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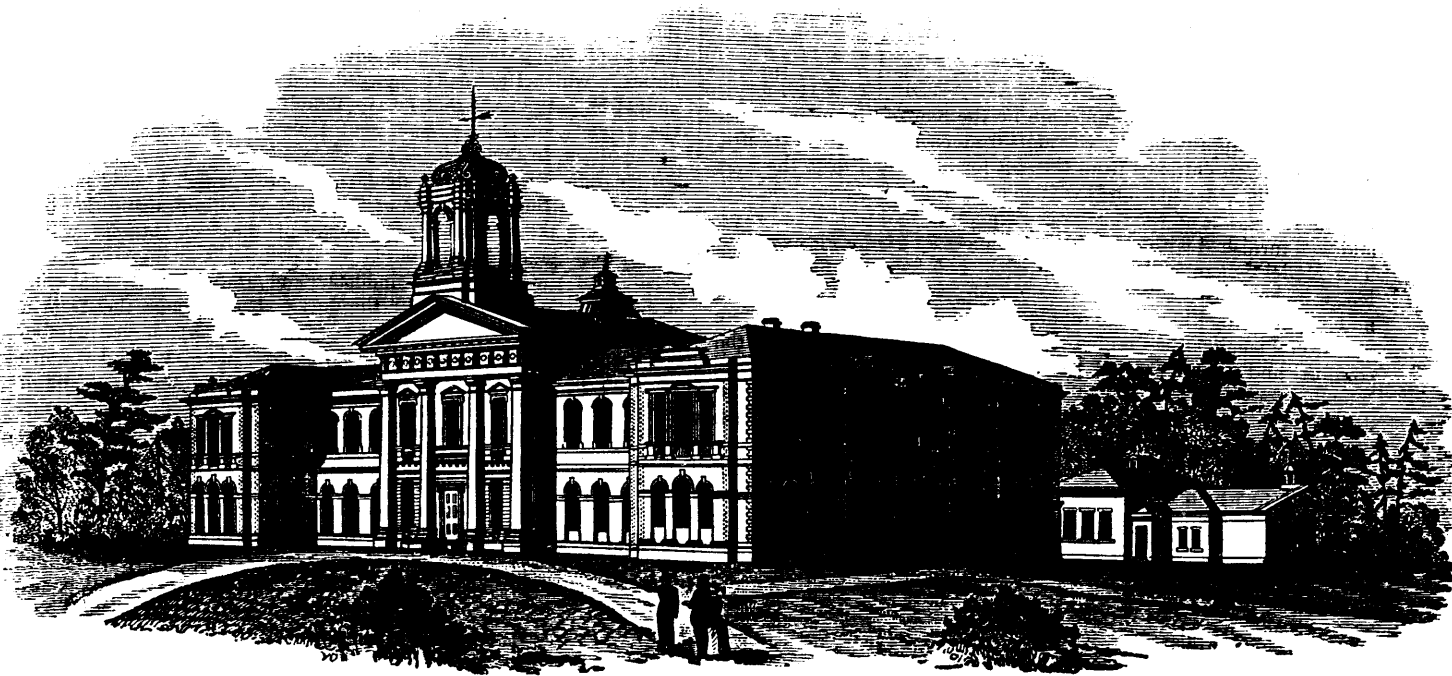
Canada.



VOL. V.

TORONTO, UPPER CANADA, DECEMBER, 1852.

No. 12.



FRONT PERSPECTIVE VIEW OF THE NORMAL SCHOOL, TORONTO, WITH THE MODEL SCHOOLS IN THE REAR.—INSTITUTED, A. D. 1847. ERECTED, 1852.

(IN CONNECTION WITH THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.)

The entrance to the Education Offices is immediately in front, that of the Male Students to the right, from Church Street, and of the Female Students to the left, from Victoria Street.

CEREMONY OF OPENING THE NEW BUILDINGS OF THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

The ceremony of publicly opening the New Normal and Model Schools for Upper Canada, took place on Wednesday evening, the 24th ultimo, amidst the greatest interest and enthusiasm. The beautiful and ample theatre was filled by a large assemblage. The admission was by ticket, to prevent confusion, and as a necessary consequence, the greatest order and regularity prevailed. During the day the buildings were visited by hundreds of persons, some from the lively interest they took in seeing the structure so nearly completed, others with a view to obtain tickets for the evening ceremony. Numbers were disappointed in not obtaining tickets, as the demand was much larger than the accommodation could supply.

In connection with a detailed account of the proceedings at the opening, we present our readers with a Perspective View of this beautiful pile of buildings. They are an ornament to the city of Toronto, and will doubtless prove a blessing to the Province at

large. They have been erected on the most approved plan, and at the same time in the most economical manner. The entire cost, including the purchase of seven and a half acres of land in the heart of the city, will not much exceed £22,000. The land itself is worth upwards of £1000 per acre. The site is the centre of an open square, bounded on the east by Church Street, on the south by Gould Street, on the west by Victoria Street, and on the north by Gerrard Street. For the information of persons who may not be acquainted with these new streets, we would observe that this locality is a few rods east from Yonge Street, and about three quarters of a mile from the Bay. The elevated position of the buildings commands a fine view of the City, Bay, Island, and Lake; and, altogether, we do not believe a better or more convenient site could possibly have been selected.

The above cut represents the appearance of the Normal and Model Schools, as seen from Church Street, in a north-easterly direction. The Main Building faces Gould Street to the south. It has a frontage of 184 feet 4 inches, and is 85 feet 4 inches deep.

The design of the building has been rather for utility than effect, still a fitness of decoration has been observed, in good keeping with the object of the erection. The front is in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment surrounded by an open doric cupola, 95 feet in height. The Offices of the Department are on the ground floor of the main structure. The Theatre or Examination Hall is on the ground floor of this building, surrounded by a gallery, and lighted from the roof. It will accommodate between 600 and 700 persons. A room on the east side of the building is appropriated for the use of the male students, and the west for females; and except when in the presence of the masters, they are entirely separated. The number and size of the rooms on the ground floor is as follows:—

On the East Side:—

School of Art and Design, No. 1,	36 : 0'' x 28 : 0''
School of Art and Design, No. 2,	36 : 5 x 28 : 0
Male Students' Retiring Room,	36 : 0 x 30 : 0
Council Room,	39 : 0 x 22 : 0
Male Students' Staircase,	17 : 6 x 11 : 0

On the West Side:—

Visitors' Room,	22 : 8'' x 14 : 8''
Second Clerk's Office,	22 : 0 x 14 : 3
Deputy Superintendent's Office, with fire-proof vault,	37 : 11 x 22 : 0
Chief Superintendent's Office,	28 : 0 x 21 : 0
Ante-Room to ditto,	22 : 0 x 14 : 3
Depository of Books, Maps, Prints for Public Schools, &c.,	28 : 0 x 21 : 0
Depository of Books and Stationary for Normal School,	22 : 8 x 14 : 8
Female Students' Retiring Room,	36 : 0 x 26 : 10
Female Students' Staircase,	17 : 6 x 11 : 0

The Model School Buildings are in the rear of the main structure, and are approached by corridors from each side of the theatre. There is also an entrance from the east for boys, and from the west for girls. There are spacious yards on each side of the Model School, for the recreation of the scholars. These yards are planked over, and well furnished with suitable contrivances for gymnastic exercises. The Model School for boys and girls is 175 feet 6 inches by 59 feet 6 inches, with two school rooms, 56 feet 6 inches, by 23 feet, and capable together of accommodating 200 pupils each. There are several smaller class rooms, fitted with every convenience for the comfort and instruction of the scholars. In the gallery rooms, intended for the explanation of maps, illustrations of natural history, &c., &c., the seats are raised, so that the pupils on each seat can look over the heads of those in front. Thus, a class of fifty or sixty can with ease, and without moving from their seats, examine every point on a map to which their attention may be directed by the teacher.

In the upper floor of the Normal School building are the following rooms:—

Lecture Room, No. 1,	56 : 0'' x 36 : 0''
Lecture Room, No. 2,	45 : 0 x 28 : 0
Lecture Room, No. 3,	56 : 0 x 36 : 0
Lecture Room, No. 4,	32 : 8 x 28 : 0
Head Master's Room,	22 : 0 x 19 : 5½
Second Master's Room,	22 : 0 x 19 : 5½
Museum,	42 : 0 x 22 : 0
Library,	39 : 5 x 22 : 0
Laboratory,	21 : 6 x 12 : 0

The buildings are heated by hot air. The furnaces are in the basement, and surrounded entirely by brick-work; even the floors are brick. Water is let in from the City Water Works, and at two places in each floor in the building, (six places in all) provision is made for attaching hose and conveying water wherever it may be needed, in case of fire.

The grounds have been levelled and underdrained, and made ready for the purpose of conveying practical instruction in agricultural chemistry, botany, and vegetable economy.

THE CEREMONY.

The chair, on the occasion of the ceremony, was filled by the Honorable S. B. Harrison, Chairman of the Council of Public Instruction. On the platform were the Honourable the Chief Justice of Upper Canada; the Honorable Inspector General Hincks; the Rev. Dr. McCaul, President of the University of Toronto; the Rev. Dr. Ryerson, Chief Superintendent of Schools; J. C. Morrison, Esq., M.P.P., Rev. Mr. Lillie; Rev. Mr. Jennings; and J. S. Howard, Esq., Members of the Council of Public Instruction; G. P. Ridout, Esq., M. P. P., for the City of Toronto; and T. J. Robertson, Esq., Head Master.

The Hon. Mr. HARRISON, said it had fallen to his duty, as Chairman of the Council of Public Instruction, to preside at this meeting, and the Council were exceedingly gratified with so large an assemblage on the occasion of the inauguration of these buildings, which have been fitted up for the purposes of Common School education. It would be out of place for him to make any remarks at this time, and more especially when there are so many gentlemen anxious to make some observations. He would simply state the order of proceeding, and the first upon this occasion would be a short and appropriate prayer, after that, those gentlemen prepared to make observations will be heard. The Rev. H. J. Grasett, a member of the Council, who was to have taken part in the proceedings, by offering up prayer, having been called away to Hamilton, had, with the concurrence of the Council, appointed the Rev. A. Lillie to take his place. He would therefore call upon the Rev. Mr. Lillie to open the proceedings in the absence of the Rev. Mr. Grasett.

Rev. Mr. LILLIE having offered up a very appropriate prayer, the Chairman called upon the first speaker.

The Honorable J. B. ROBINSON, Chief Justice of Upper Canada, on being announced by the Chairman, said, *Mr. Chairman*:—It is an event of no ordinary interest that we are met to celebrate. It is now publicly announced that the building which the Province has erected for the accommodation of the Normal and Model Schools, is completed; and has been taken possession of by the officers of the Department. The ceremony by which it has been thought proper to mark the occasion, occurs at a moment when my time and thoughts are unavoidably so engrossed by the judicial duties in which I am daily engaged, and of which the performance cannot be postponed, that I have found it difficult to comply with the request of Dr. Ryerson, that I would take a part, however unimportant, in the proceedings. It would have been more difficult for me, however, wholly to decline a request which I could not but feel that the Superintendent of this most important institution had a right to make, not more on account of the deep interest which ought to be taken in the work in which he is engaged, than on account of the ability and industry and the unabated zeal with which he devotes himself to the duty. I must hope that from a consideration of the circumstances I have mentioned, you will be disposed to receive with indulgence the observations which I venture to offer, however little worthy they may seem of the cause and of the occasion, and of the spacious and elegant hall devoted to education in which they are delivered. The larger portion of this audience are probably, like myself, not entitled to speak with confidence of the grace and propriety of architectural designs; but it is acknowledged that so far as may be consistent with strength and durability, what the art of the builder aims at is to please,—and to please not those only who can appreciate his difficulties but the greater multitude of observers who are ignorant of rules, and and who when they admire, they know not why, give a strong testimony that one great object of the artist has been attained. I believe I am expressing the general sentiment when I declare my admiration of the handsome edifice in which we are assembled. It would have been inconsistent with the circumstances of this yet new country to have expended much of the revenues necessary for the supply of so many pressing and growing wants, in decorating this structure with the massive columns and elaborate carving which are required for creating an imposing grandeur of effect; but we have here provided in a style fairly in keeping with the country, and with the object, a large, substantial, and well proportioned building—of durable materials, and yet of light appearance, and in its interior arrangements, I doubt not, perfectly well adapted to its purpose. I have heard it generally spoken of as a striking ornament of the city in which it occupies a convenient and appropriate position, and by whose inhabitants I trust it will come to be regarded in successive generations with growing favour. In my own judgment it does great credit to the taste and talents of the architect, and I wish, for the sake of Mr. Cumberland, that the opinion came from a quarter which could give it value. (Applause.) But these are minor matters. It is to the system of religious, intellectual and moral training that is to be carried on within these walls that the deeper interest attaches; for we stand now around the fountain from which are to flow those streams of elementary instruction, which, while the common school system endures, must be conducted from it into every city, township and village in Upper Canada.—I

might almost say conducted to every farmer's, mechanic's and labourer's dwelling; for the law has provided amply and certainly for placing, at no distant day, the education which can be obtained in this Normal School, within the easy reach of all. There will be no impediment from distance, no difficulty from straitened means; the most densely crowded quarters of our towns, and cities, and the remotest corners of our rural districts, will be sure to have their school houses, their teachers, their books and their maps.

Whoever reads the common school acts and considers the provision which they make for diffusing the system of instruction which they authorize, will see that its effects must inevitably pervade the whole mass of our population. And at what a time is its efficiency about to be felt! I speak with reference to the impulse given to agriculture and commerce, the spirit of enterprise called forth by the improvements in science, and the remarkable proofs which we are witnessing of the vivifying influence of increased population and of increased wealth. It would be difficult, I think, to point out a country in which at any period of its history the results of such a system could have deserved to be regarded with greater interest—or watched with more intense anxiety. It is not only the city which this building adorns that is concerned in these results,—not merely the surrounding country, whose inhabitants will enjoy more convenient access to this institution—not *Upper Canada* alone, for the *Lower* portion of the Province is scarcely less directly interested in whatever must influence the composition and acts and counsels of a government and legislature common to both. We may say with truth, that the interest even extends much farther. It is common for us to hear of that great experiment in government in which the vast republic near us is engaged. The world, it is said, has a deep interest in the result, and none it is most true, have stronger motives than ourselves for wishing that the experiment may prove successful in attaining the great objects of all good governments, by preserving order within the boundaries of the country governed, for it is unfortunate to live near unruly neighbours, foreign or domestic, and unsafe while we happen to be the weaker party. But in Canada, and the other Provinces of British North America, we have an experiment of our own going on, in a smaller way to be sure, but still on a scale that is rapidly expanding—and an experiment of no light interest to our glorious mother country, or to mankind. We occupy a peculiar and a somewhat critical position on this continent, and more than we can foresee may probably depend upon the manner in which our descendants may be able to sustain themselves in it. It will be their part, as it is now ours, to demonstrate that all such freedom of action as is consistent with rational liberty, with public peace, and with individual security, can be enjoyed under a constitutional monarchy as fully as under the purest democracy on earth—to prove that in proportion as intelligence increases what is meant by liberty is better understood, and what is soundest and most stable in government is better appreciated and more firmly supported. The glorious career of England among the nations of the world demands of us this tribute to the tried excellence of her admirable constitution; it should be our pride to shew that far removed as we are from the splendours of Royalty and the influences of a Court, monarchy is not blindly preferred among us from a senseless attachment to antiquated prejudices, nor reluctantly tolerated from a sense of duty or a dread of change; but that on the contrary, it is cherished in the affections, and supported by the free and firm will of an intelligent people, whose love of order has been strengthened as their knowledge has increased—a people who regard with loyal pleasure the obligations of duty which bind them to the Crown, and who value their kingly form of government not only because they believe it to be the most favourable to stability and peace, but especially for the security it affords to life and property, the steady support which it gives to the laws, and the certainty with which it ensures the actual enjoyment of all that deserves to be dignified with the name of freedom. As soon as the legislature of Canada determined to apply so large a proportion of its revenue to the support of common schools, it became necessary to the satisfactory and useful working of the system that an institution should be formed for the instruction of the teachers, and it was a great advantage that before the circumstances of this country first called for such a measure, and rendered its application practicable on a large scale, the efforts of many enlightened and judicious persons in other countries had been for years directed to the subject; and all the questions of discipline

distribution of time, methods of imparting knowledge, subjects of instruction, and the extent to which each can be carried, had engaged attention and had stood the test of experience. Many valuable books had been compiled expressly for the use of such schools, and great care and diligence had been used in making selections from the abundant stores of knowledge already available. And so far as those political considerations are concerned, which it would be culpable ever to lose sight of, we can fortunately profit without hesitation by all these important aids, being bound by the common tie of allegiance to the same Crown, and having the same predilections in favour of British institutions as our fellow-subjects of the United Kingdom. Without such a general preparatory system as we see here in operation, the instruction of the great mass of our population would be left in a measure to chance. The teachers might be many of them ignorant pretenders, without experience, without method, and in some other respects very improper persons to be entrusted with the education of youth. There could be little or no security for what they might teach, or how they might attempt to teach, nor any certainty that the good which might be acquired from their precepts would not be more than counter-balanced by the ill effects of their example. Indeed the footing which our common school teachers were formerly upon, in regard to income, gave no adequate remuneration to intelligent and industrious men to devote their time to the service. But this disadvantage is removed, as well as other obstacles, which were inseparable from the condition of a thinly peopled and uncleared country, traversed only by miserable roads, and henceforward, as soon at least as the benefits of this great Provincial institution can be fully felt, the common schools will be dispensing throughout the whole of Upper Canada, by means of properly trained teachers, and under vigilant superintendence, a system of education which has been carefully considered and arranged, and which has been for some time practically exemplified. An observation of some years has enabled most of us to form an opinion of its sufficiency. Speaking only for myself, I have much pleasure in saying that the degree of proficiency which has been actually attained, goes far, very far beyond what I had imagined it would have been attempted to aim at. It is evident, indeed, that the details of the system have been studied with great care, and that a conformity to the approved method has been strictly exacted; and I believe few, if any, have been present at a periodical examination of the Normal School without feeling a strong conviction that what we have now most to hope for and desire is, that such a course of instruction as they have seen exhibited, should be carried on with unrelaxed diligence and care. Of course, I shall be understood to be speaking only with reference to those branches of knowledge which formed the subjects of examination. There is, we all know, a difficulty which has met at the threshold those who have been influential in establishing systems of national education; I mean that which arises from the number of religious sects into which the population is divided. This is not the occasion for entering into any discussion upon that painfully interesting question. Whatever difficulty it has occasioned in England or Ireland must be expected to be found here, applying with at least equal, if not more than equal force. I should be unwilling to suppose that any doubt could exist as to my own opinion on this question; and scarcely less unwilling to be thought so unjust and uncandid as not to acknowledge and make allowance for the difficulties which surround it. They are such I believe, as no person can fully estimate, until he has been called upon to deal with them, under the responsibility which the duties of Government impose. In the mean time, resting assured as we may, that no general system of instruction can be permanently successful which has not the confidence and cordial approval of the sincerely religious portion of the community—that portion, I mean, who will think it worse than folly to aim at being wise above that which is written—we must wait with hope and patience for the solution which this difficulty, to which I allude, may receive in other countries more competent to grapple with it—trusting that what may ultimately be found to be the safe and satisfactory course, may, by the wisdom and good feeling of the majority, be adopted among ourselves. When conflicting opinions upon this subject shall have been reconciled, so as to secure the full confidence and approval of those who are not indifferent to religious duties and considerations, it may be hoped that the system which is now being matured may arrive at that state of perfection, in regard to the regulations connected with it, that the Legislature may be able to

leave it to operate from year to year without disturbance or material change, so that all classes may become familiar with its working, and that a feeling of attachment to it may have time to form before all associations connected with the subject shall be broken up by the introduction of a new machinery. For it is not under such disadvantages that institutions like this can do their work. They require to be able to pursue their course of daily duties in peace, and free from the distraction of uncertainty, and the agitation and anxiety of change. (Applause.)

I close these observations by again adverting to the very remarkable period in the history of this Province at which the Normal School of Upper Canada has taken possession of its magnificent home. We are advancing with a rapidity that surprises ourselves, scarcely less than the people of other countries who have been suddenly awakened to the truth of our astonishing, but inevitable progress. It was but a few weeks ago that I read in the *Westminster Review*, one of the leading English periodicals that deals most frequently with Colonial subjects, an article written expressly for the purpose of impressing upon the British public a due sense of the importance of the North American Provinces, and of the great interests which with surprising rapidity are springing up within them, and claiming the attention of the mother country. In order to give force to his statements, the writer of this article speaks of it as a fact, which he evidently supposes will take his readers by surprise, that the British North American Provinces contain among them a population of not less than 1,700,000 souls; not imagining by authentic returns which had been published some months before he was writing, Canada alone contained nearly 150,000 more people than he gave credit for to all these Provinces,—and that in speaking of the whole collectively as he did, with the full purpose of saying as much as he could honestly say of their importance, he had sunk in his statement about 800,000 of their actual population. In all of these extensive Colonies of the British Crown, distinguished as they are by a loyal and generous appreciation of their position as a portion of the British Empire, the same spirit of enterprize is at this moment in active employment with the aid of singular advantages, in developing their great national resources. Every thing that we can see and feel at the present time, or can discern in the future, is full of encouragement to the farmer, the mechanic, and the labourer,—and as for the liberal professions, it is impossible that they can languish among a prosperous people. When it was proposed to unite the Provinces of Canada, the scheme first submitted to Parliament was to confer municipal institutions by erecting in the whole territory five great District Councils for municipal purposes, with power to a very considerable extent of controlling the action of the Provincial Legislature. But this suggestion was wisely, I think, abandoned, for these five Councils would have constituted so many *little*, but not *sufficiently little* Parliaments, inconveniently clashing with the Provincial Legislative body. In place of these we see established in our numerous counties, townships, cities, towns and villages, councils which better comport with the idea of purely municipal corporations, occupying themselves in improving the material and social condition of their respective localities, and smoothing, if I may so express myself, the asperities of a rough—because a new country. That these corporate bodies may know how to use, without abusing, their powers, it is indispensable that the great body of the people by whom they are elected should be intelligent and well disposed—able to distinguish between the evil and the good, not in morals only, but in what we may call in some degree matters of policy and government. Nothing can insure this but early discipline, and early and sound instruction. It is true that a little learning may in some cases do harm rather than good to the individual who possesses it, and may make him a less valuable, because a more dangerous member of society than he might have been without it. But these are exceptional cases. It would be as wise to reject the use of railways, because an occasional train runs off the track, as to hesitate to give education to the multitude for fear it may in some instances be perverted, as no doubt it will be to bad purposes. But in truth this question is now decided in every free country, and speculations about the comparative advantages of promoting or neglecting education would be a useless waste of time. The multiplying calls for intelligence in the varieties of employment which are daily increasing—the wonderful cheapness and facility which improvements in the art of printing have given in the production of books and new-

papers, and the quickened circulation of intelligence, which we derive from liberal postal arrangements and the magic wonders of the telegraph, must make the necessity of being able to read and write so great, and the desire so nearly universal, that the few who may remain without such instruction will be made to feel the marked inferiority of their position. And soon it will be literally true that in Upper Canada there will be no excuse for any person endowed with ordinary capacity, being found in a condition so degrading to a freeman, and so unsuitable to an accountable being. With everything to urge and to tempt them to the acquisition of knowledge, and everything to aid them in obtaining it, it will be impossible that the people of Canada can do otherwise than feel that in their case emphatically "*poverty and shame shall be to him that refuseth instruction.*" It must take time, no doubt, before the prevailing influence of education can be so fully felt. The dispersion through so large a country, of a sufficient number of well qualified teachers by the instrumentality of this Normal School, cannot be instantaneous. Various circumstances concur to limit the number pressing forward in each year to avail themselves of its advantages—but the advance will still be rapid. It will be a quickly multiplying process. Each well informed and well-trained teacher will impart what he has learned to many, who in their turn, though they will not all be teachers, will all contribute in some degree, by what they have acquired, to raise the general standard of intelligence—crimes and vices, no doubt there will be, while there are men born with impetuous passions and with weak understandings; but the number of offences must be diminished, for there will be fewer to countenance, and more to reprove them. But I have already detained you too long. We shall have, I hope, from the Rev. Superintendent, and from other gentlemen, some interesting details of the system and progress of the Normal and Model Schools, which have been founded by the Legislature on so liberal a scale, and are to be henceforth so admirably accommodated. And I am sure you will heartily and sincerely unite with me in the wish that they may become powerful instruments in the hands of Providence for advancing the welfare of this Province, and promoting the temporal and eternal happiness of its people. (Great applause.)

The Honourable FRANCIS HINCKS, Inspector General of Public Accounts, rose amidst great applause. He said: Ladies and Gentlemen, I have seldom found myself in the position of a greater embarrassment than I do on the present occasion, having to follow a gentleman of the ability and eloquence of the Chief Justice, who has just addressed you. I feel particularly embarrassed on the present occasion, because I am under the necessity of saying that I present myself before you totally unprepared to address you in that manner which you have certainly a right to expect from the announcement made in connection with this opening ceremony. When the Reverend the Superintendent of Education spoke to me in Quebec, two or three weeks ago, upon the subject, I had no idea that I should be called upon to do more than to move a resolution. He then stated to me that this building was to be opened, and was kind enough to invite me to take a part in the proceedings. I felt not only from the interest I have taken in Common School Education, but from the position which I occupy, that it was my duty to avail myself of the opportunity of being present at such a ceremony. I feel that it is the duty of members of the Government to endeavour to be present upon occasions like this, and I only regret that since I have been a member of the Government, I have so seldom been able to avail myself of meetings of a similar character to the present. The responsibility of my want of preparation must rest with the Rev. Superintendent, but I have not the slightest doubt that he will be able to give a full explanation of the system which will be pursued here, and I am sure no one is more capable than he is to give such an explanation. My own remarks will be brief indeed, for since my arrival in town it has been impossible for me to arrange my thoughts upon the subject. As my worthy friend the chairman has said I have taken an interest in the various bills which have been introduced upon the subject of Education. I may say with regard to this as well as to our Municipal and our assessment laws, and other great measures, I am one of those who think that we cannot arrive at perfection at first. It requires the practical experience of the people themselves in the working out these systems before we can reach anything like perfection. All the various measures introduced upon the subject of Common School Education, have been improvements upon the measures that have

preceded them (Applause,) and I certainly think that the friends of the system of Education which has prevailed in this Province must feel proud upon the present occasion, for this event is a great triumph to their principles. There has been a great deal of opposition to anything like a system of education, from persons who have not given so much attention to the subject as those who have matured this measure. There has been much alarm expressed by many people that there was too great a system of centralization aimed at, and a great deal of opposition has been manifested in consequence. I have never been an advocate of a system of centralization; but I believe our system has been managed in such a way that no offence can be taken at it. It has been worked in such a way as to give advice rather than to coerce the people. A great deal of power has been left with the people, and the Chief Superintendent has rather endeavoured by moral influence to induce the people to adopt a uniform system of education, and a uniform series of school books, &c., that there might be as uniform a system as possible throughout the country. (Applause.) It is impossible without a central organization of this kind, that the necessary statistics can be obtained, or a correct view given of an educational system, and I believe a great deal of good must result from the obtaining of these statistics. With regard to this institution so far, it has been most successfully conducted, and I feel bound to say that we must attribute all the merit of that success to the Rev. gentleman who has been at the head of our Common School system. (Great applause.) It is only due to that Rev. gentleman that I should take this public opportunity of saying that since I have been a member of the Government, I have never met an individual who has displayed more zeal, or more devotion to the duties he has been called upon to discharge, than that Rev. gentleman. (Great applause.) A good deal of opposition has been manifested, both in and out of Parliament, to this institution, and a good deal of jealousy exists with regard to its having been established in the City of Toronto. I can speak from my own experience as to the difficulties experienced in obtaining the co-operation of Parliament, to have the necessary funds provided for the purpose of erecting this building. I will say, however, that there never was an institution in which the people have more confidence that the funds were well applied than in this institution. There is but one feeling that pervades the minds of all those who have seen the manner in which this scheme has been worked out. In regard to the school itself, the site has been well chosen, the buildings have been erected in a most permanent manner, and without any thing like extravagance, and I have no doubt, there will be no difficulty in obtaining additional Parliamentary aid necessary to finish them. I feel, Ladies and Gentlemen, that I must again apologize for the total want of preparation. The hon. gentleman sat down amidst applause.

The Rev. Dr. McCaul, President of the University of Toronto, who, upon being announced by the Chairman, was greeted with much warmth, said, that in addressing a few observations on this interesting occasion, he would follow the example set by the hon. gent., who had just sat down, as far as brevity is concerned, not merely because no intimation had been given him until a short time since that it was expected he should appear before them, and he was not as familiar as he could desire, with the details of the institution, but also because he considered it unnecessary to dilate on topics which had been so ably handled in the addresses which had already been delivered by the speakers who had preceded him. He would commence by congratulating the Chief Superintendent of Education, and the members of the Council of Public Instruction, on the success which has attended their exertions. The building itself is an ornament to the city, and a credit to the architect, and as we look around upon this beautiful theatre,—and bear in mind the admirable arrangements which have been made throughout every part of the edifice, we cannot but feel satisfied that the remark has been justly made by the Inspector General,—that the appropriated funds have been most judiciously expended in the erection of this pile of buildings, whose inauguration we are now celebrating. But what, he would ask, is the chief thing which gives interest to this meeting? It is not the pile of building; however tasteful the design and substantial the execution,—not the rooms, however capacious and convenient; no, it is something which commands a higher and a deeper interest than the graces of architecture or the commodiousness of arrangement—it is the work that is to be carried on within these

walls,—a work second in importance to none in the province, for it is destined to perpetuate its benign influences throughout successive generations. Yes, the stamp which education impresses, however faint at first, or difficult of recognition, remains permanent and enduring, and continues indelible from age to age,—so that whatever be the national characteristics of the population of Canada, the influence of that system of instruction brought forward, as has been stated, in 1841, and spread throughout the country by the agency of the Normal School will be perceptible in its distinctive features. The diffusion of Education by properly qualified instructors is the grand and ultimate end of the work to be pursued within these walls, but the immediate object is the preparation of the teachers, through whose agency this end is to be attained. Now the work of preparing competent instructors comprehends not merely the necessary literary and scientific qualifications, but also the teaching them how to teach—a most important distinction; because, in the experience of those best acquainted with this subject, it is not the most finished scholar, nor the man of the greatest information that is best qualified to communicate it; for it frequently happens that those who have the highest attainments are not the most effective teachers. Hence the necessity of the Normal School, with its drill and its discipline. Even though it be true that the aptitude to teach is the gift of nature, yet who does not know that the gifts of nature are susceptible of improvement by art—that endowments which might have lain inactive, or been but imperfectly developed, are thus matured and called into effective operation?—that the most favourable direction and the most advantageous exercise of the faculties are communicated by rules, the result of experience? And how important is it that teachers should be properly qualified for the duties of their responsible office! of what immense consequence to the community at large, whose interests are so deeply involved! Of what vast importance too to the body of teachers themselves, as forming a profession! Time was, when but little attention was paid to the dignity of this most honourable occupation—when neither the community nor the teachers themselves seemed to have adequate ideas of the importance of the office of instructor. But these things have happily been in a great measure remedied. [Applause.] Teaching is now pursued, not as an occupation, hastily taken up for want of a better, to be as hastily thrown off when something more advantageous presents itself, but as a permanent pursuit, requiring much previous study and training, and calling into exercise the highest and best of man's intellectual and moral endowments. The community too, while they have become sensible of the danger of trusting their children, whose happiness both here and hereafter may depend on the character of the instruction received, to persons incompetent for the task, have also learned that they cannot expect that task to be properly discharged if they treat those who devote themselves to it, with little liberality and less respect, and force the best qualified among them, from the want of the remuneration which they have a right to expect or of the consideration which is their due, to apply their abilities to other pursuits. But I have said the diffusion of the blessings of education throughout the land is the ultimate end of the work which is to be pursued within these walls. What mind can justly estimate—what tongue can adequately express—the benefits which must flow from such a diffusion? What influence will it have in elevating the tastes and in repressing low and debasing habits? And oh! how many are there who if they had but the avenues of enjoyment thrown open to them which education presents, would never have fallen into the grovelling habits which have ruined both themselves and their families. But in another respect too, the diffusion of education must exercise a most important influence throughout the country. We live in times when the tendency is to a diffusion throughout the masses, of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges [applause], and if so, of what immense importance is it that the masses should be educated—that they should be placed in such a position that they should know their independence and understand their rights—that they should possess that power, which education gives, of protecting themselves against religious or political impostors.

The learned Chief Justice has referred to the advantages which we enjoy under our form of government. Of what consequence it is that the people should be able to understand and be prepared to show, that they maintain their allegiance to the British Crown

and their adherence to the limited monarchy under which they live, not through any antiquated prejudices, nor yet through any traditional veneration, but because, though familiar with the operation of another form of government on the opposite side—and I underrate not the advantages of that system, for there are many things we might safely imitate—they prefer that which they have, entertaining the well grounded conviction that under a limited monarchy such as that of England, they can enjoy all real advantages and all real individual liberty for themselves and for their children, and under it have happiness here, and the means and opportunity of preparing themselves for happiness hereafter. [Great applause]. So far as he had spoken, (he said,) he had referred to the diffusion of intellectual and moral education. But there is another most important element which he would briefly notice, with reference to religious education. The Chief Justice touched upon it slightly, with that caution which the importance of the subject required, and that skill which characterises everything that falls from that learned gentleman. [Applause]. In referring to the subject, he (Dr. McCaul) had no hesitation in expressing his opinion that one of the features connected with the Normal School which he most admired was, that provision is made for religious instruction. [Applause.] The difficulties of this question, on which such strong feeling exists, arise from the diversity of opinions which prevail throughout the Province, and the necessity of respecting such opinions, however opposed to each other. He said the necessity, for all are bound to respect the rights of conscience; nor is there any one more likely to treat with deference the conscientious scruples of his neighbour than the man who most strictly regards his own; nor, on the other hand, is there any one more likely to treat such scruples with indifference or contempt, than he who has never himself felt the force of such curbs, nor been checked by their restraint. How then, under such circumstances, is religious education to be provided for? Some persons believe that no system of education ought to exist, in which the persons who conduct it, do not at the same time communicate religious instruction. Others believe that secular instruction may be given by one party, and that religious instruction should be communicated by those whose especial province it is to give such instruction. But however that may be, whether the same or different persons are to train up our youth in the knowledge and fear of God; of this there can be no doubt, that there is no party in the Province, whose influence is worth considering, that does not believe that religious instruction is indispensable, that every system of education is imperfect, unless accompanied by training in the nurture and admonition of the Lord. When he considered the advances already made in Common School education in this Province, the number of competent teachers sent out from the Normal School, and the multitude of children receiving instruction, he could not but feel that there is a prospect of the realization of that hope which he had long cherished, that there would yet be attained in this Province what he regarded as perfection in a system of public education under public grants. He conceived that the public funds should provide means whereby the successful but indigent scholar might be enabled to pass through the successive stages of education, until he reached his profession, and there developed the abilities which God has given him. [Applause.] That he conceived to be the perfection of national education, which places the humblest man in, so far as the prospects of his children are concerned, in a position equal to that of the man of the amplest means. They all knew many, who have sprung from that class, who have done honor to England, and he doubted not, that ere his own career was closed, he would have the gratification of seeing some of the same class gracing the highest positions in the Province—who were originally educated at the Common Schools from the public funds—who from the Common School proceeded to the Grammar School, where they also received free education—and from that were admitted to the University, where, by means of the Scholarships provided by that Institution, they qualified themselves for a successful professional career, and by their own ability and industry, blessed by the favour of the Almighty, and fostered by the liberality of the Province, enrolled themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from the splendour of ancestry or the dazzle of wealth, yet shines with a lustre, peculiarly its own, the radiance of those purer and brighter beams, which emanate from the self-reliance and independence that characterise the man who under God has been the maker of his own fortune. [Great applause.]

The Rev. Dr. RYERSON, Chief Superintendent of Schools for Upper Canada, rose amidst applause. He said it had not been his intention to make any observations on the present occasion. He felt that it was the duty of others to speak, and it was the province of the Council to present the result of their joint labours. But as allusions have been made to himself personally,—allusions which laid him under deep obligations, and of which he felt himself entirely unworthy, but which could not otherwise than excite the most grateful feelings of the heart that his humble exertions were so highly approved by those whose good opinion was worth his highest ambition to deserve,—he felt called upon to make a few explanatory remarks. The Inspector General has observed that he understood that certain resolutions were to be proposed, and that all that he was expected to do was to move or to second one of these. That idea was suggested, but first thoughts are not always best, and when they endeavoured to reduce the idea to practice, they found it impossible to put the resolutions into the hands of those gentlemen whom they desired to address the assemblage, unless they brought some expression of praise to the Council.—They had themselves asked certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment. He thought this course had been found most proper, and although it had involved the Inspector General in a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, or whatever the circumstances in which he comes before the public, the Hon. Inspector General comes as a man of business, ready for the work assigned to him. He was disappointed that one or two gentlemen whose names had been publicly announced, were absent. He had a promise that if health permitted, Sir Allan MacNab would be present to take part in the public proceedings, and as he had not arrived this afternoon, he (Dr. R.) was painfully apprehensive that indisposition has deprived us of his presence, and observations.—Although thus sustaining a loss, they had acquired a gain which they would all deeply appreciate, in the eloquent address of the President of the Toronto University, the Rev. Dr. McCaul. He would only further add in regard to matters of detail that they had found it impossible from the limited accommodation of the theatre to afford seats for all who desired to be present; but although they had not been able to accommodate all, they had done the best they could. (Applause.)

This institution stands forth in some respects the personification, or the main spring of that system of public instruction, which has extended its ramifications throughout every part of the Province, and he thought the results at which they had arrived would justify the delay which has occurred in the commencement of these buildings. Though he had given as much attention to this subject as ordinary persons, yet when this task was assigned him, he felt entirely unprepared to incur the responsibility of devising and introducing a system of public instruction, without further enquiries, and further investigation, and he was satisfied that but for these previous enquiries, it would never have arrived at its present position. The erection of this building alone is sufficient justification of the course which has been pursued. Had he not visited the various Normal Schools both in Europe and America, he could not have formed a proper conception of the adjustment of the various parts, and the proper arrangements in a structure of this description. He felt that the allusions which had been made to the taste and skill of Mr. Cumberland, the Architect of these buildings, were fully merited; and he would say further, that they never would have attained to this state, had it not been for the clear, comprehensive and quick conceptions which are characteristic of the intellect of the architect. He (Dr. R.) only found it necessary from time to time, in submitting the details, to tell him what he wanted, when his acute mind instantly seized it, and suggested some convenient mode of carrying it into effect. He therefore felt himself under the greatest obligations to the ability and cordial co-operation that he had received from the architect of the building—a building which will stand as a lasting monument of his taste and skill, as well as of the liberality of the Legislature which made the grant for its establishment. [Applause.] Allusion had been made by the chairman to the establishment of a system of public instruction. The first bill was introduced by the chairman himself. Another bill was introduced two years afterwards by the Inspector General, and subsequently another prepared in 1846 was

merely a perfection of that, and the present law is an improvement and extension of the previous laws. The first law however has not been changed; but the subsequent bills have been merely supplying deficiencies which the progress of the system rendered necessary. While the Inspector General had been pleased to refer in a complimentary manner to himself he [Dr. R.] had much pleasure in saying that although he had more to do with the Inspector General than with any other public man, yet he had never found him refuse any proposition that was fairly submitted to him, and the reasons for it satisfactorily explained. He would say that from the time he first took charge of this department, he had never submitted a measure or application which had not been entertained. He had been assisted in every possible way, and to the utmost extent, that each successive government was able to assist him. In regard to the estimate originally made for the establishment of a Normal School, and submitted to the Legislature by the Hon. Mr. Draper, it was intended merely as an experiment. Mr. Merritt said it was entirely too small for the purpose proposed, and Mr. Baldwin rose in his place and stated that the sum of £1,500 per annum, was altogether too little. But Mr. Draper, (then Attorney General) said that the estimate had been made and he was not prepared to ask a larger sum; but that when a larger sum should be found necessary, a proposition to that effect would be submitted. The Normal School up to the present time has been carried on at the original estimate made for its support. We have acted upon a small scale at first that the country might see the adaptation of the system, that upon that ground we might come at a future day and ask for a further appropriation. That period has now arrived. We feel it necessary to say that in the new buildings we shall require a larger sum for its annual support than we have received heretofore. There are some who are in the habit of instituting invidious comparisons between Upper Canada and the United States, but he was prepared to meet these persons, and would say that we are prepared to carry on the Normal School in Upper Canada to an extent, and with a comprehensiveness of instruction beyond that which exists in the neighbouring State of New York, and at a less expense. The Legislature of New York has appropriated \$10,000 per annum for the support of their Normal School. That includes 90 pupils in the experimental school and two weeks practice of teaching. The school is built on one of the streets of Albany, and surrounded by no grounds whatever. We have grounds to the extent of several acres. We have an acre and a half of a botanical garden, half an acre for an experimental fruit and vegetable garden, about two acres for agricultural experiments, besides a small arboretum for foreign and domestic shrubs, &c; and we have a Model School with from 400 to 500 pupils. We are prepared to teach as large a number of pupils as in the State Normal School, in Albany, and we have had 140 applications within the last week. We are prepared to conduct all these operations \$2000 a year less than they conduct the school at Albany without these appendages of grounds and Model Schools. He would say that the only instance in which there has been an excess of expenditure beyond the original grant is in the erection of this building. When you look at the extent of it, and go through the ample school rooms in connexion with it, and consider that the ground has been levelled and drained, and the entire building completed and furnished for £17,200, he thought every one would say that there is not perhaps so cheap a building on the whole continent of North America. He had stated that there was in connexion with this Institution grounds to illustrate the whole course of instruction given in the school by the operations carried on in the neighborhood of the building. Every one will appreciate the additional advantages young persons will have in going forth to various parts of the country, so far acquainted with botany and elements of Agriculture as to afford useful and entertaining conversation to the agriculturists among whom they may associate. The tastes and feelings and social advantages of the country will be advanced by examples of this kind. There is not an Institution in North America in which these accompaniments are connected with any Normal School, although every writer on the subject has spoken of the great advantages that would result from such accompaniments. As to the annual expenditure for the accomplishment of all these objects, we shall be able to carry them into effect with the small addition of £500 per annum. He had seen in a paper of this city published that morning, that the Normal School has not accomplished the

object aimed at. That remark has been made in the absence of evidence, and in contradiction of existing fact. The Dr. here referred for a refutation of the rash and unfounded statement, to the appendix of the last annual report, which contained not speculations or statements of his own, but the statements of local Superintendents in the various counties, who visited the schools and were competent to judge as to the character and success of teachers. As a further refutation of the statement to which he had referred, he also alluded to the great demand made for teachers from the Normal School—remarking that the credit of the admirable instructions given in that institution, was due to the ability and diligence of the Masters employed, and especially to the amiable disposition and high qualifications of the Head Master. He alluded to the facilities of text books and other things, and said that he could not have accomplished so much, except for the valuable assistance received from those associated with him in the Department. He did not therefore take the credit to himself, but wished to divide it with those whom he had selected, and who had been appointed, to assist him. He said allusion had been made to the religious question. That question he would not shrink from. He considered every system of education as worthless, which did not recognize as the basis of all human dignity and honor, the christian religion. (Applause.) He would be the last to support an institution of this kind if it did not include provision for religious instruction, and he appealed to the past as a proof that the young people have felt as much improved in the religious feelings as in their intellectual qualifications. For this they were indebted to the clergymen of the several churches with which they are connected. The principle acted upon was to ascertain the church to which each pupil belonged, and send a list to the respective clergymen of the names of the various parties which belong to each. The clergyman attends every Friday afternoon, and the pupils are required to attend, and also to appear at least once on Sabbath in the church to which they belong. The religious improvement of the young people, he believed, had been equal to their intellectual improvement. His earnest desire was that the institution, the opening of which they were now celebrating, may send forth to various parts of the country a class of teachers to which he would be proud to look. The Dr., in conclusion alluded to the claim which the Normal School had upon the Corporation for sidewalks and a proper approach, to the school. (The Rev. gentleman sat down amidst great applause.)

The Rev. Mr. Jennings pronounced the Benediction, and the proceedings terminated.

OPINIONS OF THE PRESS.

From the Semi-Weekly Leader, of Friday, Nov. 26, 1852.

OPENING OF THE NORMAL SCHOOL BUILDINGS.

In another place will be found a report of the speeches delivered on the opening of the new Normal and Model School buildings, on Wednesday night. The results of those institutions fully vindicate the wisdom that suggested their establishment. This is now all but universally admitted. It may indeed, be possible to find here and there an unhappy soul who has a quarrel with mankind and with Dr. Ryerson who will go so far as to deny the palpable and proved advantages to the cause of education that have resulted from the establishment of the Normal School; but the right thinking part of the community will not accept as a truth a statement so petulant and unfounded. The improvement is no where more strikingly discernible than in the argumentation of teachers' salaries some thirty or forty per cent. That augmentation is valuable chiefly because it carries with it the evidence of superior capability in those employed as teachers. It is not a boon to ignorance, or an increase of compensation for inferior services; but the purchase of superior capabilities. That superior capability the Normal School has developed and brought into the market; and the higher rates of compensation are among the results of this change in the character of teachers. The benefits of a system may be made most striking by contrasts and comparisons. Upper Canada is inhabited chiefly by the descendants of a nation that has neglected the education of the masses to a degree that no one now seeks to vindicate. In England the peasantry are steeped in ignorance of the grossest kind. Scarcely one agricultural labourer out of a thousand, over thirty years of age, can name the letters of the alphabet. The

younger branches of that industrious family have chiefly been taught to read through the means of Sunday Schools. In Ireland also there are dense masses of ignorance, but much of it is now clearing away. Scotland presents a very favourable contrast to both England and Ireland, in this respect. On the whole, Canada is immeasurably ahead of the parent state, in the matter of educating the masses. In this respect, Canada would furnish a not unfit model for England to copy. But there are causes at work in England which arrest the progress of education among the masses, and which happily have no place here.

Since 1846, the prejudices that existed against our present Common School system have almost entirely died away. In fact, these prejudices were rather personal than otherwise. All the dark and deep designs that suspicion and jealousy united in ascribing to the Superintendent of Education have been found to have had no existence. The expressed fears of a centralization that would result in the political enslavement of the people have proved wholly unfounded. In the place of political slavery and degradation, we have increased intelligence, better teachers, and a larger proportion of all the children in the country taught; schools, in some cases, absolutely free to those who have not the means of payment. The Superintendent of Education has even become tolerable to those who at one time would give him no quarter; and if he should never be able to acquire universal popularity during life, he bids fair to be well remembered when he shall have passed from the scene of his present labors and triumphs—for the system which he has founded and administered will doubtless be regarded as a great triumph over ignorance, over old habits, over personal hatreds and political animosities. The prejudices against the individual being worn away, we shall probably hear but little against the system he was instrumental in introducing. Five years hence we might as well expect to hear the invention of printing, the steam engine, or the magnetic telegraph decried, as to hear the Normal School spoken of as an useless incumbrance or an unnecessary institution. The Normal School will make the profession of teaching respectable; because it will rid it of the imposture of empiricism and give it the stamp of proved knowledge. The Superintendent of Education, in this country, now occupies a position almost equivalent to that of a distinct department of the Government. For all administrative purposes, it may doubtless be said to occupy the position. The recommendations of the chief of this department, in his own sphere, have been respected by all Governments. If the office is elevated above all the ordinary mutations of political parties, the anomaly is excused by that necessity which demands uniformity of conduct in the system and admits of no obstructions in its administration.

If it has been found necessary to proceed step by step in the improvement of our school system, we have only travelled the same road as that by which other countries have perfected their system of primary instruction. The successive acts of legislation on the subject were not so many displays of cross-purposes, but reiterated attempts to improve what experience had shown to be defective. Each step is claimed to be an advance upon the last; and for aught we know, rightly so claimed. We have not, for instance, established free schools one day, and repudiated them the next. The Superintendent has always kept certain objects in view. He pioneered the cause of free education, respecting which there is indeed some difference of opinion; but which by the law is rendered possible, without being made universally obligatory. The decision of the question rests with the people themselves; and it is impossible to deny that it meets with a degree of encouragement that promises for it much future success. Without at this time entering the lists with the combatants who fight over the question of the fiscal equity of free schools, we cannot affect to the insensible of the good effects to a class of children, who would otherwise be deprived of the means of education, of that mode of sustaining and imparting primary instruction. It is surely worth some sacrifice in money to make a people intelligent; for by making them intelligent you help to make them virtuous and thereby diminish the cost, the burthen, the inconvenience and the disgrace of crime. It is questionless incomparably more important to the welfare of a state, that the mass of the people should know not only their rights but also those correlative duties which the possession of political rights implies, than that a few should be highly educated to the exclusion of the masses. It is the people at large, who chose our legislators, who as jurors, decide questions of right and wrong

between man and man, and of guilt or innocence in all offences against society. On them also rests the success of municipal government, that only effectual antidote to political centralization. Looking at all the interests involved, we see much reason to congratulate the province on the progress that has already been made in the diffusion of popular education, and the prospects of greater success, which we confidently look for in the future.

JOURNAL OF EDUCATION.

TORONTO, DECEMBER, 1852.

In closing the *fifth* volume of the *Journal of Education*, it is very gratifying to be able to remark, that the circulation of it has gradually increased from the commencement—that the system of public instruction which it was established to expound and promote, has become gradually matured and consolidated, has been extended to every Township in the Province, and has acquired a hold upon the public mind and an efficiency of operation which already compares favourably with the system of school operations in any of the States of the neighbouring Republic. By carefully examining the results of the many experiments in school legislation and practice which have been tried by our American neighbours, we have been enabled to avoid many errors of plausible but inexperienced theorizing, and are advancing to the happiest results by methods simple and direct.

In this work, which has awakened the best feelings and elicited the noblest exertions of a large proportion of the people in town and country in every part of the Province, the *Journal of Education* has been a co-operating agency of no small importance; and instead of terminating its career, with the present month, we are happy to be able to state that measures have been taken by which its circulation, and we trust its influence and usefulness, will be more than doubled,—as a copy of each number of the next volume will be sent to every local Superintendent, and School Corporation in Upper Canada. May we entreat that all those who are thus to be gratuitously furnished with a copy of this *Journal*, will use their best exertions to extend its circulation by means of subscriptions; we assure them of the best exertions on our part to adapt its pages to the great objects of our system of public instruction, and to render them instructive and entertaining to all those who desire the universal diffusion of sound education and useful knowledge.

Local Sup'ts. who have not reported to the Education Office the *actual number* of sections under their own immediate superintendence will please to do so without delay, so as to ensure accuracy in mailing the *Journal* to Trustees. They will be particular that the Union School Sections, of which they give the address, are those only which are defined in the latter part of the 4th clause of the 18th section of the School Act, so as to avoid sending two copies of the *Journal* to one Section. Local Superintendents had better also notify each Postmaster that the *Journal of Education* will be addressed to their Post Office for such and such School Sections, so that if not called for, they may no be transmitted to the Dead Letter Office at Quebec.

REMARKS IN REFERENCE TO ANNUAL SCHOOL MEETINGS TO BE HELD THROUGHOUT UPPER CANADA, AT TEN O'CLOCK, A.M., ON WEDNESDAY, THE TWELFTH DAY OF JANUARY, 1853.

ANNUAL MEETINGS IN SCHOOL SECTIONS.

The clauses of the School Act, 13th and 14th Victoria, chapter 48, relative to the duties of each annual school section meeting, to be held at the hour of 10 o'clock, in the forenoon of the second Wednesday (12th day) in January, 1853, are as follows:—

“VI. And be it enacted, That at every annual school section meeting in any township, as authorized and required to be held by the second section of this Act, it shall be the duty of the freeholders or householders of such section, present at such meeting, or a majority of them,—j

“*Firstly*. To elect a Chairman and Secretary, who shall perform the duties required of the Chairman and Secretary, by the fifth section of this Act.

"*Secondly.* To receive and decide upon the report of the Trustees, as authorized and provided for by the eighteenth clause of the twelfth section of this Act.

"*Thirdly.* To elect one or more persons as Trustee or Trustees, to fill up the vacancy or vacancies in the Trustee Corporation, according to law: Provided always, that no Teacher in such section shall hold the office of School Trustee.

"*Fourthly.* To decide upon the manner in which the salary of the Teacher or Teachers, and all the expenses connected with the operations of the School or Schools, shall be provided for."

1. The Act, therefore, prescribes the *day, hour and business* of an annual school section meeting; and leaves the Trustees nothing to do except *post notices* in three public places, *appointing the place of meeting*. No other business than that specified above, in the several clauses of the 6th section of the Act, can be considered at an annual school section meeting, unless it is specially named in the notices calling such meeting. If the *Trustees have special matters* to bring before their constituents, they should state them in the notices calling it, and thereby constitute the meeting both an *annual and special* school section meeting. But no special business should be taken into consideration, until that prescribed by law is disposed of.

2. As a general rule, the punctual attendance of the inhabitants should be secured by the organization of the meeting at the appointed hour,—10 o'clock in the forenoon,—making a fair allowance for the variation of time-pieces. After making such allowance, those in attendance, whether three or thirty, should organize, and proceed to transact the business for which they are assembled. The lawfulness of the proceedings of any school meeting is not in the least degree affected by the smallness of the number of school electors present, any more than the lawfulness of the election of a member of Parliament would be affected by the smallness of the number of his constituents who had voted at his election, provided he had the majority of those who did vote. All electors have a right to attend and vote, if they please; if they do not do so, they have no reason to complain, and are justly bound by the acts of those who did attend and vote.

3. In the event of a vote being objected to, the 7th section of the Act provides, "That if any person offering to vote at an annual or other school section meeting, shall be challenged as unqualified by any legal voter in such section, the Chairman presiding at such meeting shall require the person so offering to make the following declaration: 'I do declare and affirm, that I am a freeholder, [or householder] in this school section, and that I am legally qualified to vote at this meeting.' And every person making such declaration, shall be permitted to vote on all questions proposed at such meeting; but if any person, thus challenged, shall refuse to make such a declaration, his vote shall be rejected." The Act then renders any person liable to fine and imprisonment who shall be convicted of having wilfully made a false declaration as to his right to vote at such meeting.

4. The duties of an annual school section meeting, called and assembled as above directed, are,—

Firstly. To elect a Chairman and Secretary. Both of these officers may be either residents or non-residents, Trustees or Teachers. The duties of the *Chairman* are: To decide all questions of order, subject to an appeal to the meeting; to take the votes upon all questions proposed, in such manner as shall be desired by the majority of the electors present; to grant a poll for recording the names of the voters by the Secretary, upon the request of any two electors; and to give no vote except a casting vote as Chairman. The duties of the *Secretary* are: To record all the proceedings of the meeting, and the names of the voters upon any question, if a poll be demanded; and to transmit, without delay, a correct copy of the proceedings of the meeting, duly signed by the Chairman and himself, to the local Superintendent of Schools.

Secondly. To receive and decide upon the report of the Trustees, as authorized in the 18th clause of the 12th section of the Act. This clause makes it the duty of the Trustees "to cause to be prepared and read at the annual meeting of their section, their annual school report for the year then terminating; which report shall include among other things prescribed by law, a full and detailed account of the receipts and expenditures of all school moneys received and expended in behalf of such section, for any purpose whatsoever,

during such year; and if such account shall not be satisfactory to a majority of the freeholders, or householders present at such meeting, then a majority of the said freeholders or householders shall appoint one person, and the Trustee shall appoint another; and the two arbitrators thus appointed shall examine the said account, and their decision respecting it shall be final: or, if the two arbitrators thus appointed shall not be able to agree, they shall select a third, and the decision of the majority of the arbitrators so chosen shall be final; and such arbitrators, or a majority of them, shall have authority to collect, or cause to be collected, whatever sum or sums may be awarded against any person or persons by them, in the same manner and under the same regulations as those according to which Trustees are authorized by the twelfth section of this Act to collect school rates; and the sum or sums thus collected shall be expended in the same manner as are other moneys for the Common School purposes of such section." But no school section meeting can consider such report "unsatisfactory" if the Trustees have exercised the authority expressly given them by the several clauses of the 12th section of the Act,—in providing suitable school premises, apparatus, and books; in repairing and furnishing the school house; and in making up any balance of the Teacher's salary and other expenses of the school by a rate on property. All this the Act expressly authorises Trustees to do, without reference to any meeting. The law makes the Trustees, (as the representatives of their section) the judges as to the amount and kind of expenses which may be incurred for school purposes in each school section. The subject for the annual school meeting to consider is, not the expediency of any part or all of the expenses incurred by Trustees, but, the correctness of the accounts presented. The members of such meeting act as *Auditors* of the Trustees accounts. The object of this provision of the Act is to prevent any Trustee from perverting any part of the school money to private purposes; but not to prevent the Trustees of any school section from doing what they may judge expedient for the interests of their school.

Thirdly. To elect one or more persons to fill up the vacancy or vacancies in the Trustee corporation: provided that no local Superintendent, or the Teacher in such section, shall hold the office of school Trustee. From this clause, it will be observed that the electors at a school meeting can elect whom they please (except a Teacher in their section and a local Superintendent of Schools) as Trustee or Trustees, whether rich or poor, resident or non-resident. The 5th section of the Act having specified the order of the retirement of trustees from office, there can be no misunderstanding or doubt on this subject in ordinary cases. But questions have arisen as to the order of the retirement of trustees elected at the same time, not in a new section, but in sections already established; in cases where one trustee has been chosen to fill a vacancy occasioned by the retirement of a trustee after his three years' service, and another has been chosen to fill a vacancy by death, removal, or resignation. The doubt will be removed, when it is recollected that a person elected in the place of a trustee who had died, removed from the neighbourhood, or resigned, as authorised by the 8th section of the Act, remains in office, not three years, but *so long as the person in whose place he has been elected would have remained in office had he lived, or not removed or resigned*. Thus is the harmonious working of the principle of the triennial succession of Trustees secured. We will not repeat here what has been said heretofore, as to the vast importance of electing the most devoted friend of youth and the most judicious promoter of education in each section, as school trustee for the next three years, commencing the 12th January, 1853. There can be no doubt that the duties of School trustee are much more important than those of a Township Councillor, and not second to those of a member of the Legislature. We pray every school elector to think of this, and in behalf of his children, the children of neighbours, and his country in all time to come, to vote for the BEST MEN as School Trustees.

Fourthly. To decide upon the manner in which the salary of the Teacher or Teachers, and any other expenses connected with the operations of the school, not otherwise provided for by the Act, shall be levied and collected. The school Act authorizes *three* modes of providing for the expenses of the school: (1) voluntary subscriptions; (2) rate-bill or parents sending children to the school; and (3) rate on property; and the amending school Act of last session, expressly forbids the levying of any *poll tax*, in the following words:—

II. And be it enacted, That no rate shall be imposed upon the inhabitants of any school section, according to the whole number of children, or of the number of children of legal school age, residing in such section."

It will be observed that one or all of the *three modes* above referred to, can be adopted by the annual meeting; but the *amount* of the expenses to be incurred, is left to the Trustees. The Trustees, as the elected representatives of the section, *are required* by the several clauses of the 12th section of the Act, to incur certain expenses in providing instruction for the children of such section; and no public meeting has the right or power by illegally voting that no tax shall be levied, to restrict them,—and thereby *annul* the provisions of an Act of Parliament. (1). If the meeting decides upon *voluntary subscription*, the Trustees are bound to obtain as much as the residents in their section will subscribe, and to collect it as if it were a *rate-bill* or *rate*, as authorized by the second clause of the 12th section of the Act; and provide any balance in the manner prescribed by the latter part of the seventh clause of the 12th section—by a tax upon the rateable property in the school section, *and in no other way*. (2) If a *rate-bill* be decided upon, *the amount per month, or per quarter for each child attending the school should be fixed*, so that all parents sending to the school may know, at the commencement of the year, how much rate-bill they will have to pay. But should the school meeting not resolve upon any particular sum to be paid for the attendance of each child, the Trustees can levy the rate-bill per child attending the school, at the sum usually levied, and then assess and collect whatever balance may be required to pay the Teacher's salary and other expenses of the school, as authorized by the latter part of the 7th clause of the 12th section of the Act referred to. (3). But the most simple, equitable and patriotic mode of supporting each school is by *rate on property*, and then *opening the school to all the children of school age in the section*,—as FREE as the sun light of heaven. The inhabitants of upwards of 855 school sections in Upper Canada adopted this mode of supporting their schools in 1851; and some of the early results are attested in the extracts from local reports, given in the Annual Report of the Chief Superintendent of Schools, just published, pp. 65-130. In the Report for 1850, will also be found the Address of the Chief Superintendent to the People of Upper Canada, "On the System of Free Schools." In every case where a FREE SCHOOL is adopted, two things should be specially remembered—there should be *room* for all children in the section who will attend school, and there should be a *teacher competent to teach them all*.

ANNUAL SCHOOL MEETINGS IN CITIES, TOWNS, AND INCORPORATED VILLAGES.

The system of school-management in cities, towns, and villages, (on account of their dense population,) is different from that in school-sections of townships.

1. An annual school meeting is to be held in each ward of a city or town, and within the municipal boundaries of each village, on the same day and at the same hour, as in school-sections—at 10 o'clock in the forenoon of the second Wednesday (12th day) of January, 1853. The following are the provisions of the law relating to school elections in cities and towns:—

"XXIII. And it be enacted, That on the second Wednesday in January of each year, at the time prescribed by the second section of this Act, one fit and proper person shall be elected Trustee in each ward of every city and town, and shall continue in office two years, and until his successor is elected: Provided always, that such election shall be held at the place where the last municipal election was held for such ward, and under the direction of the same returning officer, or, in his default, of such person as the electors present shall choose; and such election shall be conducted in the same manner as an ordinary municipal election in each ward of such city or town."

There being no ward divisions of villages and towns with municipalities only, the School Trustees, (two of whom retire annually,) are elected for the whole municipality. The following second proviso in the 25th section of the Act, provides for elections in incorporated villages and "towns with municipalities only":—

"Provided secondly, that there shall be a school meeting annually in each incorporated village, at which two persons shall be chosen Trustees, in place of the two retiring from office, and shall continue in office two years, and until their successors are elected."

The supplementary Act passed at the last Session of the Legislature, 16th Victoria, chapter 23, enacts, section 7th,—

"That in case of the right of any person to vote at an election of a Trustee or Trustees in any city, town, or incorporated village, be objected to, the Returning Officer presiding at such election shall require the person whose right of voting is thus objected to, to make the following declaration:—'I do declare and affirm that I have been rated on the assessment roll of this city, (town or village, *as the case may be*), as a freeholder, (or householder, *as the case may be*), and that I have paid a tax in this ward, (or village, *as the case may be*), within the last twelve months, and that I am legally qualified to vote at this election.' And the person making such declaration shall be permitted to vote: Provided always, that any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight."

2. Notices for holding the above meetings in cities, towns, and incorporated villages, should be issued by the Board of School Trustees, at least six days before such meetings, in at least three public places in each ward of a city, town municipality, and incorporated village.

3. In regard to any village which has been incorporated, *during the present year*, the supplementary Act above quoted, provides, "That an election of a Board of School Trustees for such village shall take place, as soon as convenient, in the manner provided and authorised for incorporated villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter 48: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such village, or in case of his neglecting to do so for one month, by any two freeholders in such village, on giving six days' notice, in at least three public places in such village."

It will be seen from the foregoing, that elections in such *newly incorporated villages cannot* take place on the second Wednesday in January, as in other villages, as the Town-reeve, who will not be elected until the third Monday in the same month (17th January) cannot fix the time for holding the school elections until after that period. He should, however, "as soon as convenient," issue the requisite notices for the election of a Board of School Trustees in such newly incorporated village.

4. From the provisions of the School Act it will be perceived that no other business except the election of School Trustees devolves upon an annual school meeting in cities, towns, and incorporated villages. The trustees are required, however, "At the close of each year, to *prepare and publish, in one or more of the public papers, or otherwise*, for the information of the inhabitants of such city, town, or incorporated village, an annual report of their proceedings, and of the progress and state of the schools under their charge, and of the receipt and expenditure of all school moneys."

5. The supplementary School Act of last Session confers new and extensive powers upon the Board of School Trustees in cities, towns, and villages, in regard to levying and collecting moneys for school purposes within their respective municipal boundaries. The following are the provisions of the law on this subject, section 1:—

"The Board of School Trustees in each city, town, and incorporated village, shall, in addition to the powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such city, town, and incorporated village, all the powers with which the Trustees of each school-section are or may be invested by law in regard to each such school-section." These powers are defined at length in the 12th section of the school act, 13th and 14th Victoria, chapter 48.

With these increased and important powers and responsibilities conferred upon the Trustees of cities, towns and villages, how important it is to elect none but the most devoted friends of popular education as School Trustees?

APPOINTMENT OF LOCAL SCHOOL SUPERINTENDENTS.

The 3rd clause of the 26th section of the school Act makes it the duty of the Municipal Council of each County "To appoint annually a local Superintendent of schools for the whole county, or for one or more townships in such county, as it shall judge expedient," &c., &c.

By the supplementary Act of the present Session of the Legislature, 16th Victoria, chapter 23, the foregoing clause of the law has been modified, so far as it relates to the annual appointment of a local Superintendent, in the following terms:—

"V. And be it enacted, That any person who has been, or may be, appointed local Superintendent of Schools shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct, or incompetency,) until the first day of April of the year following that of his appointment, and during the pleasure of the Council appointing him:—Provided always, that no local Superintendent shall be a teacher or trustee of any common school during the period of his being in office."

This is one of the most important duties that each County Council has to perform. The value of the office of local Superintendent depends entirely upon the qualifications, abilities, and industry of the person appointed. We implore the members of County Councils not to allow themselves to be influenced by any personal or local consideration in appointing or continuing any person in the office of local Superintendent who is not a good scholar, in at least all the branches of an English education. To appoint any person not thus qualified, however good a man he may be in other respects, is a burlesque upon the office itself, is a waste of public money, and is a great injury to the improvement and interests of the schools. It will be recollected that it is not only the duty of the local Superintendent to attend to financial and other matters of business that require judgment and knowledge, but to the examination of teachers and schools in English grammar, arithmetic, geography, history, algebra, mensuration, &c., &c., and to prepare and deliver public lectures on education in each school section. The local Superintendent should, therefore, not only be better educated than the school teachers generally under his inspection, including a knowledge of teaching, but he should be the best educated man within the limits of his charge, if such person can be obtained to perform the duties of the office. We sincerely hope that there will be no exceptions the ensuing year to the care and discretion which County Councils have generally exercised the last and present year in the selection and appointment of local Superintendents.

AN ACT

TO MAKE CERTAIN PROVISIONS WITH REGARD TO COMMON SCHOOLS IN UPPER CANADA FOR A LIMITED PERIOD.

16th Victoria, chapter XXIII.

[10th November, 1852.]

Preamble.

WHEREAS it is expedient to make some further provision for the improvement of Common Schools in Upper Canada, and to modify and extend some of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, intituled, An Act for the better establishment and maintenance of Common Schools in

13 and 14 Vict. ch. 48 cited.

Upper Canada; Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same, That the Board of School Trustees in each City, Town and Incorporated Village, shall, in addition to the

Powers of City, Town and Village Trustees extended.

powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such City, Town and Incorporated Village, all the powers with which the Trustees of each School Section are or may be invested by law in regard to each such School Section.

II. And be it enacted, That no rate shall be imposed upon the inhabitants of any School Section according to the whole number of children, or of the number of children of legal school age, residing in such section: Provided, that the Trustees of each School Section shall see that each School under their charge is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law: Provided, secondly, that the Trustees of each School Section shall have authority to take such steps as they may judge expedient to unite their schools with any public Grammar School, which shall be situated within or adjacent to the limits of their School Section: Provided, thirdly, that the Trustees of each School Section shall be personally responsible for the amount of any School moneys which shall be forfeited and lost to such School Section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the ninth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight, for the collection and application of the fines imposed by the said section: Provided, fourthly, that the Trustees of each School Section, shall, each personally forfeit the sum of one pound five shillings for each and every week that they shall neglect, after the fifteenth of January in each year, to prepare and forward to their local Superintendent of Schools, their School Report, as required by law, for the year ending the thirty-first December immediately preceding; and which sum or sums thus forfeited, shall be sued for by such local Superintendent, and collected and applied in the manner provided by the proviso of this section, immediately preceding: Provided, fifthly, that no agreement between Trustees and a Teacher in any School Section, made between the first of October and the second Wednesday in January, shall be valid or binding on either party after the second Wednesday in January, unless such agreement shall have been signed by the two Trustees of such School Section, whose period of office shall extend to one year beyond the second Wednesday of January, after the signing of such agreement.

No rate per capita shall be imposed upon children.

Trustees to provide Register and Visitors' Book.

Union with Grammar School.

Personal responsibility of Trustees.

Application of fines on Trustees.

Penalty on Trustees for delaying Report.

How applied.

Agreements with Teachers not valid in certain cases.

Trustees to assess for School Sites.

Proviso—Must call a Special Meeting therefor.

Mode of proceeding.

Children from other Sections not to be reported

Local Superintendent to continue in office till April, or longer.

Shall not be a Trustee or Teacher.

Powers and obligations. Relating to visits.

III. And be it enacted, That the Trustees of each School Section shall have the same authority to assess and collect rates for the purpose of purchasing School Sites and the erection of School Houses, with which they are, or may be invested by law to assess and collect for other School purposes: Provided always, that they shall take no steps for procuring a School Site on which to erect a new School House, or changing the site of a School House established, or that may be hereafter established, without calling a Special Meeting of the Freeholders and Householdors of their Section to consider the matter; and if a majority of such Freeholders and Householdors present at such Meeting, differ from a majority of the Trustees, as to the site of a School House, the question shall be disposed of in the manner prescribed by the eleventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

IV. And be it enacted, That in the event of any person residing in one School Section, sending a child or children to the School of a neighbouring School Section, such child or children shall not be returned as attending any other than the School of the Section in which the parents or guardians of such child or children reside.

V. And be it enacted, That any person who has been, or may be, appointed local Superintendent of Schools shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct or incompetency,) until the first day of April of the year following that of his appointment, and during the pleasure of the Council appointing him: Provided always, that no local Superintendent shall be a Teacher or Trustee of any Common School during the period of his being in office: Provided, secondly, that no local Superintendent shall be required (unless he shall judge it expedient, and except with a view to the adjust-

ment of disputes, or unless specially required by the County Municipality,) to make more than two official visits to each School Section under his charge; one of which visits shall be made some time between the first of April and the first of October, and the other some time between the first of October and the first of April: Provided,

thirdly, that the local Superintendents of adjoining Townships shall have authority to determine the sum or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall also determine the manner in which such sum or sums shall be paid: Provided, fourthly, that in the event of one person being local Superintendent of each of the Townships concerned, he shall act in behalf of such Townships; and in the event of the local Superintendents of Townships thus concerned not being able to agree as to the sum or sums to be paid to each such Township, the matter shall be referred the Warden of the County for final decision:

Provided, fifthly, that each local Superintendent of Schools shall have authority to appoint the time and place of a Special School Section Meeting, at any time and for any lawful purpose, should he deem it expedient to do so:

Provided, sixthly, that each local Superintendent of Schools shall have authority within twenty days after any meeting for the election of Common School Trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it, or set it aside, and appoint the time and place of a new election, as he shall judge right and proper: Provided,

seventhly, that each local Superintendent shall have authority on due examination, (according to the programme authorized by law for the examination of Teachers,) to give any candidate a certificate of qualification to teach a School within the limits of the charge of such Superintendent, until the next ensuing meeting (and no longer) of the County Board of Public Instruction of which such local Superintendent is a member; but no such certificate of qualification shall be given a second time, or shall be valid if given a second time, to the same person in the same County: Provided, eighthly,

that in the event of a local Superintendent of Schools resigning his office, the Warden of the County or Union of Counties within which such Superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated until the next ensuing meeting of the Council of such County or Union of Counties.

VI. And be it enacted, That in any Village in Upper Canada, which shall become incorporated according to law, an election of a Board of School Trustees for such Village shall take place as soon as convenient in the manner provided and authorized for incorporated Villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such Village, or in case of his neglecting to do so for one month, by any two Freeholders in such Village, on giving six days' notice in at least three public places in such Village: Provided also,

that all elections of School Trustees that have taken place in Villages which have been incorporated since one thousand eight hundred and fifty, shall be and are hereby confirmed, and the acts of Boards of School Trustees so elected in such Villages are hereby made as valid as if such Boards had been elected for Villages incorporated before one thousand eight hundred and fifty, and in all cases the Chairman shall be elected by the Trustees from their own body, and shall have a right to vote at all times, and also, a second or casting vote in cases of an equality of votes.

VII. And be it enacted, That in case of the right of any person to vote at an election of a Trustee or Trustees in any City, Town, or incorporated Village, be objected to, the Returning Officer presiding a such election shall require the person whose right of voting is thus objected to, to make the following declaration: "I do declare and affirm that I have been rated on the assessment-roll of this City (Town or Village, as the case may be) as a Freeholder (or Householder, as the case may be) and that I have paid

a tax in this ward, (or Village, as the case may be,) within the last twelve months, and that I am legally qualified to vote at this election." And the person making such declaration shall be permitted to vote: Provided always, that any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

False declaration to be a misdemeanor.

VIII. And be it enacted, That such of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, as are contrary to the provisions of this Act, shall be and are hereby repealed.

Provision of 13th and 14th Vict. ch. 43, contrary to this Act repealed.

IX. And be it enacted, That the provisions of this Act shall take effect from the passing thereof.

Act to take effect immediately.

X. And be it enacted, That this Act shall be and continue in force until the first day of April next and not after.

To remain in force till April, 1853.

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