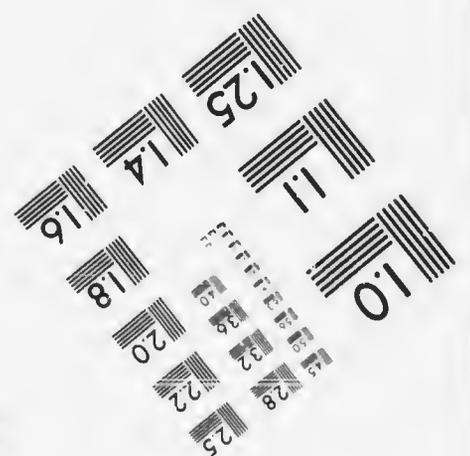
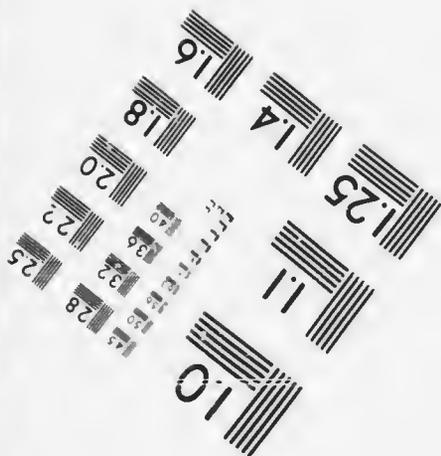
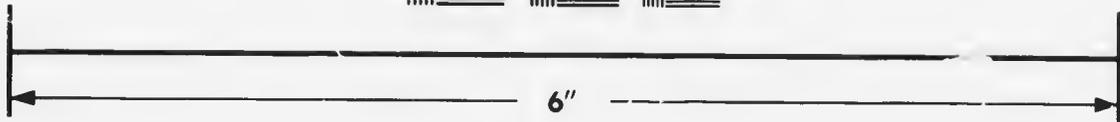
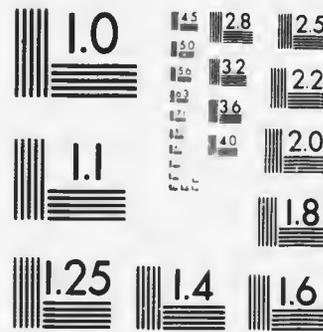


**IMAGE EVALUATION
TEST TARGET (MT-3)**



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

28 2.5 2.2
0

**CIHM/ICMH
Microfiche
Series.**

**CIHM/ICMH
Collection de
microfiches.**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques


© 1987

Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Includes supplementary material/
Comprend du matériel supplémentaire
- Only edition available/
Seule édition disponible
- Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image/
Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
			✓		
12X	16X	20X	24X	28X	32X

The copy filmed here has been reproduced thanks to the generosity of:

Harold Campbell Vaughan Memorial Library
Acadia University

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche sheet contains the symbol \rightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Harold Campbell Vaughan Memorial Library
Acadia University

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminent par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaît sur la dernière image de chaque microfiche, selon le cas: le symbole \rightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

A
378.716
K61
h

A
378.716
K61
h
ADDRESS ON

SCIENTIFIC EDUCATION,

Delivered at the Encœna of King's College, Windsor, N.S., by

Prof. HOW, D.C.L.,

THURSDAY, JUNE 30th., 1870.

—o—

SINCE ever to be changing his condition, and, on the whole, to improve it, has always been the destiny of man, and it would therefore be improper to say that change is at all peculiar to the times we live in there cannot be the shadow of a doubt that there never was a period to compare with our own in the rapid, complete, and numerous changes resulting from intellectual activity. Throughout the world, numberless minds are busily directing the energies of nations in carrying out a multitude of useful projects. In the best parts of Europe we see a polished civilization rejoicing in all the phases of the most complete life man has ever known. There is not a material want allowed to the senses; all that can delight those avenues of pleasure and of pain, that can bring health or ease in sickness, or soften the frequent agonies of the inevitable hour, is at command. Every contrivance by which intercourse is rendered safer, quicker, and more agreeable is being continually improved upon. In varied degrees all levels of society, even to the very lowest, partake of these benefits so that there is a diffusion of advantages such as was never yet experienced. The independent States of America and the British Empires of the World shew in many portions of their vast extent a luxuriance more than equal in certain features to that prevailing in the parent lands. Turkey and Egypt are fast losing many of their distinguishing features. The old old isolation of China and Japan has melted away in the heat generated by the friction of western life, and from the flood of their yellow natives pouring forth to the centres of that life and their reception of its exponents—its steamers, its railways, its telegraphs, its miners, its engineers,—at home, these countries must partake of the general activity and so advance to a more elevated condition of existence.

These are not days in which old abuses can bear the strong light thrown upon them or withstand the determined spirit in which they are simply dissected and buried away. Much that has been too long looked upon as right, because old, or, if not right, at least tolerable for the same reason, has had to give place to something better, because more adapted to the wants of our times, since it has been found either that original intentions have been perverted, or believed that their fulfilment would not in all probability have been insisted on, had those who expressed them lived to see the altered circumstances to be

met. So it is that many institutions have been put upon a more suitable footing, and a more liberal view of things generally has tended to prevail. Still, great is the inertia of long lived error and accumulated misconception, and there must be very much more improvement before man can be said to live all his life in almost any country, and in many lands, alas! before he can be said to live any considerable amount of his complete existence. It is interesting in the meantime, even if sad, to watch the futile efforts of obstructives to arrest the progress of advancing thought with all its ameliorating tendencies.

As it is beyond dispute that man is now more of one family than he ever was, since the time he greatly multiplied, that the barriers of national, sectional, and local exclusiveness have been partially removed, and that there is a community of feeling among the best portions of all divisions of people which did not exist till recently, it is certain that this happy result has been brought about to a great extent by the ever increasing freedom of intercourse only possible of late years. We have come for the most part to bear with more equanimity than our forefathers did the differences which must ever exist, and to work together as a matter of course on the broad platform of philanthropy, and this because people have been able to meet and talk together.

If the intermingling of individuals has made social life less angular, and not seldom turned bitterness into sweetness, how much have the meetings of nations not done to advance the well-being of mankind. It may be that these meetings of the nations in Exhibitions by means of representative objects collected by their thinkers and workers, the native products of their countries and manifold proofs of skill and industry, have been the natural outcome of widespread activity in the Arts and Sciences. It is a fact that they have given an immense impulse to all those applications of science which minister to the progress of civilization. Who that was fitted by education to understand, even moderately well, the meaning of one of those Exhibitions could fail, as he looked upon such a gathering, to muse upon the benefits derived from scientific knowledge. He could not question, of course, the fact of existence being much more agreeable to those living among the chosen products in view, and capable of the enjoyment and appreciation of their excellence, than to those less privileged, nor could he be unaware that gradually the good effects of improvements would spread on all sides from their birthplace, but he would, as I suppose, wonder without measure at the practical answers everywhere visible to the question *cui bono* as put to the student of pure science. To take but one example, I can imagine him looking at the series of varied and exquisite colours produced from coal tar—the practical consequence of the purely scientific experiments of Faraday as supplemented by those of my old master in practical chemistry, Hofmann. Millions of money yearly put in motion by those who knew how to apply accurate chemical acquaintance with a few of the things in coal tar! What that means, anyone who cares that people should be usefully employed will allow to be a sufficient answer to the question,—what is the good of spending the time and thought of an intelligent man on such a stuff as coal tar.

How carefully should we preserve the characteristics of those people who still persist in asking what is the use of studying science, for they are the lingering types of beings prevailing in the pre-modern period. These curious creatures may ask this question now across the oceans and receive an ans-

were almost before their ink is dry; and the answer might be that space is annihilated and time is far more profitable. They may ask the question in the darkness of night and see their portraits produced in a few moments, and the answer might teach them that darkness is not able to prevent the photographer, who used to wait for bright sunshine, from working by night as by day. And so we might go on finding answers almost sufficient to convince them that science is not without value even from their own point of view.

I do not know that we can find a more strikingly interesting illustration of the practical use made of purely scientific discoveries than by referring again to that "great high priest of nature" Faraday. Thirty years after he had witnessed the birth from his own brain of magneto-electricity as a feeble force able to deflect a delicate needle, he was vastly moved to find its developed power equal to the melting of a rod of iron. He lived to behold this one of his discoveries "grow into a mighty power; he saw it everywhere employed and fortunes founded on its free use; he saw it adopted for telegraphy and the luxury of private telegraphs made possible by its means; he saw it used on a grand scale for electro-metallurgy; he saw it generating ozone, and thereby refining sugar; he saw its light used by the photographer to enlarge his negatives; and, finally, he saw it shine like a midnight sun over the reefs around the coasts of England." There was no child of his body, but he had this most noble progeny of grand children and great grand children from this one of the infants of his brain to rejoice over as he saw it developing its marvellous capabilities of adaptation to the service of his fellow creatures.

In fact the answer which the majority of scientific men might give to the question I am speaking of might well be: The material advantages derived from our labours, so far as they benefit all, we share, but the greater part of them is for others only: they turn our thoughts into money and live more or less luxuriously while we are no better off than the juniors in some good mercantile establishment. People are glad enough to pick our brains for they make much money of them, though they do not think them worth more than a trifle to ourselves. To keep to the case of Faraday: when he was rising to the very height of his fame, all the committee of the Royal Institution, where he had achieved his great triumphs, could say was, "that certainly no reduction could be made in his salary of £100 per year, with rooms, coals, and candles." Many a foreman conducting a business within a short distance of the scene of Faraday's labours would have felt insulted by the suspicion that he earned less than four or five times as much as the philosopher. Since the British Government, like most governments, needs all credit due for any official encouragement of science, it must be added that Faraday actually received a pension of £300 a year, and, finally, at the hands of our truly noble Queen, a residence at Hampton Court. He was well aware how little our nation appreciates deep and pure philosophical pursuits, for he said: "For its own sake our Government should honour the men who do honour and service to their country. I have, as a scientific man, received from foreign countries and sovereigns honour which pass, in my opinion, anything which it is in the power of own to bestow." These foreign honours amounted to about 60 in number, in his own country he may have received perhaps half as many. Such honours are the main delight as they are the chief reward of the man of pure science, over and above, of course, the love he has for his work on the one

hand, and, on the other, the addition he is conscious of making to the happiness of his fellows.

The question—of what good is science—is answered by many in a very different way from that in which I have as yet answered it to-day. Viewed in connection with education, they say it is of much good, perhaps of more good than any other subject of study. Side by side with the Exhibitions which changed the face of the world, were held discussions on sundry topics naturally started on the meeting of many active intellects ripened under diverse conditions to the comprehension of those gatherings of the riches of the earth, and the signs of man's delegated power to use and improve them. The relation of Science to Education could hardly fail to form one of those topics and so partly no doubt has arisen the strongly expressed opinion that the teaching of natural science is an essential in education. Nothing can well be clearer than that this subject demands the instant and most careful attention of those who have the direction of education, and that all Councils of Public Instruction, Governors of Colleges, and Trustees of Private Schools, and those who have young people to be brought up as intelligent members of society should be familiar with its details and bearings. It is impossible to do more on this occasion than touch very lightly on its most salient features, for it extends over ground so very wide that a long lecture or two might well fail to exhaust it when treated as it should be for the consideration of those whose duty it is to understand the vastly changed aspect of the educational world. There is an opinion already wide-spread and fast gaining in force that the whole system of education is wrong; not only that the subjects usually held to be necessary and preferable are not so, and that of these classics especially should give more place to natural science, but that neither languages nor sciences are taught in the right way. A great deal has been said, of course, on the various points raised, and some most influential bodies have felt compelled to make very urgent representation of their views. A petition was sent, for example, from the Chemical Society of London urging the claims of physical sciences, especially chemistry, to be introduced as a compulsory study in all schools under the control of Government. It has also been repeatedly insisted on that Natural Science should stand on precisely the same level as Classics and Mathematics, receiving the same attention and recognition, and an equal share of all honors, prizes, and emoluments, in all general educational establishments. The question of scientific education must be viewed in two distinct aspects, that of general and that of technical education. The ordinary school, college, and university, dealing with the former, have to do with pure science without reference to any uses it may admit of, just as with Greek and Latin; it has never been pretended that these languages are of any use in the daily life of most who learn them, but the very acquiring of them is thought beneficial to the mind; so it is with pure physical science, and it is further claimed that faculties are educated by its study which are not affected by the study of languages. Technical education requires the special direction of scientific studies for particular purposes, as in chemistry for the medical man, for the apothecary, for the metallurgist, for the mineralogist, for the geologist, for the farmer, and for the scientific, practical, and analytical chemist.

To speak a few words only on the results of the agitation of the questions

relating to these branches of education. It may be said that all the old educational establishments were found woefully unequal to the necessities of the age, and both public schools and universities have had to modify their plans very considerably. Not so very recently an important step was taken in the foundation of the London University. Many here present can no doubt remember when this was scoffed at by Cambridge and Oxford and their admirers. Thirty years ago the candidates for admission were 23, last year they were 1136. A very respectable knowledge of chemistry and natural philosophy, and the payment of a fee of £2 are required for the Entrance or Matriculation Examination. The degrees, among others, of bachelor and doctor of science may subsequently be obtained, the latter after passing three more examinations and the payment of £20 in fees. These details need no comment. London University is no longer to be despised, it is a power in the land. The pleasant name of *Stinkomalee* used to be applied to it in derision. I have not observed that that epithet is inscribed among the statues of Plato, Aristotle, Bacon, Newton, Galileo, Locke, Laplace, Davy and others which adorn so fittingly that superb structure recently opened by the Queen, when, among other things, she heard from the Chancellor of the University: "We venture to interpret your Majesty's consent to open this building, presented to us by Parliament, as a personal recognition on the part of your Majesty of the progress which the University has made in numbers and in reputation, and of its success in developing an enlarged system of education among all classes, races and creeds of your Majesty's subjects in every quarter of the globe." Complaints of the want of instruction in Science and of encouragement given to its study in Colleges and Universities in Britain have called forth definite statements from many authorities all most anxious that the world should know their institutions not to be guilty of the deficiencies laid to their charge. It is put forth that at all the large Colleges and Universities in England, Ireland and Scotland, ample provision is made for the study of science, and in most perhaps practical as well as theoretical instruction is given, while in many cases scientific scholarships are awarded as well as prizes and certificates. Edinburgh alone, however, has followed the example of London in giving the degrees of bachelor and doctor of science, and the question is naturally asked—why should Oxford and Cambridge and the other old Universities withhold honour where there is no profit, offer facilities in instruction and yet deny the student the highest reward of merit they can afford. Why not grant degrees purely for science. From their great privileges they should lead rather than follow in every intellectual movement of the times. They must look to this: their day of simply lettered ease has passed away, their "learning" is not enough to offer now; more is wanted than the old routine by which men got *their* stamp of merit. They must awake from their dream of security and superiority or they will be left behind; when they do so, to each we may say—

Not poppy, nor mandragora,
Nor all the drowsy syrups of the world
Shall ever medicine thee to that sweet sleep
Which thou owed'st yesterday."

In a new country like this no institution should servilely copy any model, the circumstances we live in are new and we should take the best of all we

see and make plans of our own. In parts of this New World this is freely done. In the large Universities of the United States, the degrees of Bachelor and doctor of science are given, and in some of them entirely novel methods of management are adopted which are said to be crowned with success.

As regards schools, it has been felt that as the school system is only a copy in essentials of that of Universities, it would be vain to expect to put Natural Science in its proper place in schools till the example is set from the higher institutions. Exposure has been fully made of the fundamental error, common to almost all who have been brought up on the exclusively classical-mathematical system, of viewing natural science as an amusement, or at best as a subject upon which to refresh the mind strained by what they think exclusively serious intellectual labour, rather than as an indispensable means of education and only to be taught properly at a much greater expense of time than is yet allowed for it, and then only on a plan seldom adopted in British schools, *viz.*, not by occasional lectures, even by professional men, but by actual working of the scholars. In fact, science should be as thoroughly taught as English, Latin, or Greek, and every school should have its laboratory and museum as absolutely necessary for the complete education of the faculties of the scholar.

It would take too long to give all the reasons for the belief that the prevailing system of education is wrong. On former occasions I have spoken on the subject of scientific education and it is gratifying to find a tendency to the acceptance of it at something approaching its value in increasingly numerous quarters, but much, very much, remains to be done, and I can only repeat that it is the duty, instant and imperative, of all governing educational centres, to see that they understand the responsibility that lies upon them in this connection.

I have but a moment or two to give to the second branch of Scientific Education that, *viz.*, which is practical—Technical Education as it is called. No doubt every practical man will consider it far more important than the other, and this is a country in which practical men should form the majority.

The successive exhibitions of late years have thrust upon Britain the very painful conclusion that she is by no means first in industrial arts, that other people than her own can turn to better advantage the principles of science. She has had to acknowledge that it has been only from her being favored with most abundant natural resources—mineral wealth—and not from best knowing how to use them, that she for long held the first place as a manufacturer. She finds on enquiry that the reason other nations, especially France and Prussia, are equalling and surpassing her is that they provide better facilities for scientific education. Not only are her workmen and managers generally insufficiently acquainted with science, but their employers as a rule were not taught science at school, a fact which some of them publicly deplore. It might easily be shewn that scientific education is a national necessity to all peoples not barbarians, as it is recognized to be in some parts of Europe. Thus in Berlin a laboratory for the study of chemistry has been newly erected at a cost of \$238,500; in Bonn, another, costing \$92,250; in Leipsic, one is being built at an estimate of \$150,000. In Carlsruhe, a noble Polytechnic School has been put up to accommodate 600 students. Germany has six

purely technical Universities, Britain has not one. It has resulted from the anxious enquiries into this matter that strong efforts are being made to supply deficiencies in British education now so thoroughly exposed.

How is it in this country? The comparison between it and England is often made, and good grounds exist for thinking them similar in some respects. They are both rich in mineral resources, and if the older country has owed her superiority to this privilege rather than to skilful application of scientific knowledge, it is certainly so here. Why should it be so. Why should not this province have, if not its own School of Mines, its Institute of Practical Science. It has been proposed to carry on various native manufactures and many of a chemical nature might be prosecuted with advantage. There is however, no sufficient diffusion of scientific ideas to make any such projects popular. And yet what riches wait to be gathered from the application of scientific knowledge; and well used riches mean the general well-being, the advancement, the elevation of a people. Though we have long ceased to wonder at the gifts continually poured forth in all directions from the open, lavish hand of science, we cannot lose our interest in them. Our interest increases, of course, the nearer especial benefit comes to ourselves, and one of the latest discoveries in chemistry may possibly enrich owners of coal in this Province. I alluded just now to the amazing variety of colors obtained from coal tar and their great money value. Yet another material has just been produced from coal tar which promises to be at least equally valuable with any heretofore obtained. Germany—the land of scientific education—has the honor of this triumph. Two chemists have produced artificially from coal tar the colouring substance of madder, which has been used as a dye from time immemorial, and is employed in enormous quantities. The discovery is obviously of the greatest possible value. This is evident when we see that the total annual growth of madder is worth \$10,750,000. England uses about half this madder, so that a sum of not less than \$5,000,000 is paid there for foreign madder every year: this will now go, in part at least, to the people of the country as they can turn their own coal into madder. If England can do this, why not Nova Scotia with her unlimited supplies of bituminous coal.

It must always be a matter of becoming pride to the Governors of this institution, the oldest Protestant University in the British Colonial Empire, that it was here the sciences in question were first taught in this province. Desirous that the institution entrusted to them should be equal to the demands of the times, they have for 16 years had various branches of Chemistry and Natural History included in the course of instruction open to students. The example has been followed in all the younger Provincial educational establishments, and even in the common schools a very good little treatise on Chemistry is occasionally used. So far well for a beginning, but, if what I have said truly represents a rather general feeling on the subject, it is clear that much more must be done before scientific education is placed on a proper footing, and the return it would so certainly make if it were done justice to can be expected.

As regards our own course our governors must be delighted that it has become the rule, rather than the exception, for branches of Chemistry and Natural History to be given in for degrees. As they are always careful to ap-

point the best examiners that can be got, judgment can easily be formed from the reports of these gentlemen as to the results of what teaching has been done. Professor Hind last week examined the answers of the degree candidates, Messrs. Gilpin, Keating and Hamilton, to questions set by himself in Chemical Physics, Inorganic and Organic Chemistry, and found that they all got many more marks than they required for the standard they aimed at, and that Mr. Gilpin did equally well in Mineralogy. I can add that over and above this Mr. Gilpin shewed that he had the knowledge in his head and the skill in his hands to find the contents of three bottles of solid compound substances selected at random by the President as a test in practical chemistry, and so he obtained the highest honour on the whole subjects he studied in the department, the honour known as *optime*. I have been glad before now to mention those of our students who have not failed to acknowledge the happy results of our training as experienced on their pursuing special studies abroad. The donors of handsome prizes have expressed their satisfaction at the work done for their repeated offerings, and especially will Dr. Duncan and General Williams be remembered for their liberality in the cause of Scientific Education. The holders of our prizes and certificates of merit have frequently received the endorsement of public approbation here, and, unless I am deceived, it will be so to-day. Were our means greater—and poverty, as we all know, is our enduring grief, as it is that of all the other Provincial Colleges—our results might fairly be expected to be greater also, but, such as we are, we have covered so much ground in our training that we may almost say of the University:—

“Omne fere genus *docendi* tetigit,”

She has taken in hand almost every kind of teaching,
and if we cannot add

“Nihil quod tetigit non ornavit,”

She has left nothing she has touched unembellished,
it is for the Examiners to point out, and for the Governors to supply, what is wanting.

103.—Lucy I. Morell Colechester County. Another case of substituted envelope.

Mr. Bishop examined: Was asked by Mr. A. to call in at his office, as he had something to show him—some time in October or November, as near as he can recollect. We compared several papers with a registry in a book, and found several irregularities, principally in misspelled words. Did not know what Mr. A.'s object was in asking me to be present. Cannot positively identify the book produced as the one in which the registry was made. Was present again a night or two afterwards.

Station I. No. 23. Misspelled words reduced from 12 to 6.

“ No. 35. 3 misspelled words.

“ No. 43. Grade made lower than it should have been.

“ No. 45. 6 misspelled words instead of 9.

On charge No. 6: I have seen day after day examination papers taken out of the office by Mr. Hunt previous to the date of the examination. Miss Kate McIntosh, of this city, told him that previous to the date of the last examination she was in the office and told Mr. Hunt she was intending to go up for grade B, so as eventually to go up for grade A, and therefore wanted a high average on grade B, and that Mr. Hunt told her if she would come to the office he would give her the examination papers. Miss M. never went up.

Just before the examination of 1875 Mr. Mulholland assembled the class previous to the examination, and drilled them in the same questions which afterwards proved to be the examination questions.

Mr. Thos. Robertson told me last summer that Mr. Hunt had given him examination papers previous to the examination for a candidate in Barrington, and that there are many other cases of which he has suspicions, but which will require to be proved by the parties themselves.

The foregoing are all the charges.

PROVINCIAL SECRETARY'S OFFICE,
HALIFAX, NOVA SCOTIA,
April 18, 1877.

Present: Hons. P. C. Hill, J. McKinnon, Robert Robertson, and Alonzo J. White. Also, Mr. Hunt and Mr. S. Archibald.

Mr. Thos. Robertson produced by Mr. Archibald as a witness:

Examined by Mr. A.—In reply to question, Did you or did you not inform me that Mr. Hunt had given you examination questions prior to an examination?

Ans. I may have said so, but I cannot say it was prior to an examination. I do not remember the time at all. Cannot fix it.

Q. Did Mr. Hunt give you what he represented as examina-



the first week in May, 1876. I was then intending to go up for examination—which would be about July, and told me to come down to the office about three weeks before the examination, when the papers would be ready. I understood the papers for that examination. I never went for them, I never went up for the examination.

Mr. Archibald had given me a great deal of information about papers in the office, irregularities of Mr. Hunt, &c., and I very inadvertently said more than I intended about the facts above stated, and then told him the whole. I think the first time Mr. Archibald spoke to me about the irregularities was in April, 1876.

D. H. Burbidge examined by Mr. Archibald.—I hold grade A license; I obtained it in 1875. I cannot say that I saw any of the examination papers before that examination. At a distance I saw papers, but it was by mere accident, and not by design either on Mr. Hunt's or my part. I went into Mr. Hunt's office one evening just to see him and ask him about his family. I could not swear that they were examination papers or even papers of that year. Mr. Hunt was busy with papers; I could not tell what papers they were. I never solicited any assistance from Mr. Hunt, and he never was in a position to give me any.

I had no knowledge of the passages of Latin or Greek that were to be translated, nor of the passages of English to be turned into Latin or Greek, nor of any branch of the examination.

— — —

PROVINCIAL SECRETARY'S OFFICE,
Halifax, N. S., April 21, 1877.

Present: Hons. P. C. Hill and Robert Robertson. Also, Mr. Hunt and Mr. Archibald.

Miss Alice Maloan: I hold grade C license. I got this in July 1876. I had not the slightest idea of the examination questions before going up, nor of any portion of them. I never saw the papers until examination day. I took 100 marks in geometry. I did better than I expected. I took lessons from Mr. Bishop. I knew nothing of the questions in that particular branch before the examination; I did not regard myself as being particularly deficient in it; I knew it required a great deal of study.

Miss Thalia A. Maloan: I hold a license, grade C, obtained in July, 1876. I was not in the Education office before the examination; have not been for two or three years, except once just before the vacation ended; it was after the examination. I had no knowledge of the questions before the examination. No one ever handed me a set of the questions. No papers were sent to me by mail or in any way whatever. Before the date of the examination I never saw any of the papers. I never knew any person to have had papers given to them; never heard of such a thing till to-day.

Joseph McLaughlin, of Albro street school: I hold a license, grades A and B. I obtained grade A in 1875. I have nothing to do with preparing the questions for examination. I don't know whose duty it is. I know nothing whether Mr. Hunt has obtained these questions with or without assistance. I never prepared any questions and submitted them to the Superintendent. I never had a copy of the questions before any examination, or of any part of them. I know nothing of Mr. Hunt getting people to prepare questions for him. I know nothing of any teachers going up for examination who had received copies of the questions; never heard of any such thing.

Aveline McCulloch: I hold a license, grade B. Held grade C before going up for grade B. I got grade C the last examination in Mr. Rand's time. Mr. Hunt's name is on the license, as he came in immediately after. Mr. Hunt came in in February 1870. At that time there were two examinations in the year—one in September and one in March. Mr. Rand held the examinations in September before I came, but issued no licenses; I do not think more than one or two at the utmost. I had the memo. from Mr. Rand, but not a license. It was written on the memo. that the Inspector of the County, Mr. Welton, had stated that I had used text books at my examination. Mr. Rand did not refuse to give me a license.

Mr. Welton's letter is produced; he does not state the charge on his own authority, or as having been a witness of it.

I obtained grade B in 1875. I did not see any of the examination questions previous to the examination, nor had I any knowledge of the questions. I did not know anything about the questions till I went up for examination, and Mr. Condon handed them to me.

PROVINCIAL SECRETARY'S OFFICE,
Halifax, N. S., April 27, 1877.

Present: Hons. P. C. Hill, Colin Campbell, Donald McDonald, Robert Robertson, and Alonzo J. White. Also, Mr. Archibald.

Mr. Archibald produces certain M. S. questions of an examination of 1871, written in Mr. Major's and Mr. McLaughlin's hand writing; also, the printed questions of the same examination corresponding with the M. S. questions. These were in possession of a party—not those who prepared them. This Mr. A. submits is a state of things which should not exist.

Mr. Donald Archibald stated that he had obtained the above papers from a Mr. Smith about a week ago: I knew nothing about them until Mr. Smith handed them to me.

Over two years ago my attention was first called to irregularities in the examination papers: my brother called my attention to these matters. At that time I counselled him to say nothing about it; I did not want to make any trouble, until September last

the papers then shown to me appeared to me most extraordinary, the irregularities were so glaring that I then advised him to acquaint the Government. The papers more immediately brought to my notice were principally from the Normal School, Station W. I was shown the record of those papers which was taken when they came into the office; I was then shown the envelopes with mutilations. After the memos. were made out I was shown the two sets, one made by Mr. Hunt and one by my brother from the record. The two sets did not agree, these were papers of examination of 1876. I think it was the same week, but won't be positive about the time, that my brother showed me three envelopes torn, which he said he got from the stove, and which corresponded with three sets then in the office, *i. e.* they were mutilated, and the changed figures corresponded with those on file. My attention was called to the papers three or four times in all, but the record did not agree with the figures as altered, but as originally made by the examiners.

PROVINCIAL SECRETARY'S OFFICE,
Halifax, N. S., June 5, 1877.

Present: Hons. P. C. Hill, Colin Campbell, Robert Robertson, and Alonzo J. White. Also, Mr. Hunt and Mr. Archibald. Rev. Mr. Daly was also present.

Mr. Hunt opened his defence, and called upon Mr. Daly to state whether he had altered envelopes at the request of Mr. Hunt.

Mr. Archibald states that he made no specific charge against Mr. Daly; he merely stated that certain papers had been duplicated; how, he did not know.

Mr. Robertson stated that after Mr. Brown's death he came in twice into the Treasurer's office and looked over papers; afterwards he came in with Mr. Hunt for the same purpose, but could not find what he wanted, *i. e.*, the torn envelopes.

Mr. Daly stated, in reply to Mr. Archibald's statement, that if any papers were duplicated, they must either have been forgeries or papers of another year.

Mr. Archibald being asked if he had any questions to ask Mr. Daly, replied that he had none.

Mr. Hunt then submitted a written statement.

AFTERNOON SESSION.

Mr. Hunt called Mr. McLaughlin, of the Albro street school, as a witness, and submitted to him the papers previously put in evidence as received from Mr. Smith. Some of these papers I am familiar with: some I am not. I wrote some questions like these for a teacher at his own request; that teacher was going up to

an examination, and was naturally anxious to get all the information he could. This writing was done from five to seven years ago; they were copied from the printed ones *after* the examination. They were written at the request of the teacher. If I had a printed copy I would not have parted with it, as it might be the only copy left. There is only one copy printed and bound for the office, and one for each of the examiners. The questions are old ones, written after the examination.

Mr. Hunt then proceeded to state his charges against Mr. Archibald.

Mr. Hunt submits a letter from Mr. McDonald, the agent of Collins, of Glasgow, bookseller, dated 18th September, 1876; and also a telegram from the same, dated 28th September, enquiring why no answer had been received to his letter, which was addressed to the Secretary of the Education Office, Halifax, and which Mr. Hunt stated he had not seen when the telegram arrived, which Mr. Archibald had opened and kept to himself.

Also submits a letter from Dr. Farish, Inspector at Yarmouth.

Also, telegrams from Mr. Archibald to Dr. Farish.

Also, telegrams from Mr. Archibald to Mr. Calkin.

Also, telegrams from Mr. Archibald to Mr. McDonald.

Also, telegrams from Mr. Archibald to Mr. McKay.

These telegrams were charged to the Government, but Mr. Archibald subsequently repaid the amount paid for the same.

Mr. Hunt submits bill from telegraph office.

Mr. Hunt puts in a letter from the booksellers of Halifax.

Also, a written statement relative to the books.

Mr. Hunt also complained that in the matter of the Dartmouth controversy with the county about the school assessment, Mr. Archibald had interfered improperly, by writing letters on official paper to various parties, of which the Warden of Dartmouth and other Justices of the Peace complained in very strong terms.

Mr. Hunt also complained that Mr. Archibald had taken papers out of the office and kept them for a long time.

Mr. Archibald stated, in reply, that he had nothing to say in reference to Mr. Hunt's charges; that there was a certain basis of truth in the statements, but that they were exaggerated and not true to the extent urged by Mr. Hunt; and that he (Mr. A.) attached very little weight to them in any case, and left the whole case to the Council of Public Instruction.

MR. HUNT'S PROOFS.

TELEGRAMS.

HALIFAX, November 7th, 1876.

To G. J. FARISH, M. D., Inspector, Yarmouth :

Please send with your own, names of such teachers and others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

HALIFAX, November 7th, 1876.

To J. B. CALKIN, Esq., Timro :

Please send with your own, names of such teachers and others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

HALIFAX, November 7th, 1876.

To D. McDONALD, Inspector, New Glasgow, or, if absent, Principal of School :

Please send with your own, names of such teachers or others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

HALIFAX, November 7th, 1876.

To Mr. MCKAY, Principal of Academy, Pictou :

Please send with your own, names of such persons for petition to Council to day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

RECEIPT FOR TELEGRAMS.

HALIFAX, N. S., 1st March, 1877.

EDUCATION DEPARTMENT to WESTERN UNION TELEGRAPH Co. *Dr.*

For telegrams sent and received during the month	
ended 28th February, 1877.....	\$1.85
Amount refunded by Mr. Archibald.....	1.50

\$0.35

Received payment.

Certified per GEO. LESLIE, Cashier.

LETTER FROM THE BOOKSELLERS OF HALIFAX.

HALIFAX, January 30, 1877.

SIR,—Having learnt from good authority that a clerk in your office has taken undue advantage of his responsible position and acquaintance with the private business of the office, to enter into correspondence with Teachers and others for the purpose of influencing the sale of a particular School Book, without your knowledge or approval, implying thereby that you were privy to his proceedings, and believing that there exists in Halifax a nefarious design to perpetuate the present Book monopoly, in spite of your endeavors to restrict it, and that the reprehensible conduct we have alluded to is intended to favor that design :

The undersigned beg to remind you, that agreeably to a resolution of the Council of Public Instruction prescribing the Collins' Series of Readers, and at your request, they have imported largely of that Series; but regret to say by a subsequent action of the Council, apparently in the interests of the monopoly, the Royal Readers were entered upon the prescribed list; thereby placing in jeopardy the use and sale of the excellent Series which had previously been adopted and stultifying their own action; and they look with surprise and indignation upon the conduct of your clerk, by which their interests have been tampered with, and the integrity of your office sacrificed in a culpable manner.

They cannot believe for a moment that you at all approve of such proceedings, injurious to educational morality, confirming and strengthening rather than abating the existing monopoly, and ignoring the scope and effect of the resolution of the Council of Public Instruction, under which at your personal request, and with a view to meet the exigencies of probable demand, they have acted, and they therefore hope, and have a right to expect, that you will make strict enquiry into the allegations against your clerk, and take such other measures as are necessary to lay before the Council of Public Instruction the true merits of the case, and so to preserve the integrity of your office and the just rights of all concerned.

We remain, Rev. Sir,

Yours respectfully,

WILLIAM GOSSIP.

M. A. BUCKLEY & Co.

THOS. P. CONNOLLY.

A. W. NICHOLSON.

The Rev.
The Superintendent of Education.

LETTER FROM MR. COLLINS.

*Dr. Wm. Murray, "Mountain View,"
Lynchburgh, Campbell Co., Virginia,
September 18th, 1876.* }

DEAR SIR,—Referring to my communication dated 14th of this month regarding series of school books published by our firm, I have just been advised that a new and enlarged edition of the "New Illustrated English Readers" have just been published, a sample set of which we shall be glad to send you for inspection.

It has occurred to me, that instead of waiting for a reply from Glasgow, should there be any information you may desire to have and in my power to furnish, I shall be glad to reply at once to any communication you may favor me with at above address.

I shall have occasion to visit Halifax on business connected with our firm late in November of this year, when I shall have the pleasure of waiting upon you. Should you prefer to see me earlier, however, I could without the slightest personal inconvenience proceed to Halifax at once, and if my doing so would in any way facilitate deliberations on the subject, I would much prefer to wait upon you now.

A reply by return mail to above address, if convenient, would greatly oblige.

We are, dear Sir,

Your obedient servants,

(p. p.)

WM. COLLINS, SONS & Co.

(Signed)

JAMES McDONALD.

The Secretary Education Office,
Halifax, N. S.

LYNCHBURGH, VA., 28th September, 1876.

Secretary Education Office, Halifax :

Please answer letter whether my presence in Halifax would be useful now.

JAMES McDONALD.

LETTER FROM DR. FARISH.

YARMOUTH, December 26, 1876.

Rev. A. S. HUNT :

My Dear Sir,—I have just received your note respecting the Reading Books, and must confess that I am puzzled what to think

of it, in the face of a telegram from the Education office, of Dec. 6. I will just tell you the whole story, perhaps you can unravel the whole mystery. If I have in any way acted contrary to your wishes, be assured I thought I was complying with your orders.

About the 1st September, I received from Mackinlay, a parcel containing a set of the Royal Readers, 1 to 6 inclusive, and a set of the Wall Cards, with a request to introduce them into the Schools, stating *I think*, that they would be prescribed. I have mislaid the letter and am not sure of his words. However, under the impression that they were to be prescribed, I went to the Bookseller and asked him if he would import them; he said, "decidedly not; he had a cart-load of Nelson's on hand, and he wished to get rid of them first; he would do nothing to injure the sale of those on hand; he was willing to *exchange* with Mackinlay for the new ones, nothing else." I wrote to Mackinlay, and so did the Bookseller to that effect, and there the whole matter dropped.

During the autumn I frequently spoke to all the teachers of the Town Schools about the books, and they unanimously expressed themselves pleased to have an addition from which to select reading books, *as soon as they were prescribed*. I had only once accidentally heard of the Collins' Series, and did not suppose they would ever be introduced here. I concluded we had to deal only with the Royal Readers or the old Nelson Series.

While in this state of uncertainty, I received the following telegram:—

HALIFAX, Dec. 6, 1876.

To G. J. Farish, M. D., Inspector :

Please send, with your own names of such teachers and others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

I received it on the morning of the 7th, and believed I would be too late; but as I *might not* be, I resolved to send the names of those teachers with whom I had conversed, and who expressed themselves desirous of having the books. I thought that the Council of Public Instruction might not have met on the 6th, but I had no time to see them, and therefore immediately telegraphed as follows:—

"Inspector, G. J. Farish; Teachers, A. Cameron, J. Munro, J. Mackay, M. Webster, L. Gondey, A. Starratt, M. Starratt, E. Young, M. Woodworth, J. Page, H. Crosby, M. Taylor, D. Landers, H. Ellis, L. Bent, J. Harrison, A. Trask, E. Killam, R. Woodworth."

This course I believed to be in accordance with your own wishes, and that *you* required that the Royal Readers should be placed on the prescribed list.

the first week in May, 1876. I was then intending to go up for examination—which would be about July, and told me to come down to the office about three weeks before the examination, when the papers would be ready. I understood the papers for that examination. I never went for them, I never went up for the examination.

Mr. Archibald had given me a great deal of information about papers in the office, irregularities of Mr. Hunt, &c., and I very inadvertently said more than I intended about the facts above stated, and then told him the whole. I think the first time Mr. Archibald spoke to me about the irregularities was in April, 1876.

D. H. Burbidge examined by Mr. Archibald.—I hold grade A license; I obtained it in 1875. I cannot say that I saw any of the examination papers before that examination. At a distance I saw papers, but it was by mere accident, and not by design either on Mr. Hunt's or my part. I went into Mr. Hunt's office one evening just to see him and ask him about his family. I could not swear that they were examination papers or even papers of that year. Mr. Hunt was busy with papers; I could not tell what papers they were. I never solicited any assistance from Mr. Hunt, and he never was in a position to give me any.

I had no knowledge of the passages of Latin or Greek that were to be translated, nor of the passages of English to be turned into Latin or Greek, nor of any branch of the examination.

PROVINCIAL SECRETARY'S OFFICE,
Halifax, N. S., April 21, 1877.

Present: Hons. P. C. Hill and Robert Robertson. Also, Mr. Hunt and Mr. Archibald.

Miss Alice Maloan: I hold grade C license. I got this in July 1876. I had not the slightest idea of the examination questions before going up, nor of any portion of them. I never saw the papers until examination day. I took 100 marks in geometry. I did better than I expected. I took lessons from Mr. Bishop. I knew nothing of the questions in that particular branch before the examination; I did not regard myself as being particularly deficient in it; I knew it required a great deal of study.

Miss Thalia A. Maloan: I hold a license, grade C, obtained in July, 1876. I was not in the Education office before the examination; have not been for two or three years, except once just before the vacation ended; it was after the examination. I had no knowledge of the questions before the examination. No one ever handed me a set of the questions. No papers were sent to me by mail or in any way whatever. Before the date of the examination I never saw any of the papers. I never knew any person to have had papers given to them: never heard of such a thing till to-day.

Joseph McLaughlin, of Albro street school: I hold a license, grades A and B. I obtained grade A in 1875. I have nothing to do with preparing the questions for examination. I don't know whose duty it is. I know nothing whether Mr. Hunt has obtained these questions with or without assistance. I never prepared any questions and submitted them to the Superintendent. I never had a copy of the questions before any examination, or of any part of them. I know nothing of Mr. Hunt getting people to prepare questions for him. I know nothing of any teachers going up for examination who had received copies of the questions; never heard of any such thing.

Aveline McCulloch: I hold a license, grade B. Held grade C before going up for grade B. I got grade C the last examination in Mr. Rand's time. Mr. Hunt's name is on the license, as he came in immediately after. Mr. Hunt came in in February 1870. At that time there were two examinations in the year—one in September and one in March. Mr. Rand held the examinations in September before I came, but issued no licenses: I do not think more than one or two at the utmost. I had the memo. from Mr. Rand, but not a license. It was written on the memo. that the Inspector of the County, Mr. Welton, had stated that I had used text books at my examination. Mr. Rand did not refuse to give me a license.

Mr. Welton's letter is produced: he does not state the charge on his own authority, or as having been a witness of it.

I obtained grade B in 1875. I did not see any of the examination questions previous to the examination, nor had I any knowledge of the questions. I did not know anything about the questions till I went up for examination, and Mr. Condon handed them to me.

PROVINCIAL SECRETARY'S OFFICE,
Halifax, N. S., April 27, 1877.

Present: Hons. P. C. Hill, Colin Campbell, Donald McDonald, Robert Robertson, and Alonzo J. White. Also, Mr. Archibald.

Mr. Archibald produces certain M. S. questions of an examination of 1871, written in Mr. Major's and Mr. McLaughlin's hand writing: also, the printed questions of the same examination corresponding with the M. S. questions. These were in possession of a party—not those who prepared them. This Mr. A. submits is a state of things which should not exist.

Mr. Donald Archibald stated that he had obtained the above papers from a Mr. Smith about a week ago: I knew nothing about them until Mr. Smith handed them to me.

Over two years ago my attention was first called to irregularities in the examination papers: my brother called my attention to these matters. At that time I counselled him to say nothing about it: I did not want to make any trouble, until September last

the papers then shown to me appeared to me most extraordinary, the irregularities were so glaring that I then advised him to acquaint the Government. The papers more immediately brought to my notice were principally from the Normal School, Station W. I was shown the record of those papers which was taken when they came into the office; I was then shown the envelopes with mutilations. After the memos. were made out I was shown the two sets, one made by Mr. Hunt and one by my brother from the record. The two sets did not agree, these were papers of examination of 1876. I think it was the same week, but won't be positive about the time, that my brother showed me three envelopes torn, which he said he got from the stove, and which corresponded with three sets then in the office, *i. e.* they were mutilated, and the changed figures corresponded with those on file. My attention was called to the papers three or four times in all, but the record did not agree with the figures as altered, but as originally made by the examiners.

PROVINCIAL SECRETARY'S OFFICE,
Halifax, N. S., June 5, 1877.

Present: Hons. P. C. Hill, Colin Campbell, Robert Robertson, and Alonzo J. White. Also, Mr. Hunt and Mr. Archibald. Rev. Mr. Daly was also present.

Mr. Hunt opened his defence, and called upon Mr. Daly to state whether he had altered envelopes at the request of Mr. Hunt.

Mr. Archibald states that he made no specific charge against Mr. Daly; he merely stated that certain papers had been duplicated; how, he did not know.

Mr. Robertson stated that after Mr. Brown's death he came in twice into the Treasurer's office and looked over papers; afterwards he came in with Mr. Hunt for the same purpose, but could not find what he wanted, *i. e.*, the torn envelopes.

Mr. Daly stated, in reply to Mr. Archibald's statement, that if any papers were duplicated, they must either have been forgeries or papers of another year.

Mr. Archibald being asked if he had any questions to ask Mr. Daly, replied that he had none.

Mr. Hunt then submitted a written statement.

AFTERNOON SESSION

Mr. Hunt called Mr. McLoughlin, of the Albro street school, as a witness, and submitted to him the papers previously put in evidence as received from Mr. Smith. Some of these papers I am familiar with; some I am not. I wrote some questions like these for a teacher at his own request; that teacher was going up to

an examination, and was naturally anxious to get all the information he could. This writing was done from five to seven years ago; they were copied from the printed ones *after* the examination. They were written at the request of the teacher. If I had a printed copy I would not have parted with it, as it might be the only copy left. There is only one copy printed and bound for the office, and one for each of the examiners. The questions are old ones, written after the examination.

Mr. Hunt then proceeded to state his charges against Mr. Archibald.

Mr. Hunt submits a letter from Mr. McDonald, the agent of Collins, of Glasgow, bookseller, dated 18th September, 1876; and also a telegram from the same, dated 28th September, enquiring why no answer had been received to his letter, which was addressed to the Secretary of the Education Office, Halifax, and which Mr. Hunt stated he had not seen when the telegram arrived, which Mr. Archibald had opened and kept to himself.

Also submits a letter from Dr. Farish, Inspector at Yarmouth.

Also, telegrams from Mr. Archibald to Dr. Farish.

Also, telegrams from Mr. Archibald to Mr. Calkin.

Also, telegrams from Mr. Archibald to Mr. McDonald.

Also, telegrams from Mr. Archibald to Mr. McKay.

These telegrams were charged to the Government, but Mr. Archibald subsequently repaid the amount paid for the same.

Mr. Hunt submits bill from telegraph office.

Mr. Hunt puts in a letter from the booksellers of Halifax.

Also, a written statement relative to the books.

Mr. Hunt also complained that in the matter of the Dartmouth controversy with the county about the school assessment, Mr. Archibald had interfered improperly, by writing letters on official paper to various parties, of which the Warden of Dartmouth and other Justices of the Peace complained in very strong terms.

Mr. Hunt also complained that Mr. Archibald had taken papers out of the office and kept them for a long time.

Mr. Archibald stated, in reply, that he had nothing to say in reference to Mr. Hunt's charges; that there was a certain basis of truth in the statements, but that they were exaggerated and not true to the extent urged by Mr. Hunt; and that he (Mr. A.) attached very little weight to them in any case, and left the whole case to the Council of Public Instruction.

MR. HUNT'S PROOFS.

 TELEGRAMS.

HALIFAX, November 7th, 1876.

To G. J. FARISH, M. D., Inspector, Yarmouth :

Please send with your own, names of such teachers and others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

HALIFAX, November 7th, 1876.

To J. B. CALKIN, Esq., Tutor :

Please send with your own, names of such teachers and others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

HALIFAX, November 7th, 1876.

To D. McDONALD, Inspector, New Glasgow, or, if absent, Principal of School :

Please send with your own, names of such teachers or others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

HALIFAX, November 7th, 1876.

To Mr. MCKAY, Principal of Academy, Pictou :

Please send with your own, names of such persons for petition to Council to day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

 RECEIPT FOR TELEGRAMS.

HALIFAX, N. S., 1st March, 1877.

EDUCATION DEPARTMENT to WESTERN UNION TELEGRAPH Co. *Dr.*

For telegrams sent and received during the month ended 28th February, 1877.....	\$1.85
Amount refunded by Mr. Archibald.....	1.50

\$0.35

Received payment.

Certified per GEO. LESLIE, Cashier.

LETTER FROM THE BOOKSELLERS OF HALIFAX.

HALIFAX, January 30, 1877.

SIR,—Having learnt from good authority that a clerk in your office has taken undue advantage of his responsible position and acquaintance with the private business of the office, to enter into correspondence with Teachers and others for the purpose of influencing the sale of a particular School Book, without your knowledge or approval, implying thereby that you were privy to his proceedings, and believing that there exists in Halifax a nefarious design to perpetuate the present Book monopoly, in spite of your endeavors to restrict it, and that the reprehensible conduct we have alluded to is intended to favor that design :

The undersigned beg to remind you, that agreeably to a resolution of the Council of Public Instruction prescribing the Collins' Series of Readers, and at your request, they have imported largely of that Series ; but regret to say by a subsequent action of the Council, apparently in the interests of the monopoly, the Royal Readers were entered upon the prescribed list ; thereby placing in jeopardy the use and sale of the excellent Series which had previously been adopted and stultifying their own action : and they look with surprise and indignation upon the conduct of your clerk, by which their interests have been tampered with, and the integrity of your office sacrificed in a culpable manner.

They cannot believe for a moment that you at all approve of such proceedings, injurious to educational morality, confirming and strengthening rather than abating the existing monopoly, and ignoring the scope and effect of the resolution of the Council of Public Instruction, under which at your personal request, and with a view to meet the exigencies of probable demand, they have acted, and they therefore hope, and have a right to expect, that you will make strict enquiry into the allegations against your clerk, and take such other measures as are necessary to lay before the Council of Public Instruction the true merits of the case, and so to preserve the integrity of your office and the just rights of all concerned.

We remain, Rev. Sir,

Yours respectfully,

WILLIAM GOSSIP,

M. A. BUCKLEY & Co.

THOS. P. CONNOLLY,

A. W. NICHOLSON

The Rev.
The Superintendent of Education,

LETTER FROM MR. COLLINS.

*Dr. Wm. Murray, "Mountain View,"
Lynchburgh, Campbell Co., Virginia,
September 18th, 1876.* }

DEAR SIR,—Referring to my communication dated 14th of this month regarding series of school books published by our firm, I have just been advised that a new and enlarged edition of the "New Illustrated English Readers" have just been published, a sample set of which we shall be glad to send you for inspection.

It has occurred to me, that instead of waiting for a reply from Glasgow, should there be any information you may desire to have and in my power to furnish, I shall be glad to reply at once to any communication you may favor me with at above address.

I shall have occasion to visit Halifax on business connected with our firm late in November of this year, when I shall have the pleasure of waiting upon you. Should you prefer to see me earlier, however, I could without the slightest personal inconvenience proceed to Halifax at once, and if my doing so would in any way facilitate deliberations on the subject, I would much prefer to wait upon you now.

A reply by return mail to above address, if convenient, would greatly oblige.

We are, dear Sir,

Your obedient servants,

(p. p.)

WM. COLLINS, SONS & Co.

(Signed)

JAMES McDONALD.

The Secretary Education Office,
Halifax, N. S.

LYNCHBURGH, VA., 28th September, 1876.

Secretary Education Office, Halifax :

Please answer letter whether my presence in Halifax would be useful now.

JAMES McDONALD

LETTER FROM DR. FARISH.

YARMOUTH, December 26, 1876

Rev. A. S. HUNT :

My Dear Sir,—I have just received your note respecting the Reading Books, and must confess that I am puzzled what to think

of it, in the face of a telegram from the Education office, of Dec. 6. I will just tell you the whole story, perhaps you can unravel the whole mystery. If I have in any way acted contrary to your wishes, be assured I thought I was complying with your orders.

About the 1st September, I received from Mackinlay, a parcel containing a set of the Royal Readers, 1 to 6 inclusive, and a set of the Wall Cards, with a request to introduce them into the Schools, stating *I think*, that they would be prescribed. I have mislaid the letter and am not sure of his words. However, under the impression that they were to be prescribed, I went to the Bookseller and asked him if he would import them; he said, "decidedly not; he had a cart-load of Nelson's on hand, and he wished to get rid of them first; he would do nothing to injure the sale of those on hand; he was willing to *exchange* with Mackinlay for the new ones, nothing else." I wrote to Mackinlay, and so did the Bookseller to that effect, and there the whole matter dropped.

During the autumn I frequently spoke to all the teachers of the Town Schools about the books, and they unanimously expressed themselves pleased to have an addition from which to select reading books, *as soon as they were prescribed*. I had only once accidentally heard of the Collins' Series, and did not suppose they would ever be introduced here. I concluded we had to deal only with the Royal Readers or the old Nelson Series.

While in this state of uncertainty, I received the following telegram:—

HALIFAX, Dec. 6, 1876.

To G. J. Farish, M. D., Inspector :

Please send, with your own, names of such teachers and others for petition to Council to-day, as want Royal Readers on prescribed list.

SAMUEL ARCHIBALD.

I received it on the morning of the 7th, and believed I would be too late; but as I *might not* be, I resolved to send the names of those teachers with whom I had conversed, and who expressed themselves desirous of having the books. I thought that the Council of Public Instruction might not have met on the 6th, but I had no time to see them, and therefore immediately telegraphed as follows:—

"Inspector, G. J. Farish; Teachers, A. Cameron, J. Munro, J. Mackay, M. Webster, L. Goudey, A. Starratt, M. Starratt, E. Young, M. Woodworth, J. Page, H. Crosby, M. Taylor, D. Landers, H. Ellis, L. Bent, J. Harrison, A. Trask, E. Killam, R. Woodworth."

This course I believed to be in accordance with your own wishes, and that *you* required that the Royal Readers should be placed on the prescribed list.

You will see, then, in answer to your enquiries, "Who were the movers in the petition to the Council?" and "Who was the moving spirit in the matter?" that there was no such person in Yarmouth to my knowledge. I acted on the telegram, and as I thought, according to your orders, expressed through your clerk.

A short time ago I received a parcel containing the Collins' series, with the catalogue; but as the holidays just then commenced and the schools had closed, I have had no opportunity to show them to any but a few teachers who visited my office on other business. I have both still in my possession, and am prepared to encourage whichever series you think preferable.

This is all the light I can throw upon the subject.

I have forwarded the small condensed returns of the Yarmouth schools, and am now drawing up my report. This I shall send soon, together with the abstracts.

Wishing you all the compliments of the season,

I am, dear Sir,

Yours very sincerely,

G. J. FARISH,
Inspector.

REV. MR. HUNT'S REPLY TO CHARGES.

Read by him June 5, 1877.

I have deemed it advisable, under the peculiar circumstances of this case, to reduce to writing my reply to the various charges preferred against me, and which are now under investigation.

Several of these charges are, that I changed the marks upon the examination envelopes, and mutilated and concealed some, fraudulently substituting others in their places.

In support of these charges certain envelopes, said to be the mutilated and changed ones, were produced by Mr. Archibald.

At the investigation I contented myself with stating that the charges based on the envelopes could be easily explained, but reserving that explanation until Mr. Archibald had concluded his case against me. Those envelopes, as I supposed, were left in the Treasurer's office, where the investigation had been held, and where they had been produced. Some days after, on going into the room with the Hon. Mr. Robertson for the purpose of inspecting them, I was surprised to find that they were not to be found, and the most diligent search has failed to discover them. In the room I observed a paper which I recognized as the wrapper that had been round the envelopes, on the inside of which there was a memorandum in Mr. Archibald's handwriting to the following effect, if not in these exact words: "Torn envelopes, only to be

used if absolutely necessary." It may be that these words furnish a key to the loss of the envelopes, and that having discovered that the story fabricated out of them would not bear the light of investigation and truth, they had been carried off as the easiest solution of the difficulty. Be that, however, as it may: in the absence of the envelopes I take it for granted that the Government would expunge out of the evidence, and leave out of their consideration, all the charges based on them. But that is not enough for my purpose. Stories prejudicial to me personally, and detrimental to the management of the Education office, have been industriously circulated by interested parties, and I am not content to be deprived of the opportunity of proving how utterly groundless those charges are, or to lie under a stigma that but for the absence of those papers could have been most satisfactorily removed; and I trust that the Government will use every endeavor to discover when and by whom the missing envelopes were abstracted.

In regard to the torn envelopes said to have been taken out of the stove, I most positively deny that they were the covers of any of the examination papers of the year 1876. All examination papers are carefully preserved for one year, after which time they become the perquisites of the keeper of the office, who takes the papers out of the envelopes and sells them, but destroys or otherwise disposes of the envelopes, which being yellow, are unsaleable. Those envelopes, therefore, so diligently ferreted out and so carefully patched up by Mr. Archibald, were those, not of examinations occurring in 1876, but of previous years.

The first charge made is that I altered Dr. Ross's figures on the envelopes for No. 24, Station G, Dr. Ross having marked 15, 35, 35, total 85, and that those I had altered by changing the figures one into three, thus making the marks read 35, 35, 35, total 115. Was this envelope produced it would show no evidence of having been tampered with, or that Dr. Ross's figures had been altered. Owing to the multiplicity of examination papers and envelopes, it sometime happens notwithstanding all possible care that an envelope gets into a wrong set, that is, that one is exchanged for another. This will explain why the envelope produced differs in its results from the record kept by Dr. Ross.

The next charge preferred is, that I procured from Rev. Mr. Daly duplicate envelopes showing different results of the same year's work. Mr. Archibald produced three envelopes, several dilapidated and torn, taken, as he said, from the stove, which bore the Rev. Mr. Daly's genuine signature; the others and corresponding ones taken from their proper place, also bearing that gentleman's genuine signature. Those signatures could not be on the envelope of one year without forgery on my part, or fraud on the part of Rev. Mr. Daly; but the Rev. Mr. Daly in his evidence positively affirms that he never signed envelopes in duplicate, and I as positively assert that I never on any occasion or for any purpose signed the Rev. Mr. Daly's name to any document what-

ever. The solution of the whole matter is simple and easy; the three envelopes belong to the examination of different years, and this could be easily verified by turning to the record, were the envelopes referred to not missing.

I pronounce the second charge of changing the averages untrue in every particular, and this could be substantiated beyond all cavil or doubt, were the envelopes on which the charge is based, produced.

I am also charged with concealment of envelopes, particularly in the case of Station G; it is insinuated that I held the original envelope until I had had an opportunity of seeing Rev. Mr. Daly, and procuring from him one showing different results, which I substituted for the original one, this I positively deny, and for corroboration refer to the statement of Rev. Mr. Daly, that he never signed duplicates or substituted envelopes. I never applied to him for duplicates. It some time happens that one envelope of a set goes astray, and gets mixed up with some other set, in which case the whole set from which one is missing is laid aside, until the missing one is found.

This is probably the explanation of the case referred to. In all those cases I must have, indeed, I am charged with having, acted in complicity with the Rev. Mr. Daly; if, I am guilty he is participes criminis; but he has purged himself of all wrong doing or complicity with me in wrong doing, and his testimony ought surely to turn the scale even should my testimony be deemed as no more than balancing that of Mr. Archibald. The excuse attempted by Mr. Archibald for charging the Rev. Mr. Daly as an accomplice in delinquencies on my part in tampering with the envelopes, is that he was the only one of the examiners who did not keep a record, and therefore I could work through him with little fear of detection; but apart from the gross insult, such an insinuation is to the Rev. gentlemen who has filled the office of examiner ever since the inauguration of the present system, and whose character for honesty and integrity has been unchallenged until thus aspersed, I have reason to know that Mr. Archibald is incorrect in the statement that the Rev. Mr. Daly is the only examiner who does not keep a record; moreover I believe that all the envelopes said to be charged as altered and tampered with by Mr. Daly's connivance, referred to Protestant candidates, so that he would appear to have little inducement for the perpetration of a connivance with the alleged fraud even should the reputation of a life time be held no guarantee that his official duties would honestly and faithfully be performed. Again, I have been charged with having altered the average of spelling so as to enable parties to obtain a license whose spelling was not up to the required standard. The spelling is a regulation of the Council of Public Instruction, and they can at pleasure lower or raise the standard. By a regulation of Council, no one was entitled to have a first-class license no matter how highly qualified in other respects who had more than six words badly spelt. This on occasions was felt to be a great hardship, and complaints were made of the severity

of the regulations to the Council of Public Instruction by those who had spent a large amount of time and money in preparation. The Council of Public Instruction on considering the matter, left it discretionary with me to make such allowance for bad spelling as I shall see fit. I have, therefore, in some instances, in the case of Normal School students, but only where the examinations in other respects proved to have been exceptionally good, allowed a failure in spelling of more than the limited number of six words, and for so doing, the following resolution of the Council of Public Instruction is my justification:—Extract from minute of Council passed August 18, 1874, "The Honorable Wm. Vail stated that he had received several communications from Normal School pupils, complaining that while they had made the required average for the grade sought, they had been prevented from obtaining their license, in consequence of a few misspelled words. The Superintendent of Education explained the regulation of Council on the subject; a conversation followed when it was decided to leave the matter to the discretion of the Superintendent."

In reference to the charges preferred of having given out examination papers of a coming examination, I beg to submit that it was the custom of the office in the time of my predecessor, as I learned on taking office, and which has continued to be the practice since—to hand over to parties requiring the same, sets of papers of previous examinations, without enquiry as to uses intended to be made of them. In so doing there is no irregularity, and nothing in contravention of the Education Act or of the regulations of the Council of Public Instruction. The gravamen of the charge must therefore be, that the papers were those of an approaching examination, and that they were parted with with the intention of favoring one candidate over another. A charge so grave as this, and aimed so directly at the integrity of one holding the important and responsible office of Superintendent of Education, and preferred by a subordinate in the office, ought surely not to have been hastily made; and if made, ought not to be entertained by the Council of Public Instruction unless supported by proof at once clear and positive. But an examination of the evidence of Mr. Robertson, the only witness produced in support of the charge, most assuredly does not bear out in any way the allegation. In the first place, Mr. Robertson does not say he obtained the papers, alleged to have been received from me, prior to an examination. Indeed, he does not pretend to fix the time more definitely than to say that he received them last summer—a period sufficiently large to embrace within its limits a time both before and after an examination. Again: Mr. Robertson admits that he had no knowledge of the contents of the papers received by him from me, and therefore frankly states that he cannot say that the papers I gave him were examination papers of an approaching examination; nor does the fact that he sent them to an intending candidate through the medium of a third party of itself prove anything, inasmuch as parties are

often in the habit of applying for and receiving questions of a past examination as a guide in preparing for an approaching examination. What remains of Mr. Robertson's testimony is a statement that he had reason to believe that I gave him examination papers of an approaching examination, but on what he bases that belief it is hard to determine, when he immediately qualifies that statement by admissions that denudes it of all value, namely—that he had no knowledge of the contents of the papers received, and had previously unequivocally stated that I had made no statement as to the nature of the papers I handed him. And of a like kind is the admission drawn out of him by Mr. Archibald at a time when he appears to have been engaged in plotting against me and diligently hunting up evidence which he trusted to use to my disadvantage—that I had given him (Mr. Robertson) what he believed to be examination papers. Supposing them to have been examination papers, what then? Their so being would prefer no charge against me, unless they were proved to be examination papers of an approaching examination, and given to favor a candidate, which Mr. Robertson has not ventured to state, and of which the evidence furnishes no proof apart from the belief of the witness,—the reasons for which he has not stated, and which the evidence given by him shows could rest on no solid basis. Your honorable body cannot but be of opinion that the charge against me has not been sustained by any evidence that in any principle of law or equity would call on me for reply.

But I am not willing to leave this part of the case, resting my defence on the fact that the charge against me has completely broken down, and I therefore beg to submit the following statement:

“There was nothing strange in my having given Mr. Robertson examination papers on the occasion referred to; he had been in the habit of applying to me for old questions every year, and I had freely supplied him. These, I understood, he filed away and preserved; and I was under the impression from his frequent private conversations with me, and also from his desire to review examination papers, that his sole object was the improvement of his own mind—a desire which I never hesitated to gratify.

“His father being a member of the Government, and he employed in Government offices, precluded the idea that any papers which I gave him would be used for the advantage of any particular candidate or to contravene in any way the Educational laws.”

The charge made against me in connection with Miss McIntosh, is of a character so flimsy and unsubstantial as to be hardly worth the time and trouble of refuting; and I only refer to it in order that your honorable body may from it be enabled to judge of the character of all the charges made against me, and obtain some better insight into the vindictiveness of the spirit that has trumped up such counter charges as an off-sett to charges preferred by me against Mr. Archibald.

Miss McIntosh holds a license of grade B, a 1st class male license, obtained in 1870, at the Normal School, and hence any increase in her "average" made at any subsequent examination would not entitle her to an additional claim on the Government grant or on any other school fund. I may also remark that since 1870, Miss McIntosh has been employed in the City Schools, and is deservedly regarded as one of our best city instructors. On several occasions Miss McIntosh intimated to me her wish to be examined, that she might obtain a higher average. I, of course, encouraged her to do so, and distinctly remember at several times during the past two or three years, saying "Well, Miss McIntosh do so, take an examination for a higher average, and I will do any thing in my power to make it successful." To give the questions was not in my power, hence I had no such intention, but in consideration of Miss McIntosh holding already a 1st class male license, and also of her being so constantly engaged in her school duties, I could tell her what book to study in her preparation, and what especial branch should receive particular attention without in any way violating the obligation of my office. I have to regret that Miss McIntosh so misunderstood the language I employed, as I had no intention of giving her the questions, nor do I remember that I told her to call at the office as stated, but if such was the case, I merely meant to say that when the questions were published I would give the information above stated.

Your honorable council will bear in mind that this young lady's testimony only relates to what she considered my *intention* to be. The questions, most assuredly, were not given, nor is it claimed that they were, nor has Miss McIntosh been examined since 1870. The charge therefore rests upon what my intention was supposed to be; I must express my regret that my language was misunderstood, and again affirm that I had no intention of giving the questions as Miss McIntosh seems to have expected.

I have thus succinctly gone through the main charges preferred against the management of the Education Office, and I think that I have clearly shown that they are recklessly, if not vindictively made, that they rest on no basis of truth, and are sustained by no evidence, and I cannot forbear calling the attention of the Government to the animus of Mr. Archibald as evinced by the tone and style of his summing up in writing now in the hands of the Government.

The evidence is distorted, and in many instances falsely stated, while almost every line contains an insult or some sly insinuation or inuendo in regard to myself. Now, while I by no means challenge the right of Mr. Archibald to complain to the Government of any irregularities committed or permitted by me in the execution of my office, and am not disposed to quarrel with him for laying the charges before the Government, without first calling my attention to them, yet I submit that the language used is not such as should be used by a subordinate to the head of a department, and shows a maliciousness towards me that renders it plain that

zeal for the public service, and a desire to reform abuses were not the main spring that prompted his action, and lends probability to the statement he has made, that he was there as a spy upon me, and possibly was not an unwilling tool in the hands of crafty and designing men. Although Mr. Archibald says he made complaint to the Hon. Mr. Hill in September last, of what he considered an irregularity in the examination work, yet I was not made aware of his having done so, nor were any specific charges formulated until after I had memorialized the Government on his conduct in the office, yet months before he had been plotting against me, and hunting up evidence in proof of which I beg to refer to the statement of Miss McIntosh where she says, "Mr. Archibald had given me every information about Mr. Hunt's irregularities, and he drew the statement from me (contained in her evidence), and also says Mr. Archibald first spoke to me of Mr. Hunt's irregularities in April of last year or earlier;" and the Government will give weight to the fact that in his anxiety to make out a case against me, he called several witnesses whom he was himself obliged to admit, proved nothing, and in like manner I submit that all his allegations have failed, and although the envelopes are missing, fortunately my statements are corroborated by the evidence of the Rev. Mr. Daly, who testifies that he never altered or duplicated an envelope, and that on only one occasion since he has filled the office of examiner was he ever requested so to do, and that was not by me.

And in this connection I beg to remind the Government of one of my charges against Mr. Archibald, that he took papers and envelopes from the office and kept them away for months, and at last only returned them after repeated demands for them had been made by me. And the Government will see how impossible it is that I can hold myself responsible for the papers of the office when my subordinate is guilty of an action so reprehensible. In this connection I want to remark, that in every instance of computing the averages upon which licenses are granted, my memoranda was handed over to Mr. Archibald with instructions "to look carefully over the work, and if any corrections are required, to make them, or to hand them back to me for correction." If, therefore, an error should escape my notice, and my clerk see it and fail to act upon his instructions, upon him, more than upon me, should rest any consequences that may result from such errors.

And I may further submit that the charges to which I have now replied were preferred several weeks subsequent to the presentation of a series of complaints which, under a sense of duty, I was compelled to make against Mr. Archibald, and which are yet to receive the consideration of your honorable body. The charges against me, so unfounded and unjust, were doubtless designed to offset, and, if possible, diminish the weight of my accusations. Hence I cannot but regret that your honorable body gave a priority to Mr. Archibald, as it has, to a considerable extent at least, protected your deliberations.

In conclusion, I have only to leave my reply to the charges made against me in the hands of the Government, assuring them that in no case have I ever been guilty of any irregularities in the performance of the duties of my office, nor have I wittingly violated the law or infringed any of the regulations of the Council of Public Instruction.

But in view of the conduct of Mr. Archibald and his insubordination, of which the members of the Government have had ample proof, as well as of the charges preferred by me against him, the Government must, I feel assured, see how exceedingly unpleasant my official position has been made, and the difficulties by which I have been surrounded in consequence of Mr. Archibald's constant and unprovoked aim to circumvent me in the discharge of some of the most important duties of my office.

MR. ARCHIBALD'S WRITTEN SPEECH TO THE COUNCIL.

Having endeavored to substantiate by proof the charges preferred against the Superintendent of Education, it now devolves upon me to follow up that proof by such a statement as will bring clearly to your notice, with what necessary proof has been presented. In doing so, I shall endeavor to follow the charges as nearly as possible in the order of their number, particularizing the point to be proved in each.

By the first charge, the Superintendent is accused of falsifying the valuation of two of the Provincial Examiners by preparing memos. for license bearing larger numbers than these examiner's envelopes. The two examiners referred to are Ross & Daly. In the case of Dr. Ross the charge has been proved true only as respects one candidate, viz.: No. 24, Station G, in whose case the envelope shows the following figures: 15, 35, 35, total 85, while the Superintendent's memos. shows the same valuation for all the branches or subjects, viz.: 35, 35, 35, total 105. It will be remembered that the Superintendent, when the envelope and memo. were compared, sought to throw the blame of the discrepancy upon me by calling attention to the blotting out of the Station No. as first written, and saying that a designing man could very easily substitute another envelope of the same station for the original one of this candidate. Possibly he might have succeeded in throwing discredit upon the proof in this case, and perhaps also in impressing some of you with the idea of a plot on my part against him had that envelope itself been my only recourse. Fortunately, however, the painstaking of the examiner placed that beyond his reach, the *private record* showing figures corresponding with the envelope and not with his memo. By no pos-

sibility, therefore, can his diabolical insinuation and charge be fastened upon me.

With respect to Father Daly's envelopes, it is difficult to go astray for proofs of this or any charge relating to examiner's work. In the case of No. 24, Station G, a comparison of the memo. and original envelope of the candidate shows the total of the former to be 160, while that of the latter is 230. As there is a duplicate, however, of this envelope which requires that it be spoken of elsewhere, we will refer you to No. 98, Station W. The history of Geography envelopes of this candidate shows the total of the examiners marks to be 60, while that of the Superintendent's memo. is 280, or 4 times the valuation of the Provincial Examiner. The grade of license given this candidate by the Superintendent is that applied for, viz.: grade C, while that to which the examiner's valuation would entitle her, is only grade E, two grades lower. The amount of Provincial money to which she is entitled is \$22.50 per term or \$45 per year, while the Superintendent in his liberality would double that amount to her; give her \$90 of the public money. Now is this the only evil in the case? By granting her license two grades higher than she is entitled to, he perpetrates the additional fraud upon the people of this country of sending forth an incompetent of the very lowest grade, leaving in her hands that which ought to be to them the highest guarantee of scholarship and teaching ability, a Normal School license, by means of which she is placed in a position to receive a very much increased salary from the people, though unable, by reason of inefficient scholarship, to render them the service for which they agree to pay her so much; and moreover the children and youth of our country are defrauded for all time of that mental training and discipline which the trustees employing her had the right to expect they would receive at her hands. Were this a solitary instance of the fraud perpetrated, it would, however, be a matter of less grave concern, but when it is known to be only one of a large number of similar cases of the one year's examination work, who can compute the untold and untellable mischief which has resulted to this Province during the seven years of his occupancy of the office of Superintendent of Education?

Perhaps as grave a feature as the fraud presents is the ignoring of such numbers of misspelled words as is so apparent in the case of very many to which your attention has been called. Can anything indicate more unmistakably than bad spelling the lack of training and scholarship which ought especially to be found in those going forth throughout the country as first-class teachers? There can be no more radical defect; and there is the less ground for any excuse in the case that it is a defect at all times so glaring and palpable to those who are themselves able to spell correctly. Were the present state of matters perpetuated it would require no prophet or prophet's son to announce beforehand the self-evident prognostication that many years could not

elapse before the spelling of the Province would be reduced to the level which has made so notorious the spelling of the Education Office.

The second charge preferred against the Superintendent is that of altering the figures of Examiner Daly over his own signature. This charge, though one of so grave import, constituting as it does a crime punishable by law, as well as a grave offence against the special enactment which, in all its details, the Superintendent is sworn to administer righteously, is at the same time one on which it is not necessary that I dwell at very great length, for the simple reason that the proof is so convincing and covers exactly the same ground as the first charge, so far as Examiner Daly's envelopes are concerned. The proof, therefore, of charge No. 1, as respects this Examiner's envelopes, is also the proof of this charge. Every liberty seems to have been taken with this Examiner's work. If any alterations were necessary to be made in order to accomplish his purpose, Father Daly's envelopes were those practised upon. With no other Examiner were such liberties taken—a fact, as it appears to me, into which both Father Daly and the Government should institute careful enquiry as to the cause of such a proceeding, which in the minds of not a few is and will be regarded as a circumstance more significant than should prove palatable either to the Government, that gentleman himself, or the clerical portion of his co-religionists in this city. In the case of the other Examiners, he could not so practice upon them with impunity, as they keep a private record which is an effectual check against any such irregularity. It may be, and doubtless is, the fact that no such check is kept by Father Daly, else he would have referred to it to establish the Superintendent's innocence. If he has any such private record as the other Examiner's keep, it will be very easy to determine from it what were the original numbers on these envelopes which now show marks of alteration, as well as those which are spoken of as, and doubtless are, duplicates of the original.

The third charge, which is *concealment of the envelopes mutilated by his alterations*, would require the presence of witnesses at the time in the office for positive proof. Of these, however, there was none. Apart, then, from the conviction of the truthfulness of it—which the proof of the two preceding charges, and all the circumstances of the case, including the disposition, so strong in the human mind, to conceal guilt, convey—apart from these, my chief proof lies in the fact, which may possibly be now forgotten, that very shortly after I made complaint last September, and received the instructions which I did from the Premier, I told Mr. Robertson that I was unable to make any comparison of one of the memos. and envelopes of Station G, (Baddeek), in consequence of an envelope being missing. Mr. R. immediately told me to ask him for it, which I did, and three days after received an envelope corresponding to the one which had been missing. As this circumstance may be forgotten by Mr. R., the

truthfulness of this charge will be regarded as depending largely upon the proof adduced for the establishment of the two preceding charges. It is but human to conceal guilt. If, therefore, the Superintendent was guilty of the misdemeanors referred to in the two preceding charges, he would naturally conceal the evidence of his guilt, if possible, by placing out of sight the envelopes disfigured by his changes. It has been shown, I think, most conclusively, that he is guilty of the irregularities spoken of, so that the natural inference is that he did conceal the envelopes spoken of. In addition to this logical deduction from the premises--which I trust are regarded as true--you have also my own testimony to the fact specified in charge No. 3.

Charge No. 4 accuses the Superintendent of procuring in some way duplicates of secreted envelopes, and handing them over for the original. For the proof of this I claim to have presented before you three original envelopes, once torn in pieces, but now, with the pieces arranged and pasted upon paper, in the position which they held in the envelope when whole. Corresponding with these, bearing the same station mark and number, and showing either the same figures or an attempt to alter to the same, are other envelopes which I have designated as duplicates of those torn ones. That they are indeed duplicates is apparent from the figuring of the Superintendent upon them, which a comparison of the two is sufficient to show is without doubt his work. In the second place, the station mark and number is the same in each of the three cases. With respect to the station mark, which is placed on the envelopes by the Deputy Examiner in every case, as he alone is supposed to be cognizant of what that mark is, a comparison of it as found on the torn and duplicate envelopes with others of the same station will show whether or not both seem to be done by the same hand. For myself I can only say that I saw what was to me very plain evidence of the Superintendent's own hand. In the case of No. 24, Station G, it will be seen that the ending of the g is not such as to make it a very clever imitation of that of the Deputy Examiner, and I doubt not that a similar comparison of Nos. 25 and 98, Station W, will indicate some similar indications of imitation.

That the Superintendent should seek to procure duplicates of these envelopes, when he was called upon for them, in order to further concealment of his guilt, is simply just as natural as for him to conceal them in the first instance. Both were necessary that his guilt in altering the figures of the Examiners might not appear, which in other cases has been sufficiently proved. No. 98, Station W, is the best proof of charges Nos. 1 and 2, but there is no doubt whatever that it had been wanting had it been in the parcel with the others of that station reported upon. That envelope I retained in my own possession, fearing that all evidence of guilt would be removed by duplication of envelopes, as in the case of the three before alluded to, or otherwise that they would be destroyed altogether. But that No. 98 was only one of

many of Station W similarly altered, but which now show a clean sheet, Mr. Bishop's testimony, as well as that of my brother Donald, who saw and compared these envelopes with the Superintendent's memos, and the record more than once will, I presume, be regarded as proof sufficient; so that not only in the case of the three candidates for whose papers in history and geography there are in your possession two envelopes for each, is this fourth charge shown to be true, but in the case of all those of Station W for which you have the Superintendent's memos. Moreover, having procured duplicates to such an extent of Station W envelopes, as Mr. Bishop's and my brother's testimony goes to show, can there be any doubt that the torn envelopes of Stations W and G are indeed the originals, and the others duplicates of them?

Charge No. 5 accuses the Superintendent of having destroyed the originals after procuring duplicates. If charge No. 4 be sustained, as I think it must be, the truthfulness of this charge follows as a matter of course. Where are the originals of all those of Station W to which attention has been called corresponding with the memos in your possession of that Station, but which now show a clean sheet? No doubt they are destroyed. Since November last, when these envelopes came into his possession, the stove in the office has had fire in it every office day. It was not so, however, in September; the other three, torn as you see them, were consigned to the stove, but not to the flames. They bear evidence, however, in their torn condition of his best efforts towards destruction, and doubtless it was not owing to any lack of purpose on his part that the destruction was not complete. At all events, there they are, in their tell-tale, mutilated condition, to bear testimony against him.

The 6th charge is of a different nature from the preceding five. It takes precedence of the others in point of time, so far as the examinations are concerned, but the proof of it, as far as presented, not being within my own observation, and being more difficult to secure, I have placed it last on the list.

The proof of the charge has been brought before you in the evidence given by Mr. Thomas Robertson and Miss McIntosh. Other witnesses were brought forward with the faintest possible hope of eliciting further proof of this charge, but the faintness of the hope was more than realized.

Mr. Robertson's evidence went to show that for the assistance of a candidate for examination of whom he had spoken to the Superintendent, Mr. Hunt, to Mr. Robertson's surprise, handed him an envelope with papers enclosed which he gave him to understand were the questions of the approaching examination. For the assistance of the candidate spoken of they were given almost immediately previous to the examination, and they were sent with the full conviction that they were the papers of the coming examination.

From some of the questions put to Mr. Robertson, appealing to

what he did not know in the matter, certain statements were made by him which at first sight appeared rather to conflict with his general testimony. As these statements, however, related to what he did not know, they cannot be regarded as counteracting positive evidence. A man's ignorance can in no way be regarded as throwing discredit upon the knowledge which he possesses. Knowledge is knowledge, and the lack of real knowledge is simply ignorance. They stand separate and distinct. Any amount of statement, therefore, grounded on ignorance from lack of personal inspection or from inability to distinguish new from old questions because both were unknown to him, cannot be regarded as conflicting against or weakening his positive evidence that the Superintendent gave him what he represented as the papers of the approaching examination, and which were given with a view to rendering such assistance to the candidates as Mr. Robertson did not dream of procuring. I take it, therefore, that Mr. Robertson's evidence must be regarded as conclusive to the giving of the papers beforehand by the Superintendent.

The nature of Miss McIntosh's evidence is exactly similar with respect to the charge of offering to give papers beforehand. She testified that the Superintendent offered to "do all in his power to make her examination successful," and that he told her to "come down to the office about three weeks before the examination, when the papers would be ready." Either of these statements, taken alone, is more than suspicious of his real intention even apart from any knowledge of what the Superintendent could do or has done in such cases. What legitimate power has the Superintendent to make any candidate's examination successful? Simply none whatever, and any power which he may promise to or actually does exercise is a power exercised partially and unlawfully. He does not pretend, I presume, to the possession of an easy and royal road to knowledge, which he can impart on the occasion of a single interview with an individual of a few minutes' duration. Nor will it be regarded as within the legitimate exercise of his power to grant any such aid by books or knowledge to be derived therefrom as to secure the success of a candidate in three weeks from the date of examination. To obtain license of grade B honorably, with an average of 75 or upwards, requires such acquaintance with a large number of subjects as can only be obtained by long and laborious study under the tuition of one himself competent and worthy of the grade for which he instructs another, if tuition is at all employed. But if it were intended that in the case of Miss McIntosh the necessary preparation should be obtained in a legitimate way, why speak of examination papers at all? Especially, why should the conversation turn upon and continue and end with the examination papers, and not be concerned about any legitimate means of acquiring the knowledge necessary for the successful procuring of the license applied for? As I take it, the statement of Miss McIntosh must be regarded as tantamount to a real offering to

give the papers to her when the three weeks spoken of before examination should have arrived.

Before closing the case I may be allowed to add that as the Superintendent, being a sworn officer of the Government and has been spoken of during the course of this trial as always on his oath, any statement which he may make may on this account be regarded as worthy of more credence than an ordinary statement. I wish it to be understood, therefore, that the statement which I now make I regard as equivalent to sworn testimony, and such as I am prepared to make on oath before any tribunal. I accordingly testify that for the last two years and a half irregularities have constantly come under my notice in connection with the work of the examination which I would long ago have considered sufficient to bring to your notice, as I regarded them sufficient to warrant his removal. I was deterred, however, from doing so by the personal advice of my brother, to whose notice I had brought every detail of an irregular nature from the time when irregularities first became known to me in the office. The irregularities complained of in the charges preferred and now under investigation were of so heinous a character as he regarded admitted of no longer being kept secret, and by his direction I brought them to the notice of Messrs. Hill and Robertson in September last. With respect to the envelopes which I claim to be duplicated, I am willing to attest that as far as regards No. 98, Station W, the torn and mutilated envelope is the original envelope which contained the candidate's work when it came into the office, and that along with it I took the fragments or pieces of No. 25, Station W, and No. 24, Station G, from the stove in the office.

I also assert that the record which I took of envelopes before they passed to Mr. Hunt's hand was a true record of the valuation of the Examiners as presented by the envelopes when they came to the office, and that the figures which they now bear are alterations made by the Superintendent, as indicated by their correspondence with the memos. as made out by him.

If the evidence which I have adduced of the truthfulness of my statements and of the charges preferred be not regarded by you as sufficient evidence of such truthfulness on the one hand and guilt on the other, I feel it to be my duty to ask, not only in order that I may be myself exonerated, but for the satisfaction also of the Government, that one and all of the Provincial Examiners be called in, and the disputed papers submitted to each one in turn and separately without the envelopes, in order that such a valuation may be given them as in the judgment of each Examiner they are entitled to receive.

