the public of Upper Canada are: either to live in this stato of civil turmoil, or grant the further legislation demanded, or to abolish the Separate School law altogether.

As to the second of these alternatives, I am prepared to show before any Committee or Tribunal, that the Separate School Act of 1863 contains all the provisions in behalf of Trustees and Supporters of Separate Schools, that the Common School Act does in behalf of the Trustees and Supporters of Common Schools, (and several additional ones, as shown above,) with two exceptions:—1. The Supporters of Common Schools have to provide by assessment a sum equal to the Legislative School Grant, in order to be entitled to it. The law formerly required the same condition on the part of the Supporters of Separate Schools, in order to their sharing in the Legislative School Grant; but they complained of it as a grievance, and the Separate School Acts of both 1855 and 1863 relieved them of that condition. 2. The Trustees of Common Schools, as also Trustees of Separate Schools, can levy and collect Rates from their Supporters for all School purposes; but, in addition, the former can call upon the Municipal Councils to levy Rates on their Supporters for them, while the latter cannot require the Municipal Council to levy and collect Rates of their Supporters, although they could at all times levy and collect such Rates themselves. The reason of this difference is, first, the School Law of Lower Canada took away in 1857, from Municipal Councils there, the power of levying and collecting rates in behalf of Dissident, or Protestant, Schools; and, of course, the Upper Canada School Act of 1863 contained a corresponding provision in respect to Separate Schools. This, however, is of trifling importance on either side, as Trustees can quite as well, through their own Collector, collect their School Rates, as to collect them by the agency of the Municipal Council. But the primary reason is, that on the principle of the declared separation of Church and State, the Municipalities, any more than the Legislature, cannot impose and collect Taxes for Church Schools, any more than they can impose and collect taxes for Church building, or Church Ministers of any kind.

It is, then, impossible to extend the provisions of the Separate School law, without including one, or both, of two things; and both of these things were included in the first drafts, or copies, of the Separate School Bills of 1855 and 1863. The first of these provisions prohibited either Municipalities, or Trustees of Common Schools from levying and collecting any rate for either the building of a School House, or paying a Teacher, without levying and collecting rates for Supporters of a Separate School in proportion to their population as compared with that of the rest of the School Section, or Municipality,—thus actually proposing to make Municipalities and Protestant Trustees Tax-gatherers for Roman Catholic Schools,—a practical illustration of the doctrine, that the State shall be subject to the Church, as well as that Protestants should not only support the Public Schools, but collect Rates to support the Roman Catholic Schools, or have no Schools themselves! The second provision is, that the Roman Catholics, as a body, shall be defined as Supporters of Separate Schools, and thus, by law, be excluded from the Common Schools. This was in the first project of the Bills referred to,—thus depriving every Roman Catholic of the right, or liberty, of choice, as to whether he would support a Common, or a Separate School; and every Roman Catholic Parent of the right, or liberty, of choice as to whether he would send his children to the Common, or Separate School. A recent Encyclical Letter from Rome condemns this individual right of judgment, or choice, as a "damnable heresy;" yet is it the very soul of our civil and religious liberties, and as dear to the hearts of Catholics as to the hearts of Protestants,

although the former may not be able, equally with the latter, to maintain by speech, writing and action, this birthright of our common and immortal humanity.

Now, I assume that our Parliament never will legislate away the rights of citizens and of men, by adopting either of these provisions; without doing which it cannot extend, as required, the provisions of the Separate School law. If then, it is determined still to agitate for the extension of those provisions, the only other alternative is, in the interests of peace, to abolish the Separate School Law altogether, and thus put an end to all further aggression and agitation on the subject, and place all classes of citizens, without exception, upon a common footing of equality before the Law and the State, in regard to education, as well as in regard to every other political and civil right.

Separate Schools cannot be claimed upon any ground of right, as I have often shown in discussing the subject in former years. All that any citizen can claim as a right on this subject, is equal and impartial protection with every other citizen. All that can be claimed, or granted, beyond this must be upon the ground of compact, or of expediency, or indulgence. I have ever regarded the existence of the Separate School provisions of the Law in the light of a compact, commencing with the Union of the Canadas; and as such, I have endeavoured, in behalf of the public, to maintain it faithfully and liberally. But, if the Supporters of Separate Schools continue to violate that compact, as they have done repeatedly, by denouncing it, and demanding its modification and extension, then they forfeit all right to the original terms and conditions of it, and reduce the whole question to one of expediency, in which light I will briefly consider it.

I think no one will maintain that Separate Schools are expedient for the interests of the State. Nay, those interests are more, or less, injured by every act of class legislation, and its strength is weakened by every sectional division which its citizens have created by law. If it was a source of individual pride and of the strength of the State, in ancient days, for a man to say, "*Romanus Sum*,"—"I am a Roman;" so would it be now, under a legislation of equal rights and privileges, without the shadow of distinction in regard to sect, or party, for a man to say, "I am a Canadian." For every man to feel that he stands in all respects upon equal ground of right and privilege with every other man in relation to the State and Law, must best contribute to the true interests and real strength of the State, and best respond to the spirit and principles of free government. Upon public grounds, therefore, the law for Separate Schools cannot be maintained.\*

I admit that the existence of such a law has contributed, and will contribute, to strengthen the political and social influence of Protestantism, and to weaken that of Romanism in Upper Canada. The influence of a small body allied to, and blended with other influences, makes itself felt in any community whose selections to offices of public trust and honour, depend largely upon popular suffrage. In all such cases, the influence of Roman Catholics cannot but be powerful. But let such a community, however large, (unless it constitutes the majority of the population,) isolate itself from, and maintain an avowed and active hostility to the most cherished institutions of all other classes, its influence in Municipal and public affairs becomes *nil*, and no man dare openly ally himself with it who aspires to any situation of public trust, or honour, that depends upon the suffrages of the majority; and the Government itself, the creation of such

\* Mr. Hodgins, Deputy Superintendent of Education for Upper Canada, has, at much pains and labor, collected the statistics of Public Religious Instruction given to children in the City of Toronto; and the Editor of the *Hamilton Spectator* has done the same in regard to the Religions of children in that City. These statistics are given in the current February number of the *Journal of Education* for Upper Canada, and prove conclusively that the Religious Instruction of youth in these two Cities, (the least favourable examples that could be selected for the purpose) is as extensive as their Common School Instruction; and that Religious Instruction being given by the respective Pastors and Parents of the children, and by those specially selected by them for the purpose, is, of course, much more thorough, practical and efficient, than any perfunctory instruction given by a Day School Teacher, were it possible for him to give any specially Religious Instruction at all in connection with his other various teachings, during the six hours out of the twenty-four of the five days of the week that the children are under his oversight. The Religious statistics of Toronto and Hamilton, as given in the *Journal of Education* for the present month, demonstrate the fallacy of the statements and arguments that the youth of the Land are also to be seen in the *Journal*, that the Board of Trustees in those Cities have given every facility during school hours for carrying into effect the official Regulations in regard to Religious Instruction in the Schools, while the 129th Section of the Upper Canada Consolidated Common School Act affords ample protection to the religious feelings and scruples of each Parent on the subject.



combined and consolidated majority, will not dare to disregard its wishes in appointments to public offices of any description. But he must be a narrow-minded and unpatriotic Protestant who would wish its influence and power extended by the unnatural, though self-exclusion of any class of the community.

But the chief injury of such isolation must fall upon the Roman Catholics themselves. The injury to the State at large from such an unnatural division of its citizens in public institutions, is small, in comparison of the injury which the Authors of such division inflict upon the isolated community itself. From the comparative paucity of its resources, the Elementary Schools of such a community, except in a few Cities and Towns, must necessarily be inferior to the Schools in which the youth of the great majority of the population are educated.\* Then the youth of these inferior Schools are not only excluded from the advantages of the better Schools, (whose doors are open to all without the slightest interference with the Religious faith, or feelings of any,) but they are deprived of all those springs of mental development, activity and energy which arise from competition and emulation with the other youth of the land. Thus inferiority of mental culture and development is necessarily stamped upon the mass of the community that is thus isolated from the Public Schools of the Country. And the youth who thus grows up to manhood in a School of separation commences the battle of life, not only with inferior mental and social preparation, but comes forth into the arena of competition and enterprise estranged from, and a stranger to the habits, views, and associations of those with whom his pursuits and fortunes are linked. Is it surprising that a youth whose early energies and means of improvement are thus dwarfed by isolation and inferior School instruction, should, in the career of life, be distanced in every race of enterprise in business, profession, and public ambition, by his early more favoured rivals and competitors? There may, now and then, be an exception. There may, here and there, be a youth of great natural ability and indomitable energy who will throw off the nightmare of early depressing circumstances, force himself up through all disadvantages of inferior school and social culture, and make himself a name of honour and distinction in the community; but such an example is a rare exception to the general rule which dooms the victims of isolation to inferiority, failure, and obscurity.

Then the next result is deep dissatisfaction among the Members of the isolated community at their position of social inferiority in the Country, and at their failures of success in various pursuits, and at their omissions in the elections and appointments to public offices and trusts, with exclamations against the law, and the bigotry and oppression of the majority of the community, for what is the legitimate offspring and inevitable fruit of their own doings, or of the doings forced upon them. They may complain "that no 'Irish' Catholic need apply for any post of public trust or honour;" but they have themselves, by their isolation, inferior educational culture, and war against the institutions of the great body of their fellow citizens, rendered the election, or appointment, of many, if any, of themselves an impossibility, where the suffrages of the majority are the predominant power in the State. Then envy, then hatred of the more successful and prosperous classes, then mutual consultations and excitements to revenge their imaginary wrongs, and relieve themselves of their deeply felt but self-inflicted evils; and then, among the more daring and least scrupulous portion of such an isolated community,

\* Since the above was written, the following illustration of the accuracy of my remarks, even in regard to a City, is furnished by the following extract of a letter from a Correspondent of the Roman Catholic *True Witness*, of Montreal. That Correspondent, writing from the City of London, C.W., respecting the Separate Schools in that City, says:—

"Our Schools are well attended, but, I regret to say, are not in such a state of efficiency, as to compare altogether with the Common Schools. This is the only drawback to the present, or ultimate, success of our Schools,—a difficulty which *must* be met—because indifference and neglect on this matter might lead to an entire repudiation of the Separate School System in Canada West, as practically unable to afford those facilities and advantages in the matter of education which were held out as an inducement to its establishment. Seven years ago we were led to expect our Separate Schools would be at least equal in all respects to those from which we separated."

Commenting upon the above, the *London Free Press* says that "while it is matter for regret that any educational effort should not meet with success, yet it is possible that the time will come when our Roman Catholic fellow-citizens will see that there is no necessity to promote Separate Schools. It is notorious that no attempts are made at the Common Schools to sway the minds of the children in matters of Religion; and even if such was the case, the influence of the family circle, and that of public worship, would fully counteract it. It will be a great day for Canada when the children of its citizens will meet for secular instruction, irrespective of the creeds their Parents may profess."

the combinations and conspiracies of Fenianism,—the employment of brute force to obtain power and wealth, which can only be legitimately obtained by the exercise of virtue, intelligence, and industry. The Hierarchy may earnestly and strongly denounce these combinations and conspiracies, but the monster has grown too strong and unmanageable to obey the voice of even a Bishop,—the disease is stronger than the remedy. In this aspect, the question of School separation deserves the serious consideration of the statesman and patriot.

So deeply impressed are many Roman Catholics with the irreparable injuries inflicted upon their children by taking them from the Public Schools, and isolating and sending them to inferior Separate Schools, that I have known instances of their obeying authority so far as to return their names and give their subscriptions as Supporters of a Separate School, and then send their children to the Public School, and pay a large Fee for the privilege of doing so,—a privilege which they had forfeited by returning their names as Supporters of a Separate School; and, of the 504 Roman Catholic Teachers employed in the Schools in Upper Canada, only 171 of them are employed in Separate Schools, while 333 of them are employed in Public Schools,—the Schools denounced by *The Freeman*, Mr. O'Reilly, and other Separate School Agitators; and of the more than fifty-five thousand Roman Catholic children taught in our Schools in 1863, upwards of forty thousand of them attended the Common, or Public, Schools, while but fifteen thousand attended the Separate Schools. I think I am safe in saying that every Roman Catholic in Upper Canada, who has distinguished himself either in law, or politics, has been chiefly, if not wholly, educated in Public Schools with Protestant youth, and not in Separate Schools. I believe Mr. O'Reilly himself never would have got up to the position of Recorder of the City of Kingston, if he had been educated in the Separate Schools which he now advocates—if he had not had his mind cultivated and developed in Public Schools, and his energies and ambition quickened and roused by emulation with Protestant youth, and formed early acquaintances and associations with them, which have laid the foundation of his professional success. He is a living contradiction of his own advocacy. Nor do I believe that he, or any others of his party, will venture to maintain that the nine-tenths of the Roman Catholics of Upper Canada, who have themselves been taught, or have educated their children at the Public Schools, are any less orthodox Catholics than the one-tenth who have been induced or compelled to send their children to Separate Schools.

The fact is, that the tendency of the public mind and of the institutions of Upper Canada is to confederation, and not to isolation,—to united effort, and not to divisions and hostile effort—in what all have a common interest.\* The efforts to establish and extend Separate Schools, although often energetic and made at great sacrifice, are a struggle against the instincts of Canadian society, against the necessities of a sparsely populated Country, against the social and political present and future interests of the parents and youth separated from their fellow citizens. It is not the Separate School Law that renders such efforts so fitful, feeble and little successful; their paralysis is caused by a higher than human law—the law of circumstances, the law of nature, the law of interest, if not the law of duty from parent to child.

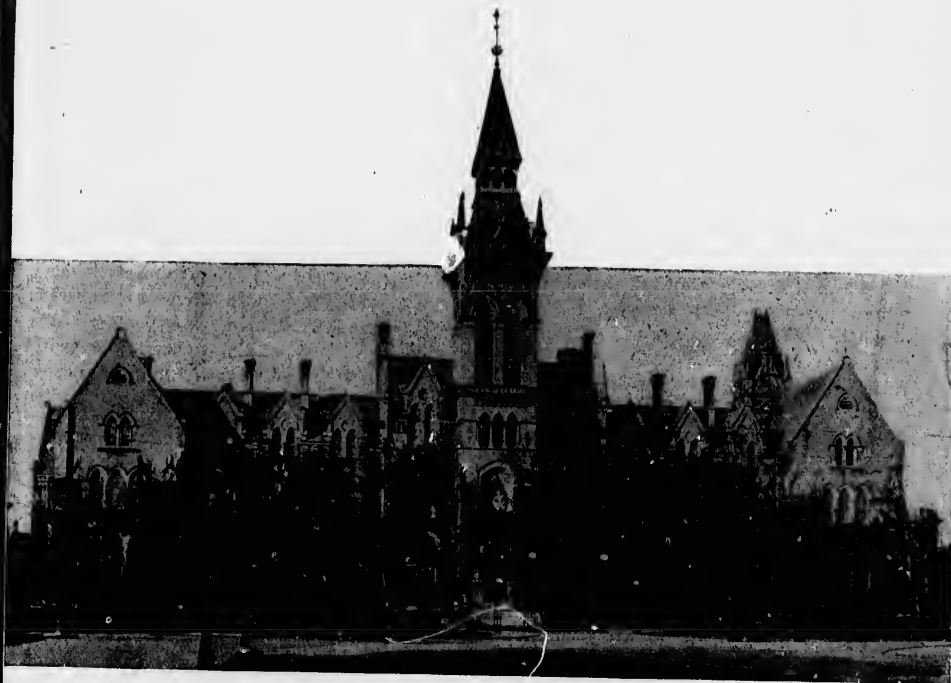
If, therefore, the present Separate School Law is not to be maintained, as a final settlement of the question, and if the Legislature finds it necessary to legislate on the Separate School Question again, I pray that it will abolish the Separate School Law altogether; and to this recommendation I am forced, after having long used my best efforts to maintain and give the fullest effect and most liberal application to successive Separate School Acts, and after twenty years' experience and superintendence of our Common School System.

TORONTO, February 15th, 1865.

EGERTON RYERSON.

\* The late Right Honourable THOMAS WYSE, long a distinguished Roman Catholic Member of Parliament and Educationalist, and afterwards Her Majesty's Minister to the Court of Greece, at Athens, wrote largely on the universal education of the Irish people, and in favor of mixed schools, as essential to its attainment. In his great work on *Educational Reform*, he thus speaks of a system of separate, or denominational, schools, and of the kind of instruction given in them. He says: "We grow Protestants, and we grow Catholics," "and degrade Seminaries for the universal mind of the Country into rival garrisons of faction."

## APPENDIX TO VOLUME EIGHTEEN.



KNOX COLLEGE, TORONTO.

In 1844, arrangements were made for the training of young men for the Ministry in connection with the (Free) Presbyterian Church of Canada; and, in 1855, the Reverend Henry Esson, Minister of the St. Gabriel Street Church, Montreal, was appointed Professor. He was aided by several Ministers from Scotland; and, in 1846, the Institution was put on a more permanent basis, and was designated "Knox College." The Reverend Doctor Robert Burns, the first Pastor of Knox Church in the City of Toronto, acted as Professor of Theology for a time; but, in 1847, the Reverend Michael Willis, D.D., of the Free Church of Scotland, in Glasgow, was appointed Professor of Theology, —the duties of which Chair he continued to discharge until 1870, when he resigned. The Reverend Alexander Gale, M.A., and the Reverend Wm. Rintoul, and the Reverend G. P. Young, were connected with Knox College for a longer, or shorter, time. The present staff of Instructors consists of the Reverend William MacLaren, D.D., Principal and Professor of Exegetics. The other Professors are:—The Reverends T. B. Kilpatrick, D.D., James Ballantyne, D.D., John E. McFadyen, M.A., J. D. Robertson, M.A., D.Sc., H. A. A. Kennedy, M.A., D.Sc., and J. F. McCurdy, LL.D., Ph.D. Librarian, the Reverend Wm. McWilliam, LL.B. Instruction is given in Greek and Latin by two Tutors, and for Hebrew the Students attend Classes in University College.

Knox College is incorporated by Act of Parliament; the present Endowment is about \$150,000, and means are continually used for the increase of the Endowment. It depends partly on annual contributions from the Congregations of the Presbyterian

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Church. The Building of the College cost over \$120,000. Between 400, and 500 Students have passed through the College, most of whom are now Ministers, either in the Dominion of Canada, or elsewhere. At the present time there are a large number of Students connected with the College. These are Students in Theology, or in the preparatory Classes of Knox College, as also in those of University College.

During the twelve years which have elapsed since the Jubilee of Knox College was celebrated, the work has gone on steadily; and the number of Students, while varying from year to year, has, on the whole, been gradually increasing. Many and important changes have taken place in the staff of Teachers. The Workers have changed, but the work has gone on.

Professor R. Y. Thomson, M.A., B.D., closed a short, but brilliant career in 1894. His early death was felt to be a great loss to the Institution, to which he had devoted his high gifts.

Reverend Professor W. Gregg, D.D., retired in 1895, from the Chair of Apologetics and Church History, which he had filled for so many years with marked ability and success.

In 1896, the Reverend G. L. Robinson, M.A., Ph. D., of Boston, Massachusetts, was inducted into the Chair of Old Testament Literature and Exegesis, in which he rendered excellent service for two years, when he accepted a similar position in Chicago. On the same day as Doctor Robinson was inducted into Knox College, the Reverend James Ballantyne, B.A., of Ottawa, was installed as Professor of Church History and Apologetics. At a later date, the subjects taught by him were changed to Church History and Government. And in this congenial work he continues still to do excellent service.

In 1898, the Reverend John E. McFadyen, M.A., B.A. (Oxon.), was appointed to the vacant Chair of Old Testament Literature and Exegesis, which he still fills with marked ability.

In 1901, the Reverend Halliday Douglas, M.A., of Cambridge, was appointed to the Chair of Apologetics and Homiletics, and, for one Session, he filled the Office with the highest promise of success. But, the following Summer, when on a visit to his native land, he died suddenly in Edinburgh, and a career of great promise closed.

In 1903, the Reverend J. D. Robertson, M.A., D.Sc., was appointed to the Chair, left vacant by the death of Professor Halliday Douglas, and, in October of that year, entered on his work, which he still continues to discharge with growing success.

The lamented death of Principal Caven, which took place on the first of December, 1904, left a great blank in Knox College. He had been forty years connected with the Institution, as Lecturer, Professor and Principal. No man could well have left a deeper impress on his Students.

The Reverend Doctor MacLaren, who for thirty-one years had been Professor of Systematic Theology, was chosen by the Senate to discharge the duties of the Principalship *pro temp.*, and the General Assembly, in the following June, appointed him Principal, relieving him, at the same time, of the heavier portion of his Class work. The same Assembly appointed the Reverend T. B. Kilpatrick, D.D., of Manitoba College, to the Chair of Systematic Theology, and Reverend H. A. A. Kennedy, M.A., D.Sc., of Callendar, Scotland, to the Chair of New Testament Literature and Exegesis. These Gentlemen entered upon their duties last October, and have gained for themselves a good report.

During the sixty-two years that have elapsed since Knox College was founded, it has encountered many difficulties, but it has overcome them, and has continued to do an important work for the Presbyterian Church. It has prepared and sent out eight hundred and twelve Graduates to enter on the Christian Ministry, a larger number than probably has been trained by any other Theological School in Canada. And its friends still regard its outlook for the future as hopeful.

TORONTO, 1907.

—Communicated.

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