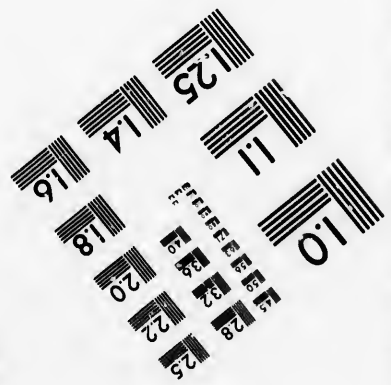
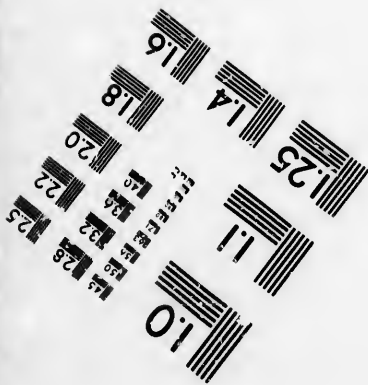
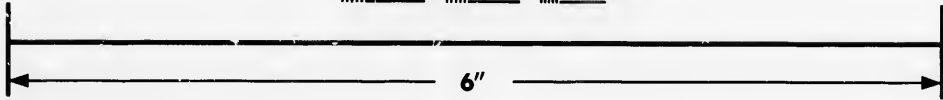
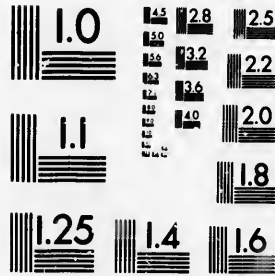


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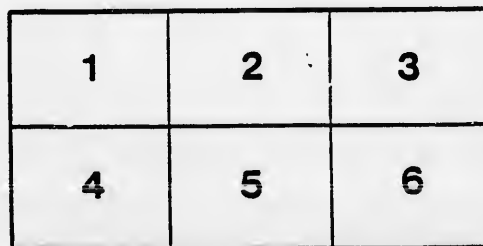
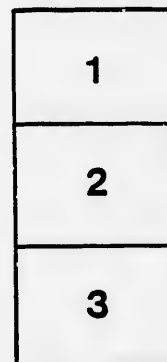
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DOCUMENTS

BEFORE

THE COUNCIL OF KING'S COLLEGE,

IN THE CASE OF THE

EXPULSION OF GEORGE GREGORY

FROM THE

COLLEGIATE GRAMMAR SCHOOL,

AND

MINUTES OF THE COUNCIL.

SO FAR AS KNOWN TO MR. GREGORY.

PUBLISHED AT THE INSTANCE OF MR. GREGORY, THE FATHER OF
THE BOY, MARCH 1850.

FREDERICTON:

PRINTED BY JAMES P. A. PHILLIPS.

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INTRODUCTION.

THE following summary is drawn up with the view to facilitate the apprehension of the facts of the case which has arisen between Mr. Roberts, Head Master of the Collegiate School, and Mr. Gregory, the father of George Gregory, a boy expelled by Mr. Roberts from the Collegiate School.

Mr. Gregory, believing his son *William* to have been wronged by the result of the manner of conducting certain parts of the Collegiate School examination, which took place on 22d June, 1849, published in the *Head Quarters* newspaper, on the 27th of the same month, a letter signed *Puer Preceptori*. [See No. 34, page 28.]

Again, conceiving that an unnecessarily strict and permanently untenable interpretation had been put on the Minute of the College Council, establishing County Scholarships, whereby his oldest son, *Thomas*, was excluded from the competition, and that the manner of bestowing the Scholarships was a matter of great public importance, Mr. Gregory wrote a letter signed "A Father," and published it in the *Head Quarters* newspaper on 11th July, 1849. [See No. 35, page 28.]

Again, it having come to the knowledge of Mr. Gregory that Mr. Roberts had, in the interval between the publication of the letter "Puer Preceptori" and "A Father," spoken a good deal about the letter "Puer Preceptori," and imputed an offensive officiousness to Mr. Gregory at the Collegiate School examination before referred to, he wrote and caused to be published in the same newspaper the letter signed "J. Gregory." [See No. 36, page 31.]

Mr. Roberts, in return, wrote and caused to be published on the 18th July, in the same newspaper, the letter signed "G. Roberts." [See No. 37, page 33.]

This last mentioned letter, together with an anonymous attack made upon him in another newspaper, induced Mr. Gregory to write

and publish in the *Head Quarters* newspaper before mentioned, on the 25th of July, the letter which bears his signature. [See No. 38, page 35.]

Mr. Roberts took no public notice of this last mentioned letter; but on the 30th of the same month, expelled from the Collegiate School, Mr. Gregory's son *George*, a well behaved boy, then under ten years of age, and subsequently attacked his character, representing him as a bad boy—one whom he had long wished to get rid of.

Mr. Gregory, immediately after the expulsion, applied through his Lordship the Bishop to the School Committee for redress, and for a copy of the reasons assigned by Mr. Roberts for expelling his child. The Committee referred him to Mr. Roberts for the statement, but he refused to give it. On reporting this fact to the Committee, they remained silent as to the refusal, but expressed an adherence to a previously communicated intimation of their intention not to interfere on his behalf, and closed the correspondence. [See No. 4 to 11, inclusive, page 6.]

Mr. Gregory then petitioned the College Council on the subject, praying, of course, for the re-admission of his son, who, he added, had been vilified by Mr. Roberts in a manner unworthy of him as Principal of the Collegiate School. [See No. 1, page 1.]

Mr. Roberts being informed of this petition, put in a counter petition, accusing Mr. Gregory of all sorts of things in reference to himself and his School, and praying that the boy should not be re-admitted. [See No. 2, page 2.]

The College Council met on the 19th of October, and after some discussion, passed an order for the appearance of Mr. Roberts and Mr. Gregory on the 27th of the same month, "with any documents they may require." [See No. 3, page 5.]

The parties appeared accordingly. Mr. Gregory opened the case on behalf of his son by complaining that Mr. Roberts' statement of the grounds of dismissal had been withheld, and that some of the witnesses he wished to be examined had declined to appear, and he had no authority to compel their attendance. He alleged that his son was a remarkably well behaved boy, and had been dismissed without fault: that the counter petition of Mr. Roberts was wholly

inapplicable to the case, as he was not suing for the first admission of a boy as a matter of right, but for the continuance in the School of a boy whose admission had been sanctioned, and which he had not forfeited by misconduct. On his own behalf, he briefly reviewed the statements of Mr. Roberts in his counter petition, and endeavoured to shew the falsity, groundlessness, and inapplicability of its allegations.

Mr. Roberts was then heard. He denied having vilified Mr. Gregory's son. He then read a long private correspondence which had taken place between himself and Mr. Gregory in February, 1849, and which had been submitted to the Collegiate School Committee eight months before, and disposed of by them, [*see No. 12 to 23, inclusive,*] also the before mentioned letters published in the *Head Quarters* newspaper. [*No. 34 to 38, inclusive.*] He also produced the letter No. 29 in support of his allegation of dictation and interference with his School.

Mr. Gregory replied. He stated that the correspondence had nothing to do with the case, as his son George was not referred to, or interested in it, except in so far as it bore testimony to the amiability of his manners and conduct. He nevertheless produced other letters in refutation of Mr. Roberts' allegations, in particular letters No. 24, 25, and 26, the sequel to the correspondence in February, 1849, and the miscellaneous letters marked No. 30 to 33, inclusive. The case was here closed. Both parties were ordered to withdraw, which they did, taking their documents with them, and were not afterwards re-admitted.

The Council deliberated for some time, and then passed the resolution No. 39, setting forth that they are of opinion that the circumstances of the case afford a sufficient justification to Mr. Roberts for the course he had adopted, and are such as to prevent them from directing Mr. Gregory's son's re-admission.

Mr. Gregory's objections to this decision are numerous; but he thus briefly summed them up in a Petition to the College Council for a re-hearing by Counsel.

First, That the decision recognises the right of the Master of the Collegiate School to dismiss any boy, however well behaved, from the School, on account of a personal quarrel with his parent.

Secondly, That even in the application of such a principle to the circumstances of his case, his son should not have been brought within it; and

Thirdly, That up to the present time he has been refused either the perusal or a copy of Mr. Roberts' written reasons for his proceeding upon which the School Committee sanctioned his conduct, and which, for aught he knows to the contrary, may have strongly affected the decision of the same persons in concurring in the said resolution, and that against this possibility he was fairly entitled to protect himself by an opportunity of explanation at least.

Since the filing of this Petition, the College Council have met and partially discussed the subject, but do not appear to have come to any decision. Meanwhile Mr. Gregory's sons, three of whom would in other circumstances have been attending the Collegiate School, have been deprived of the services of that institution; and he feels himself to be practically debarred from applying to any respectable teacher to take charge of the elementary instruction of his children, stigmatised as he is by the resolution of the College Council with misconduct towards a teacher who receives their implicit and full approbation.

—

The following schedule includes all the documents before the College Council on the 27th of October, 1849, so far as known to Mr. Gregory, and on which it must be supposed that their decision (No. 39) is founded. The connecting notes are written by Mr. Gregory.

- A. Petition of Mr. Gregory to the College Council. Numbered 1.
- B. Counter Petition of Mr. Roberts. Numbered 2.
- C. Minute of the College Council, 19th October, 1849. Numbered 3.
- D. Mr. Gregory's correspondence with the Lord Bishop of Fredericton and Mr. Roberts, preliminary to his Petition No. 1. Produced by Mr. Gregory. Numbered 4 to 11, inclusive.
- E. Private correspondence between Mr. Roberts and Mr. Gregory had in February, 1849, arising out of a severe flogging given by Mr. Roberts to Mr. Gregory's son William, in direct viola-

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lation of the Rules of the College Council. Produced by Mr. Roberts in support of his case. Numbered 12 to 23, inclusive.

F. Sequel to the above correspondence. Produced by Mr. Gregory. Numbered 24 to 26, inclusive.

NOTE.—A further sequel, namely, a letter by Mr. Gregory to his Honor the Master of the Rolls, and the answer, not having been read, is omitted, after having been numbered 27 and 28.

G. Letter from Mr. Gregory to Mr. Roberts, dated 6th October, 1848. Produced by Mr. Roberts to shew an improper interference with his School. Numbered 29.

H. Letter from Mr. Gregory to Mr. Roberts, dated in December, 1844. Produced by Mr. Gregory to shew the nature of his interference. Numbered 30.

I. Letters from Mr. Gregory to Mr. Roberts, and answer, dated in February, 1848. Produced by Mr. Gregory, to shew, first, that Mr. Roberts had in another instance besides that referred to in No. 18, enjoined secrecy on his sons; and secondly, that offensive remarks and reflections on himself had been made by Mr. Roberts in the public School. Numbered 31 and 32, inclusive.

K. Extract of a letter from Mr. Roberts to Mr. Gregory, dated 15th January, 1849. Produced by Mr. Gregory to further disprove Mr. Roberts' assertion of all credit having been withheld from the teachers. Numbered 33.

L. Letters published in *Head Quarters* newspaper. Produced by Mr. Roberts, viz., No. 34—"Puer Preceptorii." No. 35—"A Father." No. 36—"J. Gregory." No. 37—"G. Roberts." No. 38—"J. Gregory."

M. Minute of the College Council, on hearing Mr. Roberts and Mr. Gregory. Numbered 39.

N. Petition of Mr. Gregory to the College Council for a re-hearing by Counsel. Numbered 40.

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CORRESPONDENCE
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[No. 1.]

(A)

MR. GREGORY'S PETITION TO THE COLLEGE COUNCIL.

*To the Chancellor, President, and Scholars of the University of
King's College, in College Council assembled.*

*The Petition of JOHN GREGORY, of Fredericton, in the County of
York,*

RESPECTFULLY SHEWETH :

That on Monday the 30th day of July last, George, a son of your Petitioner, was, without previous notice, or charge, or complaint against him, dismissed from the Collegiate School by the Principal, Mr. George Roberts. That your Petitioner applied to the School Committee, through His Lordship the Bishop, for redress, and received for answer, that the Committee having called on Mr. Roberts for a statement of the grounds on which he deemed himself justified in dismissing the boy, and having considered the statement so made, they did not think themselves called upon to interfere. That on your Petitioner's application for a copy, or an opportunity of taking a copy, of the statement in question, he was referred by the School Committee to Mr. Roberts, who, however, declined compliance with the request, which was respectfully addressed to him for the purpose. That on the representation to the Committee of this non-compliance, your Petitioner received for final answer an adherence to the previous answer, and an intimation that the correspondence must there close.⁽¹⁾

That the right of your Petitioner's son to instruction in the Public Schools of the country has been thus invaded ; and he is necessitated to apply to your honorable Body for redress.

Your Petitioner begs leave to represent, that his son, who was thus summarily dismissed from the Collegiate School and denied a hearing, is not ten years of age ; that he is a remarkably docile, well behaved boy ; that previous to his dismissal he had conducted himself with much propriety in the School ; and your Petitioner had

been led to believe that he enjoyed the favor and good opinion of all the Teachers, and more particularly of Mr. Roberts, who, on the 13th of February last, thus wrote to your Petitioner: "With regard to your sons, I have never uttered the slightest hint to their disparagement, except in the defence of my own veracity, and I now assert that the way to my friendship is freely open to them if they shew a sincere desire to obtain it. With *George* there is nothing of the kind to be gained—he already has my sincere affection, and I have repeatedly spoken of him as a boy to be loved by those who know him best."⁽²⁾

Your Petitioner begs leave further to represent that he believes he is prepared to prove, if necessary, that since the dismissal of his son from the School, Mr. Roberts has vilified him, representing him as a bad boy—one whom he had for some time wished to get rid of—and that he himself was glad of the opportunity of dismissal which he alleged had occurred—allegations which are false in toto as regards the boy, and unworthy of Mr. Roberts as Principal of the Collegiate School.⁽³⁾

Your Petitioner therefore prays that the services of the Collegiate School may be restored to his son, and such relief afforded in the premises as to your honorable Body shall seem meet.

J. GREGORY.

Filed with the Registrar on the 24th August 1849.

[No. 2.]

(B)

COUNTER PETITION OF MR. ROBERTS.

To the Honorable the Chancellor, President, and other members of the Council of the University of King's College.

HONORABLE SIRS :

In the matter of a Petition presented to your Honors, by Mr. John Gregory, complaining of injustice done him by me, in discharging his son from the Collegiate School, without any reason assigned, and praying for his reinstatement by your authority.⁽⁴⁾

Although I would not be considered as assuming that your honorable Board will be induced, under the circumstances, to reverse the decision already made upon the case by the School Committee, who have been by yourselves entrusted with the immediate management of all matters pertaining to that Institution; and who, by a long continued and faithful discharge of the duties devolving upon them, have

made themselves more intimately acquainted with the real state of the Collegiate School, than any other members of your honorable Board can be. Yet perceiving that Mr. Gregory has so curtailed the reply of the Committee, to his application to them for reinstatement, as to make it appear that they had themselves transferred the decision from their own shoulders,⁽⁶⁾ I beg to subjoin a correct copy of that reply, as it was officially communicated to me.

“FREDERICTON, August 1, 1849.

“SIR,—I beg to inform you that I have laid your application to me, of July 30th, before the School Committee. They have called on Mr. Roberts to state the grounds on which he deemed himself justified in dismissing your son from the School; and having considered his statement, so made, they do not think they are called on to interfere in the manner desired.”

(Signed)

“JOHN FREDERICTON,

“Chairman of the Committee.”

“To JOHN GREGORY, Esq.”

Should, however, your honorable Board deem it incumbent upon them to revise the matter, I beg to lay the following considerations before them: by which, I trust, they will be led to perceive that Mr. Gregory has no right to complain of the course I have adopted, or to consider my declining any further charge of his children, as unjustifiable.

In the first place, I would respectfully ask if the privileges of a public school are so inalienably the right of every individual in the community, that no amount of misconduct towards that school, on the part of any such individual, can divest him of the right? ⁽⁶⁾

Secondly, I would ask whether the privileges belonging to every individual, extend to the right of dictating to the masters of such an establishment, as to the mode of instruction they are to adopt, and requiring a *sine qua non*, that a deviation from the authorized and approved system of management should be made, to meet their peculiar views? ⁽⁷⁾

Thirdly, I would enquire what amount of such unauthorized interference, accompanied by *insulting* language, degrading insinuations, vexatious and injurious misrepresentations, false and malicious statements, both verbal and written—both private and published to the world, all leading to the one object, viz., to the bringing the Masters of the School, and consequently the Institution itself, into contempt—will suffice to convict an individual of the amount of misconduct necessary to divest him of those privileges? And unless it be answered, that no amount whatever of the above injuries, can justify a man's exclusion from the privileges he abuses, I think I

can, if permitted so to do, produce sufficient evidence of them in Mr. Gregory's conduct towards myself, to satisfy your Honors that he has not been unjustly dealt with. (8)

Independently of my own personal feelings, with which, perhaps, your Honors have no right to be troubled, I would respectfully ask, what must be the effect of Mr. Gregory's continued interference and connection with the School, under the circumstances, upon the School itself? What influence—what hope of usefulness can the Masters henceforth have over the other pupils, who find that all Mr. Gregory's charges of incapacity, mismanagement, want of integrity, and habitual lying, are sanctioned, in the public eye, by the authority of your honorable Board? What chance can we possibly have of gaining the necessary confidence and respect of Mr. Gregory's own children, should they be forced back upon us, after so many months industriously spent by their father in endeavouring to lower us in their estimation? With what feelings must we be condemned to spend our energies in the instruction of youths, whose father's conceit and injustice, deprive us of all the pleasure we might otherwise derive from their improvement, and who are themselves aware that they have more power over us, than we have over them? The answer is obvious. The reinstatement of Mr. Gregory's son, and consequently his *influence for evil*, in the Collegiate School, would complete the mischief, of which he has been for some time past, by all the means in his power, endeavouring to accomplish; and which he has no doubt partially effected already, and convert all his hitherto comparatively harmless assaults upon the Institution, into acknowledged convictions and justifiable attacks. (9)

With regard to the effect of the exclusion upon Mr. Gregory's son, we may surely be allowed to estimate the actual loss to him, at his father's valuation, which is literally nothing: since, in his own letter, dated July 21st, 1849, in the "*Head Quarters*" of July 25th, he says, speaking of the Masters, in connection with one of his sons—"They exercise him with the other boys, and so serve to keep him out of his mother's way—I educate him at my leisure hours. They operate upon his verbal memory—I cultivate his power of attention, a matter of considerable delicacy, and not to be performed by every bungler, in a boy of so volatile a disposition."

As he could be kept out of his mother's way at a less expence, it is a matter of astonishment, that he should be so anxious to regain our worthless superintendence for him. (10)

With regard to any stigma that may attach to the boy's character, in consequence of his exclusion, it is evident that where, as in the present case, the cause is more generally known, than the fact itself, no such injury can arise to him; and that if any difficulty should hereafter oppose itself to his admission into any other School, it must

be attributed rather to the troublesome character of the parent than to that of the boy himself. As I distinctly and positively disavow Mr. Gregory's last charge of vilifying his son's character, and beg to state, that without for a moment impugning the respectability of his authority in that instance, I am prepared to shew that the individual who was his informant, laboured under a mistake, of which he is now sensible.⁽¹¹⁾

In justification of my refusal to give Mr. Gregory a copy of the statement I made to the School Committee, of my reasons for the course I had pursued, I beg to state that I did not conceal from him the nature of the reasons contained in that statement although I did not feel myself bound to furnish him with a written statement for further newspaper controversy—more especially as the document he required was no longer my property, nor was a copy of it in my possession.⁽¹²⁾

I have the honor, &c.,

(Signed)

G. ROBERTS.

POSTSCRIPT.

As Mr. Gregory, although the real complainant, and real cause of the difficulty, has thought proper, by the substitution of his son's name, to raise the natural inquiry, why should the innocent suffer for the guilty? I think it necessary to add, that punishment implies either *bodily harm, loss or disgrace*, neither of which has been experienced by the youth in question, as I have already shewn, or am prepared to shew.⁽¹³⁾

That a boy should suffer for his father's misconduct, is a thing of daily occurrence, and among the inscrutable arrangements of an all-wise Providence; but that the injustice may be put upon the right shoulders, it is only necessary to look upon the proceeding of Mr. Gregory, for the last nine months, to perceive that it is he who has deprived his son of his privileges in the Collegiate School; it is he that has rendered it impossible that the present teachers can take any further interest in the instruction of his children.⁽¹⁴⁾

(Signed)

G. R.

[No. 3.]

(C)

At a meeting of the College Council, held at the Speaker's room in the Province Hall, on Friday the 19th day of October, 1849, at 3 o'clock, p. m., called by order of the Chancellor—

PRESENT :

The CHANCELLOR,	The Hon. Mr. BLACK,
“ MASTER OF THE ROLLS,	“ “ JUDGE CARTER,
“ SECRETARY,	“ “ MR. KINNEAR,
“ ATTORNEY GENERAL,	Mr. STREET,

The Registrar lays before the Council a communication he had received from John Gregory, Esquire, enclosing a Petition to the College Council, complaining of the dismissal of his son from the Collegiate School, by Mr. Roberts, the Head Master.

The Chancellor also lays before the Council, a communication he had received from Mr. Roberts, the Head Master of the Collegiate School, with a Petition to the Council upon the subject of the dismissal of Mr. Gregory's son from the School.⁽¹⁵⁾

Whereupon ordered, that the consideration of the matter of the said Petitions be deferred until the next meeting of the Council, and that Mr. Gregory and Mr. Roberts have notice to attend with any documents they may require.

Adjourned till Saturday the 27th day of October, instant, at 11 o'clock, a. m., to meet at the Speaker's room in the Province Hall.

A true extract from the Minutes.

(Signed) CHARLES FISHER, *Registrar.*

(D)

CORRESPONDENCE WITH THE COLLEGIATE SCHOOL COMMITTEE—PRODUCED BY MR. GREGORY.—No. 4 to No. 11, INCLUSIVE.

[No. 4.] FREDERICTON, *July 30, 1849.*

MY LORD,—Referring to the conversation with which your Lordship has just honored me, relative to the expulsion by Mr. Roberts of my son George from the Collegiate Grammar School, on the ground of the personal offensiveness of the recent public correspondence between Mr. Roberts and myself, as verbally stated to be the cause, by Mr. Roberts and Mr. Coster, on my personal *post facto* application to them, I respectfully solicit that your Lordship will, at your earliest convenience, procure me redress for this unjustifiable step, by the immediate re-admission of my son, until Mr. Roberts can find time and grounds, to bring whatever grievance he may conceive he has, before the constituted authorities, and pending their deliberation and decision.

I have, &c.,

(Signed) J. GREGORY.

The Rt. Rev. The LORD BISHOP OF FREDERICTON.

[No. 5.]

FREDERICTON, *August 1, 1849.*

SIR,—I beg to inform you that I have laid your application to me, of July 30, before the School Committee. They have called on Mr. Roberts to state the grounds on which he deemed himself justified in dismissing your son from the School; and having considered the statement, so made, they do not think that they are called upon to interfere in the manner desired.

I have, &c.,

(Signed)

JOHN FREDERICTON,

Chairman of the Committee.

J. GREGORY, Esquire.

[No. 6.]

FREDERICTON, *August 1, 1849.*

MY LORD,—I have the honor to acknowledge the receipt of your Lordship's letter of this date, from which I understand that Mr. Roberts having made a statement of the grounds on which he deemed himself justified in dismissing my son from the College School; and that the Committee, having considered the same, do not think that they are called upon to interfere in the manner desired by me; which was, to cause Mr. Roberts to re-admit my son until he could bring his grievances before the constituted authorities.

Admitting the Committee to be the constituted authority, your Lordship will perceive that there is room for doubt as to the extent of the decision communicated to me, and that it must be a matter of anxiety with me, to be informed on this point, as also to be furnished with a copy or favored with a perusal of Mr. Roberts' statement.

I now respectfully apply to your Lordship, for the information indicated; and I beg to state, that I was not before aware that your Lordship was a member of the School Committee.

I have, &c.,

(Signed)

J. GREGORY.

The Right Rev. The LORD BISHOP OF FREDERICTON, &c.

[No. 7.]

FREDERICTON, *August 2, 1849.*

SIR,—It does not appear to me that any further explanation is needed, beyond the fact, that the Committee do not consider themselves warranted in interfering in the case as it now stands.

As they do not consider themselves as engaged in any judicial decision on the matter, they refer you to Mr. Roberts for any papers you may wish to obtain.

I have, &c.,

(Signed) J. FREDERICTON.

J. GREGORY, Esquire.

[No. 8.]

FREDERICTON, *August 2, 1849.*

SIR,—Having applied to his Lordship the Bishop, for a copy, or the favor of a perusal of the statement of the grounds on which you deemed yourself justified in dismissing my son George from the Collegiate Grammar School, I have been referred by his Lordship to you, for any papers I may wish to obtain.

I therefore request a copy, or an opportunity of taking a copy of the statement in question.

I am, &c.,

(Signed) J. GREGORY.

G. ROBERTS, Esquire.

[No. 9.]

FREDERICTON, *August 2, 1849.*

SIR,—I must decline sending you a copy of the statement I laid before the School Committee, of the grounds upon which I felt it necessary to dismiss your son from my charge. It is sufficient to state that it referred them to your own communications, more especially to that dated July 21st, under your signature, in the "*Head Quarters*" of July 25th.

I am, &c.,

(Signed) G. ROBERTS.

J. GREGORY, Esquire.

[No. 10.]

FREDERICTON, *August 3, 1849.*

MY LORD,—I acted on your Lordship's reference to Mr. Roberts, and applied to him for a copy, or an opportunity of making a copy of the statement he laid before the School Committee; but he has declined compliance.

In addressing your Lordship, I do not feel at liberty to examine the words or expressions used by your Lordship; but to quiet my own apprehensions, I beg to disclaim any connection with the

anonymous communications published in the "*Head Quarters*" of last Wednesday, or referred to by the Editor.

I now respectfully apply to your Lordship, as Chairman of the School Committee, for the restitution to my son George, of the services of the Collegiate School, of which he has been deprived by Mr. Roberts, who dismissed him from the School on Monday the 30th ultimo.

I have, &c.,

(Signed)

J. GREGORY.

The Right Rev. The LORD BISHOP OF FREDERICTON.

[No. 11.]

FREDERICTON, *August 3, 1849.*

SIR,—The School Committee having already given you an answer to your application for the restitution of your son George to the Collegiate School, I beg to inform you that I have no authority in my individual capacity, to do what you request; and not being desirous of taking part in the discussion, I beg respectfully to decline further correspondence on the subject.

I have, &c.,

(Signed)

J. FREDERICTON.

J. GREGORY, Esquire.

(E)

PRIVATE CORRESPONDENCE BETWEEN MR. ROBERTS AND MR. GREGORY—PRODUCED BY MR. ROBERTS.—12 to 23, INCLUSIVE.

[No. 12.]

FREDERICTON, *February 8, 1849.*

DEAR SIR,—My attention has just been directed to the bruised state of the back and one of the arms of my son William, occasioned by a flogging administered by you, for his inability to give a *memoriter verbatim* recitation of an appointed Geography lesson from the Catechism. Although I conceive it to be in my power effectually to resist such unmerciful correction, I content myself on the present occasion with bringing it under your serious consideration, as well as the small profit my sons derive from the Geography Catechism lessons, by the frequent neglect to direct their attention to the position of the places on the maps, &c.⁽¹⁶⁾

I remain, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 13.]

FREDERICTON, *February 9, 1849.*

DEAR SIR,—I have shewn your letter of last evening, to my colleagues, at whose instance the punishment you complain of, was given, (although it appears that Master William forgot to mention the whole amount of his delinquency,) and their opinion fully coincides with mine, not only as to the necessity that existed for the punishment, to induce William to perform the duties required of him, but also, as to the inadequacy of any other mode of correction, to counteract the ill effects his neglect was producing, both on himself and others.⁽¹⁷⁾

It is certain, however, that notwithstanding the somewhat uncourteous style in which you talk of your "power effectually to resist such unmerciful correction," we should not have come to the unanimous conclusion we have, viz., to abstain from any farther participation in the education of your sons, but for the repeated and unmerited insinuations that they are not properly taught.⁽¹⁸⁾

A more unfounded assertion could scarcely have been hazarded, than the one contained in your note, that the pupils of the Collegiate School are attempted to be taught Geography without a proper appeal to the maps; ⁽¹⁸⁾ since that appeal is never omitted, unless in the case of those defaulters, who, from want of due preparation, forfeit the privilege.⁽¹⁹⁾ My Geography classes, however, will speak, and always have done so, for themselves.

It is to all of us a matter of deep regret that with such good materials to work upon, and so great a desire on our parts to make the most of them, as far as consistent with our duty to the School generally, we have so signally failed in eliciting from you a spark of approbation, or allaying for a moment that restless feeling of dissatisfaction, that seems to pervade every communication between us.⁽²⁰⁾ You cannot, therefore, be surprised that we are anxious, even at any expence, to release ourselves from a connection so painful, and that we have determined to request that you will immediately seek for some more tractable teachers for your children, and such as may be more able to enter fully into, and appreciate your own views.⁽²¹⁾

I am authorized by the other Masters to speak in their name.⁽²²⁾

I remain, &c.,

(Signed)

G. ROBERTS.

J. GREGORY, Esquire.

[No. 14.]

FREDERICTON, *February 9, 1849.*

DEAR SIR,—I have just received yours of this date, and regret that I am compelled to solicit at this late hour, the favor of a copy

of the note I wrote you last evening on the view of the marks of the blows inflicted by you on my son's back and arm.

Before I venture upon any answer, or attempt to get at the full meaning of your letter, I shall, with your permission, take the benefit of this night's reflection.⁽²³⁾

I am, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 15.]

FREDERICTON, *February 10, 1849.*

DEAR SIR,—On a careful perusal of my own note to you, of the 8th instant and your answer, I deem the following to be a proper reply, as well as indication of the correct course to be pursued by me under the circumstances.

With respect to my note of the 8th, I claim the benefit of the indignation natural to a father, and to the mother of a large family, whose feelings were outraged by the marks on their child, of a flogging administered by you, in violation of the rules of the College Council; and further, by the knowledge that the same boy, notwithstanding a faithful application to his lessons, for two hours every evening, has been repeatedly flogged by you for not going through his propositions in Euclid more rapidly than his powers of speech permit, and while you at the same time must have been sensible that he fully understood them, and had faithfully studied them.

I intended no discourteousness by the allusion to my power to resist the unmerciful correction of my child, which is an offence against the common law, as well as against the regulations of the constituted authorities under which you serve. Submission in such a particular would argue unworthiness in me as the head of a family.

The mention of the Catechism Geography lessons was, I suppose, the quantity of bitterness necessary to be thrown off my system, before I could be induced freely to overlook what I thought, and still think, was an undue amount of correction for the non-recital of a lesson, particularly when the boy had been previously sentenced to confinement till he should learn it, by the Assistant to whom the correct recitation ought to have been made.

With respect to your letter of the 9th, I certainly regret it should have been called forth, but much more is implied in it than the facts warrant.

I made no unfounded assertion. I merely brought under your notice the small profit my sons (William and George) were deriving from the Catechism Geography lessons, by the frequent neglect to direct their attention to the position of the places on the maps. This

is a point which is susceptible of proof, and I do not recognize your right to give it an unlimited scope, merely, as it appears to me, to make a paragraph or round a sentence.

You are well aware of my objections to all catechism exercises, as well as to my attributing the good (mental) material, which in my sons you acknowledge you have to work upon—to my carefulness to cultivate their intellect by appeals to their perception, in decided preference to their verbal memory. And as it was made a matter of *special agreement with respect to Thomas*,⁽²⁴⁾ (the oldest) that he was not to be subjected to such exercises, I did not and do not think you shewed that lenity to William, which a little reflection ought to have insured for him.

So far as your assertion may be correct, of the inadequacy of any other mode of correction, to counteract the ill effects William's neglect was producing on himself and others, you have done the boy, his school-fellows, their parents and myself, injustice. You have repeatedly spoken in terms of high commendation of the talents and conduct of my sons, and your present letter is not free from such allusions; but on no occasion did you ever intimate that my authority was required to aid you. On the contrary, in one of our recent conversations, (probably the last,) you complimented me on the state of discipline in which I kept William; as you then remarked, that in future years, his natural vivacity—which you said you liked—might possibly lead him to participate too freely in the regretted dissipation of incipient manhood. But do not let us forget that we are speaking of a boy who was only eleven years of age last November. Why talk of the ill effects on others, by the occasional neglect of a Geography lesson. Has he not in the space of nine or ten months attained to ability to read and understand any Geometrical demonstration in a progressive course beyond Trigonometry? Are there more than four youths in your School who are better Arithmeticians, or more than two who are better Algebraists? Is there one who can get up a mathematical lesson in a shorter time, or with more intelligence?⁽²⁵⁾

“A more unfounded assertion could scarcely have been hazarded, than that yourself and your Assistants have not received from me “a spark of approbation.” I have said more on that head than I choose at present to repeat. That your system is not perfect, but still such as might, with a little, but in my opinion a most important alteration, be made very efficient, and conduce more to the substantial benefit of the scholars, and at the same time be attended with less trouble to the teachers, and flogging to the boys, I have stated to yourself and others, in private conversation, and I am fully prepared to justify myself.⁽²⁶⁾

In conclusion, I fully understand the general import of your letter;

but I must decline becoming the aggressor, and so preclude myself from all hope of redress. My sons go to School, therefore, as usual, and you must act on your own responsibility.

This is an unpleasant business, but I shall not shrink from its publicity, being confident that however my sons may suffer, good will result to the community from a full *exposé*.

William is kept at home to-day, as he was yesterday, in consequence of his having a sore throat.

I am, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 16.]

FREDERICTON, *February 10, 1849.*

DEAR SIR,—In requesting you to remove your sons from under the charge of teachers in whose capacity to perform their duties you have not full confidence, I was influenced by a sincere desire, at once to enable you to carry out your own views in some more congenial quarter, and to release ourselves from the disagreeable feelings necessarily attendant upon the above conviction being constantly thrust upon us.⁽²⁷⁾ Neither can I now say, that those feelings are allayed by the perusal of your letter, received this morning, which has somewhat of a patronizing air, though with a rod held in *terrorem*. Your remonstrating with me on what you considered the undue (and I may add, unintentional) severity of your son's punishment, on Thursday, would have elicited from me a satisfactory acknowledgment, had it not been accompanied with a threat and a misrepresentation.⁽²⁸⁾ Nor would even these have so entirely deprived me of all hope of giving you satisfaction, but for the insinuation at the close.

There is no chance that I can see of any improved understanding between us, whilst such unfair assertions are listened to, as that "William has been repeatedly flogged by me for not going through his propositions in Euclid more rapidly than his powers of speech would permit." This is not true, either in the fact or in the cause, since I deny that he has ever been flogged by me for his Euclid, unless a slight rap occasionally given for carelessness and inattention can be so called; ⁽²⁹⁾ and as for requiring any such rapid or parrot-like recitations as you describe, the fact will be denied by every boy in the class, except, perhaps, your own sons. The truth is, that your partiality for one part of our system, and your prejudice against another, prevent you from judging of it as a whole, and make it extremely desirable that you should either conform to my views, or seek some teacher that will conform to yours, which I would myself

most readily do, were I a private tutor in your family, with no other persons' wishes to consult than your own.

In your prejudice against catechisms, and your often implied censure upon me for the use I make of them, it perhaps has never occurred to you that when my pupils are brought forward for examination, they are not questioned from the catechism, nor do they give their answers by rote, from any book whatever, which is a sufficient evidence that my verbatim recitations are not intended to supply the boys with words instead of ideas; in fact those who know me best can testify, that although I make the memory the ground-work of my instructions, I call in the judgment and intellect to raise the superstructure, and I have never seen nor heard any thing advanced to induce me to adopt a different course.

That your son has improved in other things besides mathematics is evident to us, although not to the extent he would have done, had the necessity of his preparing his memoriter lessons at home been more enforced, since on their due preparation depends the amount of oral explanations we are enabled to find time for. A turned back boy, however, loses every privilege of the kind, and must be content with the bare recitation after school, to a tired and dissatisfied auditor, who is made a prisoner by the boy's neglect.⁽³⁰⁾

The threat of a full *expose* with which you close your epistle, has with me no weight whatever, since, however disinclined to be dragged in any way before the public, especially by one who has no friendly motive for so doing, I have never conducted myself, in the management of the School, in any way that needs concealment, or which should make me shun the light. My only motive for wishing to discontinue the charge of your sons is the constant annoyances we are subject to, from your own interference, for which their removal would withdraw all pretext. If the evil can be got over in any other way, by all means let it be so; but from past experience, I have too much reason to fear that there is no hope of peace while the connection is kept up.⁽³¹⁾

With much regret that our views in some respects differ so materially, as to render me in my present capacity an unfit instrument to work out your wishes,

I remain, &c.,

(Signed)

G ROBERTS.

J. GREGORY, Esquire.

[No. 17.]

FREDERICTON, *February* 10, 1849.

DEAR SIR,—Divested of its euphemisms, our present correspondence is unworthy of the educational positions which we respectively hold. It is such as might afford pleasure to the malicious, excite

the laughter of the philosophic, and the pity of the christian; and till more candour, precision and simplicity of purpose, are made the staple of our letters, there is little hope that a better understanding will arise out of them.⁽³²⁾ We do not view things from the same point of vision, and it may be that we do not attribute to each other the same sentiments which we claim for ourselves. In this matter I have dealt neither in compliments, threats, nor misrepresentations. You were the aggressor; and while in the letters before me you make what I would have deemed a sufficient acknowledgment, (slight and inferential as it is,) you couple it with so unjust a character of my remarks, and mix it up with such inferences as compel me to reject it. As to future unmerciful punishment, I entertain no fear. Mr. Coster testifies to the kindness of your heart, and Mrs. Gregory professes herself perfectly satisfied. To Thomas you have never had occasion to lift the rod, nor to lay any impositions on him, except two for chewing gum, and for these I now thank you. And as to William and George, I believe they are above the average in conforming to the rules of the School. My assertions, whatever they may be, are susceptible of proof, and all I require is, that should you think proper to investigate them, your procedure may be open, and above all suspicion.⁽³³⁾

The pupil of eleven years of age, who in some measure, as a voluntary lesson, gets up three or four of the propositions introductory to Trigonometry, and who takes a pleasure in demonstrating them, is not likely to be guilty of carelessness and inattention at the time of his mathematical recitation.

No bounds to your authority are attempted to be set by me. The idea of the supremacy of the teacher, I hold to be essential to the progress of the pupil.

The Collegiate Grammar School is not a private institution, and my sons are very tractable. The reading of the 18th and 19th chapters of St. John's Gospel caused one of them to weep at a public school; and another of them, while he prides himself on bearing the rod without exhibiting any uneasiness, can be brought to the same condition at almost any time, by an appeal to his feelings. I fear no injury to them from any scene in which I may place them, so long as they possess their present advantages of proper advice.—Disappointment in love has in many instances led to the cultivation of poetry; and analogy and the Scriptures do not leave me in doubt, that attempts to discourage or oppress may be made instrumental to the early development of valuable principles.

Our theories of education differ, but as both of them must be carried out by the study of the same subjects, their divergency is not to be known without careful consideration. I am convinced that mine will ultimately triumph; but I do not expect you at the present

time to adopt it: you have seen some of its effects. I shall always allow my sons sufficient time to prepare their lessons, and if they go to School unprepared, you must deal with them in the same manner as with other boys in similar circumstances.

Adopting your own words, your theory is to "make the memory the ground-work of instruction, and call in the judgment and intellect to raise the superstructure." And you add—"I have neither seen nor heard any thing advanced to induce me to adopt a different course."

My theory is, wisdom or judgment is founded on knowledge; knowledge is founded on memory; memory is founded on attention; attention can be cultivated by means of the perceptive faculties alone.

Stewart's *dictum* is tantamount to this: that we cannot remember what does not interest some principle of our nature.

My theory agrees with the philosophy of all the metaphysicians that I have read; and it is not opposed to that of the phrenologists.

There is a difference between teaching a boy to say $5 - 4 = 9$ and training him to perceive that $5 - 4 = 9$, *et sic omnia*.

As I do not wish to inflict a pamphlet on you, nor to offend you, I leave the matter to your own reflection. *Fas est ab hoste doceri!*

I am, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 18.]

FREDERICTON, *February* 10, 1849.

DEAR SIR,—As I find from Thomas that it is not likely that our correspondence is to cease, I beg you will release him from a promise of secrecy you exacted from him the other day at the Conic Section recitation.⁽³⁴⁾

Yours truly,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 19.]

FREDERICTON, *February* 12, 1849.

DEAR SIR,—There is no doubt but that our correspondence would have ceased by this time, had not your last letter reiterated your belief in an assertion which I had positively denied, and stated that it was susceptible of proof. I had, therefore, no other course left than to bring proof to the contrary, by an appeal to the rest of the

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class, consisting of Masters Johnston, Rainsford, Murray, Kirby, Hart and Street, and by their unanimous voice in the presence of Mr. Coster, the charge was proved to be utterly unfounded.⁽³⁵⁾ I allude, of course, to the assertion concerning William's punishment in the Euclid class.

I do not think that any good is likely to accrue from the habit of listening to tales brought home from School, even though there should be every guarantee for their veracity: but at any rate no assertion should be hazarded upon the strength of such reports until their correctness has been put beyond a doubt.

With regard to the secrecy said to have been enjoined upon Thomas, and which your note just put into my hands, requests a release from, the mystery is not a great one, although I could wish that a more ingenuous boy than I now find Thomas to be, had been the repository of it. The facts are these: On a certain Wednesday, I am not sure which, a difficulty occurred in proving the 2nd case of the 7th problem, concerning the Parabola, in Bell's Conic Sections, which, though by no means an insuperable one, required a little consideration, that there was not then time to bestow upon it, as the other Euclid classes were waiting to be attended to. I therefore frankly told Tom, as I should have done to my own son, that it would be better to postpone the further consideration of it till the next morning, and that in the meantime I would look it through. I then, having no conception of the dangerous character of the boy, and knowing that you were inquisitive about all the doings at School, said to him, if you are asked how you got over the difficult case, you may say that you hadn't time to finish it until to-morrow, which was true. This was all the mystery, and nothing but malice could twist it into any thing of which I need be ashamed. Let me, however, ask you, after the circumstances of the day, what confidence can exist between me and your eldest son, whom I must henceforth look upon as a spy upon my words and actions, prepared not only to report them to willing ears, but also to put a wrong construction upon them.⁽³⁶⁾

It is unnecessary to add, that the meanness of the course implied by the note to which I have just referred, makes it more than inconsistent for me to continue my charge of your sons, whose attendance at School I must request may be suspended until I can bring the matter before the constituted authorities.

I remain, &c.,

(Signed)

G. ROBERTS.

J. GREGORY, Esquire.

[No. 20.]

FREDERICTON, *February 12, 1849,*
20 min. to 10 o'clock, p. m. }

DEAR SIR,—I have received your note at the time noted above, but I certainly shall not act on its request. Do not be too hasty. The boy has acted most honorably by you, and although there is a little difference in your accounts, I think the worst feature was enjoining secrecy. If you had had more confidence in me, you would not have done so. It is no disparagement to a teacher's ability, that he should require time to look over a mathematical proposition, or to make out the correct or most satisfactory translation of a difficult passage in a classic author. So far from that being the case, it is related as one of the most honorable occurrences in, I think, Dr. Brown's life, that he openly acknowledged at a class recitation, he did not apprehend the full meaning of a passage in Cicero. A youth translated it, was thanked, and the circumstance is said to have had a most powerful effect on the whole college class, each being eager for the opportunity of acquiring similar honor to their classmate. I wish you could appreciate, or would take the trouble to find out, Thomas' moral worth, and receive him into your friendship. I never detected him in an untruth. He would be as open with respect to me, as he is required to be with respect to you; and however harshly you may feel disposed to judge, depend on it, I make no more enquiries than every judicious Scottish parent does who takes an interest in his children.

I wish you would, for both our sakes, let the matter drop at its present stage. But do not misconstrue my request.

I am, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 21.]

FREDERICTON, *February 13, 1849.*

DEAR SIR,—I beg to continue my answer to your note of last evening. Should you have concluded to let the matter drop, this may be returned to me; if not, it must form part of our correspondence.⁽³⁷⁾

Thomas' veracity and honor are strikingly exemplified in the secrecy question. You first enjoined him to secrecy, alleging that he could do mischief, and shortly afterwards you told him to say that he had demonstrated the 7th proposition, but not the corollaries. The boy perceived that this was an exaggeration, and to save you and himself, fell back on your original request. I knew nothing of the particulars till after you released him from his promise yesterday.

It is fortunate that I am disposed to be unjust to you in this matter. I believe you spoke to him just as you would have done to your own son, and you are thus saved from the insinuation that you were guilty of the meanness to ask my son to tell a lie. The boy could have done you injury among the thoughtless and malicious, as you observed to him, but most scrupulously has he kept his word. The bantering of his school-fellows—for they saw that something was the matter—extracted nothing from him. When you were heaping obloquy on my innocent boy's moral character, your candour might have prompted the admission, that the difficulty in the proposition did not lie on his side.

And now with respect to the proof you instituted, and on which you pronounce one of my assertions to be proved unfounded: you surely do not take me for a child! Was the form of your examination open, and such as to be above suspicion, (question) as I requested it might be? Did you not question the boys *en masse*? Did you not know that their *esprit de corps* acts on both sides? Suppose Murray had put a cracker in the stove, and admitting that every boy in the School knew it, are you not perfectly aware that it is highly probable that no boy in the School, except Murray himself, would voluntarily admit that he knew who the culprit was?

All you have done has been to put the boys on their guard, and very probably destroy the chance of proving the assertion in question. My sons know when they are baulked, hurried or struck. I used the expression, flogged: Thomas has suggested that perhaps you do not think three or four raps given in the course of one demonstration, amount to a flogging; and I suggest that any hurrying or flogging while demonstrating a mathematical proposition, disturbs the mental vision, and renders success impossible. In nine cases out of ten, it forces boys to take refuge in mechanical memory instead of vital and strong perceptions.

The matter now rests in some measure with you. My son is not without a character, and his intercourse with me is susceptible of a description of proof you little dream of. I tell you my sons shall not be deprived of the services of the Collegiate Grammar School, if energetic measures and truth can protect them. They go to School as usual, and one and all of them are prepared to ask a general pardon for whatever offences they may have committed, and oblivion of the past. None of them, I believe, ever wilfully offended you, and more of their spirit infused into the School-room, would lessen, if not sweeten, your laborious and trying duties.

Should you still feel determined to expel them, be so good as to save me the trouble of waiting on you with witnesses, by giving them a line to that effect.

I am, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 22.]

FREDERICTON, February 13, 1849.

(38) DEAR SIR,—I accept the hand of reconciliation as freely as I conceive it to be offered, and I trust that from henceforth all unpleasant feeling on both sides may be dropped. In resuming, however, the charge of your sons, which I considered myself as having virtually given up, I feel bound to say a word or two as to our future relative position, which will not, I am sure, elicit any other rejoinder than a cordial concurrence.

With regard to your sons, I have never uttered the slightest hint to their disparagement, except in defence of my own veracity; and I now assert that the way to my friendship is freely open to them, if they shew a sincere desire to obtain it. With *George* there is nothing of the kind to be gained—he already has my sincere affection, and I have repeatedly spoken of him as a boy to be loved by those who know him best; yet he was chastised too, nor have I ever been influenced in my corrections, by likings or dislikings. Such conduct would be unworthy of the position I hold. With respect to yourself, I do not ask or expect that you should abandon your own views with regard to education—for unless you did so upon conviction, I should not respect you for it. Neither do I consider it a combat of principles that has been going on between us, for I stand up for an appeal to the perceptions as well as you, and in mathematics adopt precisely the same course you do, not requiring memoriter recitations any farther than that the enunciations of the propositions should be committed to memory, as a ground work to reason upon. In the other branches of a school education to which I am required to give as much attention as to these, if not more, I confess that I see more difficulty in carrying out your views, especially among the heterogeneous mass of boys that require their simultaneous application. It is only the successful practical application of the principles you advocate, to the *many*, and to all the branches we are required to teach, that can produce the conviction in my mind, of the expediency of their adoption in the Collegiate School.

These things being premised then, and seeing that the system that is pursued there, will be beneficial in proportion to the cordiality with which it is acted upon, I must beg that you will not conceive it an abandonment of your principles, but rather as a matter of compliance with the circumstances you are in, that as there is no School within your reach where your theories are fully carried out, you will make the most of the advantages that do offer, by zealously co-operating with the teachers you entrust your children to, and thus strengthen their hands.

There is no need of any reply to this note, as you may depend upon my conscientiously performing my duty to the boys, uninfluenced by any prejudice arising from what has passed between us, so long as I perceive that they and you give me your confidence.

In extreme haste, arising from my being out till a late hour last night, and begging you, in consequence, to excuse all carelessness,

I remain, &c.,

(Signed)

G. ROBERTS.

J. GREGORY, Esquire.

[No. 23.]

FREDERICTON, *February 15, 1849.*

DEAR SIR,—I detain William a minute, to say that I understood from Thomas I was to hear from you again, in order to remove from me the unjust imputation in your last, and to withdraw the only insuperable obstacle to the burial of our animosities.⁽³⁹⁾ On the spirit of the expected communication, depends the issue of our misunderstanding, which thus rests with yourself.

I am, &c.,

(Signed)

G. ROBERTS.

J. GREGORY, Esquire.

NOTE.—As I did not answer this letter quite so speedily as Mr. Roberts wished, he submitted the correspondence to the School Committee. I became aware of this by a verbal message sent to me through my son.

J. G.

(F)

CORRESPONDENCE BETWEEN MR. COSTER AND MR. GREGORY—
PRODUCED BY MR. GREGORY AS THE SEQUEL OF CORRESPONDENCE (E).—24 TO 26, INCLUSIVE.

[No. 24.]

FREDERICTON, *February 27, 1849.*

DEAR SIR,—As you were present at the formal conversation, this afternoon, between Mr. Roberts and my son Thomas, I beg you will oblige me by conveying to Mr. Roberts the following remarks:

Mr. Roberts' conduct, in our last correspondence, has been *un peu de trop*. I gave him a fair opportunity of terminating it honorably to himself, by my letter of the evening of the 12th instant; and all he had to do with reference to the continuation of that letter, written on the morning of the 13th, was to return it to me on the terms mentioned in the first paragraph, if he wished the matter to be dropped. He decided otherwise, and heaped unjust accusations on my son, and then made him the bearer of a letter which was sufficiently conciliatory, and would have put all to rest, had he not asked me to make a formal withdrawal of the letter which I had previously

authorized him to return to me. Neither my time at that moment, nor the agitation of my son, afforded an opportunity of further action. I therefore told my son to say, that I did not think there would be any insuperable obstacle in the way of an amicable arrangement; and that I would take an early opportunity of seeing Mr. Roberts. Business and the weather prevented me from accomplishing this on the 14th, and on the afternoon of the 15th—while confined to my bed-room by severe indisposition, from which I have not further recovered than to be able to transact the routine business of the day—I received a note from Mr. Roberts, stating *suo more* that according to my verbal message by Thomas, he had understood that he was to hear from me again, in order to remove an alleged unjust imputation said to be contained in my last letter. This absurd and unfounded expectation, fixed my previous resolution, to write no more, but to have a verbal explanation in your presence; for which, however, I have not yet found leisure.

Mr. Roberts has, in the meantime, it seems, thought proper to submit our correspondence (in what shape, and to what extent, I cannot tell,) to the Committee for the Collegiate Grammar School, and left me to be informed by my son that they have approved of his conduct, and directed him to receive no more communications from me, except for the absence, &c., of my sons.⁽⁴⁰⁾ Be it so. It was a decision founded on *ex parte* statements, but still such a one as I shall not give him an opportunity of violating, unless he retrace some of his steps. I shall, nevertheless, find a channel of communication whenever his conduct justifies my interference, perhaps not the more agreeable, because the more unusual.

I am credibly informed that our correspondence has had a salutary effect, and I do not doubt that future occasions will lead to equally satisfactory results.

While I place implicit confidence in the veracity of my son, I am not disposed to split hairs to impeach Mr. Roberts' conduct.⁽⁴¹⁾ This I have already explained, and must now leave the matter to his own reflection.

I desire to live in peace with all men, and shall, I trust, ever be ready to do what is right.

I am, &c.,

(Signed)

J. GREGORY.

C. COSTER, Esquire, A. M., &c. &c.

[No. 25.]

FREDERICTON, February 28, 1849.

DEAR SIR,—I have this moment been informed that Mr. Roberts, after an indulgence according to agreement, has set Tom to learn the

Latin Syntax and Prosody rules. This is the spirit of petty revenge, and I shall not permit Mr. Roberts to exercise it, without reaping its proper fruits. Truth shall be my guide, but if he afford evidence of an intention to annoy, I shall certainly address him on the subject, through the public prints, were it only to inform him that I shall bring his conduct before the Collegiate School Committee. Tom has only a few months to be with him, and that time may as well be spent pleasantly as in a state of warfare.

This note cannot be otherwise than offensive to him, and as I really wish for peace, I shall be obliged by your cautioning Mr. Roberts in the way that is best calculated to secure what I believe you love—*fair play*.

Yours truly,

(Signed)

J. GREGORY.

P. S.—I shall not trouble you with any more similar communications.

J. G.

C. COSTER, Esquire, A. M., &c. &c.

[No. 26.]

Wednesday Evening.

MY DEAR SIR,—Permit me to acknowledge the receipt of your two notes, which were handed to me this morning by Thomas, in the presence of Mr. Roberts. I must pray you to excuse a short answer, as my position in the Collegiate School does not appear to warrant my entering into a discussion of the matters treated of. Moreover, you intimate an intention of appealing to the public, through the press, and I have the strongest repugnance to figuring in a printed correspondence. I made the attempt to deliver the message to Mr. Roberts, as you requested, but he positively declined receiving it, or in *any other* way becoming acquainted with the contents of your notes.

I assure you that I consider no apology, for troubling me, at all needful. So far as I am personally concerned, I shall feel much pleasure in giving all due consideration to any communication with which you may think fit to favor me.⁽⁴²⁾

Believe me, dear sir,

Very truly yours,

(Signed)

CHARLES COSTER.

J. GREGORY, Esquire.

(G)

MR. GREGORY'S LETTER TO MR. ROBERTS—PRODUCED BY
MR. ROBERTS.

[No. 29.]

FREDERICTON, *October 6, 1848.*

DEAR SIR,—Thomas was detained at home yesterday by indisposition, and prays, with my consent, for grace.

(43) *According to our agreement*, I beg to request you will dispense with his standing up with the general cyphering and algebra classes, and permit him to follow his studies in these at his desk. Also that he may be allowed to discontinue the memoriter recitations of the Grecian History Catechism, and all his Geography, except the exercise in the general class.

We shall find no difficulty in profitably employing the time thus set free, both in School and at home.

William is anxious to be permitted to join the Trigonometry class, for which he has, in an almost incredibly short period, made very respectable proficiency for a boy of his years. He has gone through the *regular* course.

I am, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

(H)

MR. GREGORY TO MR. ROBERTS—PRODUCED BY MR. GREGORY.

[No. 30.]

FREDERICTON, *December, 1844.*

(44) DEAR SIR,—Thomas was quite too unwell last evening, owing to his having foolishly fasted all day, because you did not *tell* him to eat his luncheon—to attend to his propositions in Euclid! He was moreover somewhat discouraged at the extent of the task. As your school is revising and preparing for examination I fear you will find it inconvenient to give him your accustomed attention; in which case I would prefer delaying his attendance until after the Christmas holidays; but if you would rather that he should continue, now that he has commenced, I would like you to examine him, find out where he is, and appoint his lessons in proportion to his strength: for you must excuse me for saying, that the first seven propositions in the 6th book of Euclid, for the night's task of a boy of the age of ten years and three months, is for the first *revision* an *unreasonable* task, and such as I could not allow him to undertake, however confident I may be of his ability to accomplish it, if the youth of seventeen years,

who superintended the first demonstrations, has been sufficiently attentive. He informs me that he has revised three propositions for you, and will be able to accomplish that number daily.

In short, my expectations in sending him were, that he would receive a general exercising in his previous acquirements, and thus be in a better state for your operations after the holidays, than if allowed to have his own way altogether, for the whole interval. I cannot attend to him.

I remain, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

(1)

MR. GREGORY TO MR. ROBERTS, AND ANSWER—PRODUCED
BY MR. GREGORY.

[No. 31.]

FREDERICTON, *February 7, 1848.*

MY DEAR SIR,—I regret exceedingly that you should have so far misunderstood what I said in reference to George, as to think it necessary to make any inquiry on the subject of our recent conversation. Although I have reason to believe you are now satisfied that what I said was neither intended to reflect on you, or on your named Assistant, Mr. Coster, or on Mr. Moore, I think it right, for all, to state my belief, that the preceptors of the Collegiate School, are indefatigable in instructing their pupils, and are, *in many respects*, eminently successful.⁽⁴⁵⁾

What I said in reference to George's want of progress, was not grounded on any reports he gave me of what he was doing, but on my own observation of the listless manner he has lately fallen into while getting his lessons at home; and at present I am inclined to attribute this to physical causes, probably worms, rather than to any natural or acquired inactivity or success in evading the notice of his teachers.

It is but justice to William to state, that he was very reluctant to inform me of what took place; and I would now submit to you the inconvenience of making such matters the subject of remark, under an injunction of secrecy between a parent and his child.⁽⁴⁶⁾

You are certainly under a mistake with respect to the removal of my children from one school to another.

I regret exceedingly we do not know each other better.

I remain, &c.,

(Signed)

J. GREGORY.

G. ROBERTS, Esquire.

[No. 32.]

FREDERICTON, *February 8, 1848.*

(47) MY DEAR SIR,—Owing to my being incessantly occupied from the moment I received your note of yesterday, until the time of my closing the School, I was unable to make an immediate reply to it—which I should otherwise have done, in order to remove from your mind the impression that I had put any question whatever to either of your sons, concerning what had passed between you and them at home. This is a course I should never think of adopting, and I shall therefore explain exactly how the conversation occurred. In animadverting upon George's Latin lesson being not well prepared, I took occasion to warn him that henceforth I should be the more severe in punishing him for any delinquency of the kind, on account of my having learnt from you, that he did not exert himself as he ought to study his lessons at home, which I told him not only gave me much additional trouble at School, but subjected me to the severe mortification of hearing from his father that he was acquiring habits of indolence, "and that he was doing literally nothing at School," (your own words). To this remonstrance no reply was made by George, but William voluntarily said, "The reason why father says *that*, is because when he asks George every day how many sums "he has done in his place, sometimes George says he couldn't get "through one, and then father is angry with him."⁽⁴⁸⁾ Upon this I stated that it was only a pumpkin growth that could be measured by such daily inspection; and after a few other remarks upon the advantage of a parent's feeling confidence in a teacher, and letting the latter perceive that such was the case—with all which perhaps you are correctly acquainted—I dismissed the class. But reflecting that on account of William's observation, the conversation had taken a wider range than I had intended, I called them back for the purpose of warning *the two other lads* (not your sons) that no remarks were to be made on what had passed, as the object of it was to arouse them all from their lethargy, and not to form a subject of conversation elsewhere. Perhaps William may have thought this general prohibition was meant to restrict him from mentioning it to you; but you will at once perceive that such was not my intention, and in fact no one can be more tender than I am, of the confidence that should exist between a parent and his children.

With regard to your wish that we understood each other better, I am inclined to hope that we shall, after this; and I feel convinced that nothing would tend more to the accomplishment of that object, than that you should spend one week by my side, while engaged in teaching. Nothing short of this could give you an adequate idea of the ingenuity and watchfulness that are requisite to keep every department in full and steady operation among a number of pupils in such

various stages of advancement. I should feel quite assured that after such a trial of the management of the School as a whole, you would not be afraid to trust me even with the use of Pinnoek's Catechisms, since I much doubt if there is another School in the Province where so little dependence is placed merely on text books, and where oral instruction is so much used as in mine. In fact, the advantages resulting from the system I have adopted since my return from England, are sufficiently evinced by the general improvement of the School in all its branches simultaneously, and by the commendations of those competent judges who make their monthly visits of inspection.

With the assurance then you have given me, of your confidence in me and my coadjutors, I am quite satisfied, and shall have much pleasure in using my best exertions for the steady, if not rapid, advancement of your sons—requesting, however, that you will not continue them under my charge one term after that confidence has ceased to exist.^(49.)

I am, &c.,

(Signed)

G. ROBERTS.

J. GREGORY, Esquire.

(K)

MR. ROBERTS TO MR. GREGORY—EXTRACT READ BY MR. GREGORY.

[No. 33.] FREDERICTON. *January 15, 1849.*

* * * * It is gratifying to find that one member of the establishment has been able to elicit a word of acknowledgment on your part, of successful attention to your son's intellectual advancement; and I beg to acknowledge this spark of light amidst the gloom. In the meantime, "*me in mea virtute involvens,*" I console myself with the reflection, that throughout my whole career of seventeen years in this Province, I have had no reason to complain of either my abilities or my exertions being inappreciated by the best educated men in the land.

With the assurance that I shall use every possible exertion to carry out your wishes, and claiming credit for the same,⁽⁵⁰⁾

I remain, &c.,

(Signed)

G. ROBERTS.

J. GREGORY, Esquire.

PUBLICATIONS IN THE HEAD QUARTERS NEWSPAPER—PRODUCED BY MR. ROBERTS.—No. 34 TO 38, INCLUSIVE.

[No. 34.] *Published on 27th June, 1849.*

(51) MR. EDITOR,—Any of your Correspondents will oblige a reader, by his observations in answer to the following questions, which arise out of an examination at a recent competition:—

“What is the complement of an angle?”

Answer 1.—“That which, when added to it makes it, a right angle.”

Answer 2.—“What it wants of a right angle?”

Which of these two answers is the more correct? Are they not identical, that is, do they not point to, and express the same fact?

“How many parts of a right angle triangle (without the right angle) have you to find the relations between?”

Answer.—“Five parts, three sides and two angles.”

Is that answer correct? Would any of the following not be more precise, and consequently more correct?

1st.—Between none. You have to find the parts, and not the relations between them.

2.—You must know the relation between two parts, to enable you to find any one of the other parts.

3d.—Your question taken literally, and as a suggestive of an answer, is unintelligible.

Does an examination of the kind of propositions contained in any book of Euclid, and the definitions, constitute a mathematical or a literary examination?

Can any of your Correspondents inform me why no second Mathematical prize was given at a late examination of the Collegiate Grammar School, after having been put down for competition? Why there was no prize for Algebra? Why the prize selected for the third Arithmetic class was an “Arithmetic by question and answer,” seeing it and all other catechisms, except religious, are mere way marks to the regions of duncedom.

Your's truly,

PUER PRECEPTORI.

Fredericton, 22d June, 1849.

[No. 35.] *Published on 11th July, 1849.*

(52) MR. EDITOR,—The points involved in the awarding of the County Scholarship, to be enjoyed at King's College, appear of

sufficient importance to justify me in soliciting space in your columns for the following observations:—

The competition, as already announced in the "Reporter" of the 29th ult., took place at the Collegiate Grammar School on the 22d; and terminated, agreeably to expectation, in favour of a young gentleman, who, in addition to his literary attainments, is endowed with pleasing manners and a manly bearing—no mean recommendations for the honor conferred on him. But while I do not question the general superiority of the successful candidate, over all who were permitted to compete with him, I think the method of conducting the competition, and the grounds on which the prize was awarded, fair subjects for public observation, particularly as the Collegiate Grammar School is an important public educational institution, and any thing done in it, is likely to serve as an example, and acquire the authority of a precedent in other places, on similar occasions.

The only tenable ground for the founding of Scholarships is the encouragement of indigent talent, And as serious evils not unfrequently flow from the withdrawal of ungifted youths from the sphere of life for which Providence has qualified them, and as the poverty of the candidates for education at the public expence, is the plea for the foundation of the Scholarships, so it is incumbent, in awarding these honors and aids, to take care that the recipients be so talented as to leave little doubt that they will achieve a place for themselves in that society for which their superior education would not only fit them, but in some respects demand as the necessity of their happiness. The honor of Scholarship, however, is of itself too great to admit of the exclusion of the sons of the wealthy from the competition; and I for one bid them a hearty welcome.

The inquiry now is, how these principles comport with the precedent which has been just established. The prizes for Geography and History, English Composition, and Mathematics, were not awarded to the holder of the Scholarship; it follows then that he gained his prize by superiority in the Classics and in the translation of English into Latin. That the County Scholarship should be awarded on such grounds, most people will think objectional, unless assured that the competition has been conducted so as to ascertain beyond a doubt, and as a first fact, that the successful candidate does possess the amount of talent, knowledge and industry, which would be necessary to warrant the poor man's son in staking his prospects and happiness in scenes of life, to succeed in which his circumstances would demand more than ordinary talents. The credit of the College, moreover, requires consideration in the disposal of the Scholarships: the mere fact of being the best scholar in a Grammar School when a vacancy occurs cannot constitute a right to one in a young Province like this.

These important points, Mr. Editor, were in my opinion overlooked

in the recent competition. The course pursued was as follows: During the last six months the competitors had orally translated certain portions of Latin and Greek into English, going over the whole of it not less than three times, in the hearing of the teachers. At the competition, certain portions of the translations thus prepared were selected and orally translated under the careful supervision of the examiners, and a few lines were afterwards written out, on slate or paper, by each competitor.⁽⁵³⁾ This was the sum total of the competition in the Classics; and I need not point out how extremely hazardous it made the contest. No test was applied to ascertain how the work had been got up—whether the competitors could turn the tenses or voices—whether they perceived the peculiar concord and governments—apprehended the idiomatic uses of the participles and gerunds, or any of those principles of universal grammar, the knowledge of which is the only medium of transition in the classics from the tentative processes of the mere school-boy to the intelligence and clear-mindedness of the scholar.

This description of knowledge or perception is moreover of so much importance, that no sincere and intelligent person would ever advise the youth of small pecuniary means, and whose professional prosperity is to be dependent on his talents, to risk his intellectual cultivation to any considerable extent on the study of the classics, if in the course of three years, with average attention under a faithful and competent teacher, he has failed to attain it;—a failure which is the more serious, as in consequence of it nothing is left, after a short time, for the beneficial result of all the labor, except the derivative meaning of scarcely two hundred words.

Some of your readers, Mr. Editor, will be ready to reply that the translation of English into Latin exhibits the knowledge to the importance of which I have alluded. In some circumstances I admit it would; but the manner in which that exercise is conducted in the School in question, for public examination purposes, precludes the possibility of ascertaining the point without special inquiry on the spot. The competition translation of English into Latin is managed in this wise: Some three or four weeks before the examination, from ten to fifteen lines of English are from time to time given out to be done into Latin. The translation is afterwards at convenient times given in by the pupils and *corrected* by the teachers. The whole is then written out in a fair hand as a piece of composition, and in that shape handed to the examiners as the awarders of prizes.—Judge Sewall of Massachusetts refused to accept as a present a set of second-hand shoe brushes, lest at a future time it should have some undefinable kind of influence in determining his judgment; and I can perceive no reason why a teacher should think himself capable of correcting his scholars' productions without altering their relative merits. I have

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seen the iniquity of such corrections, and as a father I protest against them. In a competition, writings thus got up amount to nothing: the authors may or may not be scholars creditable to the teachers. The only method of testing superiority in the classics amongst school-boys, and let me add, of saving two or three years of their time, is to have a single eye to the interests of the pupils irrespective of the glory of the teachers. In the present case the talented examiners know the literary difficulties they themselves had to contend with in their youthful days, and the means of the successive enlargements of their own minds. Had their attention been directed unreservedly to ascertain whether the like progression was being avoided on the one hand and taking place on the other. such means of competition as I am commenting on would not have been attempted; and if on future occasions they will observe the method I have pointed to, so sure as there is immutability in the laws of nature, nearly the whole time lost in the tentative processes will be saved and the best possible results secured: the teachers will be compelled to adapt their instruction to the scope of the examination.

I repeat my opinion, (vaguely founded I must confess,) that the young gentleman to whom the Scholarship was awarded, was the best general scholar of those who were permitted to compete with him; and I beg to mention to his further credit, that the report is current that he generously (but unsuccessfully, from some technicalities, I presume,) offered to give up the Scholarship to one less gifted with this world's goods. But notwithstanding this favorable opinion of his merits, I submit to your readers that on account of the insufficiency of the test of Scholarship, and the method of conducting an important preliminary exercise, the competition in question ought not to be received as a satisfactory precedent.

The recent establishment of Scholarships is one of the most important measures of many years. But it depends upon the faithfulness of those who have the conferring of them, and of those who have the opportunity of watching their bestowal, whether their establishment shall be promotive of the public good. While I would maintain that the possession of more than average talents and industry is indispensable in the recipients of those honors, I would add as a concluding remark that integrity, thoughtfulness and amiability of manners are not less so.

I am yours truly,

A FATHER.

Fredericton, July 2, 1849.

[No. 36.] *Also published on 11th July, 1849.*

MR. EDITOR,—Mr. Roberts. of the Collegiate Grammar School

having made a public talk about my interference at the late examination of his establishment, I beg the favor of your columns for the following statement of the facts :—

While the Virgil class was competing, I privately mentioned to Mr. Coster that the boys ought each to be furnished with a book, and put sufficiently far apart to prevent prompting. Mr. Coster immediately acted on my suggestion.

Again, while the Horace class was competing, I mentioned to Mr. Roberts that the boys were not on equal terms on account of the descriptions of text books they were using, and the prompting which was going on. He admitted the fact, but took no remedial steps. Perceiving that the attention of the examiners was not directed to the circumstances, I mentioned them to the Archdeacon, and shewed wherein the inequality consisted. A satisfactory alteration was then made.

Again, in the Mathematical competition I took the liberty of stating that a question had not been understood, and received for answer that the examiner could not help it.

Again, when Mr. Roberts wished my son (eleven and a half years old,) to compete for the first Arithmetical prize, I stated that I would not allow him. My reason was simply this: the boy had challenged the first Mathematical prize under the regulation of the College Council, and I was dissatisfied with the scope of the examination; and the decision which had been given, "that the scholar to whom it had been awarded had not been found inferior to any one," amounted to nothing; and I knew that on similar principles my son might be deprived of the first Arithmetical prize by *heavy* sums in simple multiplication or division by some boy or other, four or five years his senior, who might or might not understand proportion.

With respect to my interference with the Classical competition, I am fully persuaded the examiners would have interfered without suggestion, if they had seen matters as I did. But the result was simply this: that Collector Smith's son, a pupil of Dr. Paterson of Saint John, who had recently joined the School, won the Horace class prize, and Frederick, son of the Master of Rolls, won the Virgil class prize, in a style ⁽⁶⁴⁾ that sets suspicion at defiance.

If I interfered with any arrangements, I must beg Mr. Roberts' pardon, and confess that it was annoying. But more than I have stated he cannot make of it.

I am yours truly,

J. GREGORY.

Fredericton, July 5, 1849.

[No. 37.] *Published on 18th July, 1849.*

[TO THE EDITOR OF THE HEAD QUARTERS.]

SIR,—Twenty years' experience in the management of school affairs, and the approbation of so many friends as it has been my good fortune to secure in this Province, might well entitle me to treat with contempt, and pass over in silence the inconsiderate and ill-judged attacks of your three-named correspondent, "Puer Preceptor," "A Father," and "J. Gregory." Indeed I am not quite sure but that by noticing him at all I am shewing a slight to the strong judgment, strict integrity, and unwearied zeal of those talented gentlemen whose duty and whose pleasure it has been, during the whole period of my management of the Collegiate School, to watch over the minutest details of the system I pursue, and who have, by monthly visitations, ascertained and invariably acknowledged the faithfulness with which those details have been and are carried out. Having, however, reflected that "Il n'y a pas de sot si sot qui n'en trouve un plus sot qui l'admire," and that the tribe of mere theoretical educationists may be more numerous than I suppose; having, moreover, perceived by your own tribute of approbation in applying the term "excellent" to one of these effusions, that you have not considered it with your usual judgment, I am disposed to make a few observations upon it that may bring its *right* to that epithet in question; in doing which I shall consider the main points in which that excellence ought to consist, viz., the writer's motives, his candour, his style, and his veracity.⁽⁵⁵⁾ His motive in applying three different signatures to his three compositions, speaks for itself, as leading us necessarily to suppose that others are of the same way of thinking as himself, and that the Collegiate School is unpopular. Of his motive, however, in writing the "excellent" letter of "A Father," a wrong judgment may easily be formed by a casual reader; let us, therefore, examine it. It professes to be a precautionary measure against *the want of consideration in the late disposal of a Scholarship in the Collegiate School, acquiring the authority of a precedent in other places on similar occasions.* This consideration, albeit, was duly given to the subject, at a special committee meeting, by the Lord Bishop, the Venerable Archdeacon, the Honorable Master of the Rolls, and two of the Professors of King's College, who not only laid down the course to be pursued, but also, with one exception, carried it out. Your correspondent says, "The only tenable ground for the foundation of Scholarships, is the encouragement of indigent talent;" a view of the case in which I most heartily concur, and which I hope yet to see acknowledged by those who founded them; yet this assertion, which of itself would fully entitle the letter to the praise you bestow on it, is neutralized in the very same paragraph by the admission that "the honor of Scholarship is of itself too great to admit of the exclu-

sion of the sons of the wealthy from the competition." What, then, was his object in making the first remark? Again, when he says "the mere fact of being the best scholar in a Grammar School, when a vacancy (in the Scholarships, of course,) occurs, cannot constitute a right to one in a young Province like this," I own myself at a loss to conceive what, in your correspondent's opinion, does constitute that right.⁽⁶⁶⁾ The motive, then, of this epistle was not, as it at first appeared, to defend the cause of indigent talent, since that defence is abandoned in the same paragraph in which it is taken up, nor does any other motive appear, on this being removed, than the true one, viz., the attempt to throw an imputation upon the attainments of the candidates and the integrity of their instructors, which leads me to call your attention to the *candour* displayed by your correspondent.

Independent of the attempt made to shew that the County Scholarship was awarded on the ground of classical attainments only, an attempt which every one who knows the holder and the circumstances will at once pronounce futile, this *candid* writer, who thinks himself the Kaye Shuttleworth of the Province,⁽⁵⁷⁾ indulges his spleen by professing to narrate the course of training by which this classical proficiency was got up (for the occasion, of course.) "During the last six months," says he, (candour would have allowed only five, at most,) "the competitors had orally translated *certain portions* of Latin and Greek into English;" candour did not induce him to say that these *portions* were, in two instances, *entire works*, "going over the whole of it not less than three times in the hearing of the Teachers," candour would have allowed what "A Father" well knew, that *every* duty performed in the Collegiate School is gone over at least three times, and would not have insinuated that in this instance any particular course had been pursued for a particular purpose. "No test," says he, "was applied to ascertain in how the work had been got up, whether the competitors could turn the tenses or voices—whether they perceived the peculiar concords and governments," &c. &c. Did it never occur to the writer that the examiners were *gentlemen*, who knew by experience, not only that I was incapable of *getting up* anything in the sense he insinuates, but also, that the young gentlemen under examination were far too well grounded in their knowledge of concord and government to have ventured on such an ungrammatical phrase as the following extract from "A Father's" own letter: "It is incumbent to take care that the recipients be so talented as to leave little doubt that they will achieve a place for themselves in society, for which their superior education would not only fit them, but, in some respects, demand, as the necessity of their happiness." As this is enough said concerning the writer's motives, style, and candour, let us now proceed to speak

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of his veracity. Why does he, under the signature of "J Gregory," intimate what he knows is untrue, "that the decision concerning the mathematical prize was given merely on the plea that the scholar to whom it had been awarded had not been found inferior to any one?"⁽⁵⁸⁾ Such an assertion is an insult to the common sense and judgment not only of the Rev. gentleman who pronounced the decision, but of all the examiners who concurred in it. The real decision was, that whereas Master Murray had shewn himself not inferior to any other in the more elementary parts of the Mathematics, and had displayed a considerable proficiency in Conic Sections, of which no other pupil then in School had as yet acquired any knowledge, the prize was unanimously awarded to him by the examiners. I would again ask, why does J. Gregory boast of the result of his interference with the Horace class, in such terms as to make it appear that without such interference the prize would not have gone to the right person?⁽⁵⁹⁾ Does not Mr. Gregory know that of the two text books he compared, one of which was a Delphin edition, with Latin notes, and the other, the Rev. Mr. Pemble's edition, with English notes, the latter was held by the very boy to whom he falsely ascribes the prize?^{*} The fact is, that although Master G. Smith obtained, and well deserved, two other prizes, the one in question was gained by Master T. Rainsford, who had not *recently* joined the Collegiate School from another, as so kindly insinuated by J. G.

But why need I go any further to prove either the unfriendly motives, the unjust character, or the inconsistent style of your three-fold correspondent's communications? I am most reluctantly induced to notice them at all, and I certainly shall not continue a correspondence from which I am sure that no good can result to any one.⁽⁶⁰⁾

Trusting to your sense of justice for the insertion of this, my first and last letter,

I am, sir, your's truly,

G. ROBERTS.

Fredericton, July 16, 1849.

* It is but justice to Mr. Gregory to say, that on Monday last he discovered his error, and informed us that he mistook the presentation (made in a very low voice) of the Greek Delectus prize, or the Penmanship prize, both of which were won by Collector Smith's son, for the Horace class prize, and alleges he was confirmed in the erroneous opinion by a remark made at the time by one of the by-standers. He regrets the mistake, although it has no direct bearing on the intention of his letter.

We should have made this explanation at the request of Mr. G., even if the mistake had not been noticed by our correspondent.—ED. "HEAD QUARTERS."

[No. 38.]

Published on 25th July, 1849.

[TO THE EDITOR OF THE HEAD QUARTERS.]

(61)MR. EDITOR,—As I do not think that the attentive reader can

be of opinion that the correspondence respecting the Collegiate School is a private quarrel, I beg the favor of the insertion of the following remarks in your next number, as my answer to the letter of Mr. Roberts, published by you on the 18th instant.

I could well afford to leave the matter to the judgment of the public, as it has been presented in your own editorial remarks and in the letters signed, "Puer Preceptor," "A Father," "J. Gregory," and "G. Roberts," but I think it right to enforce the subject as the most powerful means of effecting a reform in the Collegiate School, in which I feel a deep personal interest.

Mr. Roberts has, with singular sagacity, detected in me the authorship, which no one in Fredericton who knows me ever doubted, of the letters to yourself, signed "Puer Preceptor," and "A Father;" but it is truly surprising that *his candour* did not compel him to note the modesty of the first signature, and that my knowledge of the Seminary, of which he has the chief charge, entitles me, as a father, to speak in relation to it with some indignation. The artifice of writing three letters, under different signatures, was very deep, and it is truly wonderful that he was able to discover the design. He may rest assured, however, the correspondence will be quite innocuous as to himself, if he has not given other members of the community cause to doubt his impartiality, his zeal, his integrity and his learning.

The letter of "Puer Preceptor" was intended as a gentle hint, that the examiners of public schools, at which public prizes are awarded, are amenable to public judgment, that the acceptance of the office implies a promise to use due diligence in its discharge; and further, that while, as a general rule, the great body of the bystanders will be incompetent to call their proceedings and decisions in question, there will occasionally be found one among them who has both the spirit and ability to expose anything that savors of injustice, howsoever brought about.

With respect to this letter, Mr. Roberts has, by his silence, admitted the correctness of all the matters hinted at, and your readers, I do not doubt, must have come to the conclusion that they are not satisfactory.

I now re-affirm the letter signed "A Father." It is sound and truthful in its principles and statements. The suggestion of Scholarships, to pave the way for the poor man's son from the Parish School to the honors of the College, originated, some years ago, with the present Attorney General, and was afterwards very properly adopted by Mr. d'Avray. But it would be a gross depreciation of the valuable and indefatigable exertions of the former gentleman, in behalf of popular education, to suppose that he ever intended to foment quarrels or expose the poor man's son to be smitten in the administering of the public bounty. The sons of the rich man,

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certainly, ought to be excluded ; but the line of separation cannot be drawn. It is prudent, therefore, to admit them with a good grace. My sons might, with perfect propriety, assert that they come within the term of indigent talent, as I neither have, nor am likely to acquire, the means of giving them all a classical education ; but the assessors of poor rates would, at present, with perfect propriety, dispute my title to the appellation of a poor man. Moreover, the substantial interests of indigent talent are not injured by a general competition. There are equalizing circumstances inherent in the condition of the two classes of boys, and all that is requisite to make the competition just, is *fair play*, the specification of which is attended with no difficulty.

Mr. Roberts, I think, need be under no apprehension of his *not* having shewn "a slight to the strong judgment, strict integrity, and unwearied zeal of the gentlemen" who superintend his school, by the notice he has taken of me. His letter is their direct impeachment, and I am much mistaken if they do not hold him answerable for it. The competition for the Scholarship was conducted exactly as I represented it ;⁽⁶²⁾ and while it may be all very true thnt consideration was given to the subject, and that the gentlemen he has named, "not only prescribed the course to be pursued, but also, with one exception, (?) carried it out," it is equally true that that exception was the application of any test of Scholarship. He has not denied any of my statements, though they are definite and bold, but has, with an unhappy instinct, attempted to misdirect their application, by making general what was special, and wilfully misconstruing my words, by omission, substitution, or innuendo. I made no depreciatory allusion to the quantity of translation the competitors had gone through, and am quite at a loss to conceive why he should, in the face of the public, have yielded to his known *cacoethes mentiendi*. My candour had no room for operation where it is not exhibited, and all connected with the School know perfectly well that he has overstepped the boundaries of truth, in stating that the portions of translation "were, in two instances, entire works ;" they were entire works in no other sense than two of Horace's satires may be said to be so.⁽⁶³⁾ Again, he is so sensitive that, in the expression "no test was applied to ascertain how the work was got up," he can see nothing but a personal attack, whereas nothing of the kind is implied. Who does not know that boys adopt very different methods to get up their Latin or Greek translations, and that the mere ability, at a class recitation, to translate a passage more fluently, or even in some instances more correctly, is not a test of the relative ability of the scholars, much less so is it at a public examination, for which the work has been specially revised. The poor man's son may have only the plain text, an imperfect grammar, and an inferior and tattered dictionary

wherewith to labor ; the more favored youth may have his Delphin, his Anthon, his Clarke, his Pemble, or other efficiently edited text books ; he may possess, also, several superior Grammars, several Dictionaries, a Gradus, a Translation, and all the other luxuries of the student's table ; he may have, in addition to all these, the direct assistance of an intelligent tutor. Now no man can assert that superiority in translating a few sentences, studied under circumstances so dissimilar, is a test of Scholarship. Common sense dictates the putting of the competitors on a par as to all aids, the selection of passages which none of them had ever studied, or, if possible, seen, and a comparison, after a given time, of the quantity, style, and all the details of what has been thus got up. This is the test I referred to, and in doing so I imputed no improper motive to any one for its omission. The neglect of it was important, and as it was the first competition for the County Scholarship, and likely to serve as a precedent, I think I performed good service to the public by calling attention to it.

And here let me observe, in passing, that Mr. Roberts has found out the convenience, and it is certainly very imposing, of making reference to the watchfulness, talents, and excellent qualities of the examiners of his School, which he erects on all occasions as chevaux-de-frise to protect his assumed attribute of educational purity and infallibility : henceforth these shall not serve him, unless they take the alternative. And to put an end to the inconvenience of such twaddle, fairly brought under review by Mr. Roberts' letter, I beg the attention of your readers to the following facts :—On the return of my oldest son from the Sackville Academy, it was made a *sine qua non* condition to his entering the Collegiate School, that, among other things, he should not be required to learn *de novo* the Eton Latin Syntax and Prosody Rules.⁽⁶⁴⁾ This condition was faithfully observed, until a difference between Mr. Roberts and myself arose out of an unjustifiable and unmerciful flogging he gave my second son, for not being able to give a memoriter recitation of a geography lesson, irrespective of the maps, that is a-la-hedge school. He then revoked the conditions as to my oldest son, and out of pure spite compelled him to commence learning the rules. The boy did so without a murmur, and entreated me to make no words about it. He prevailed with me, till I observed that the Prosody Rules consumed a considerable portion of his time, and the boy was made unhappy from other parts of Mr. Roberts' conduct to him. My feelings of annoyance were aggravated by the absurdity of the affair. During the whole time the boy had been translating Virgil and Horace, the scanning was little attended to, and was not proved by any rules whatever over four or five times ; and he and his classmates were now translating Tacitus, and there was not the smallest

prospect of their taking up any poetical work. A way of escape had to be provided. I knew the ground—took some active steps; the College Statute as to age—probably founded in much wisdom—was repealed, and my son entered King's College. Surely there is a lesson here for conservatives—*sic in scholis sic in imperiis*—like causes produce like effects. These are facts, and if the examiners throw around Mr. Roberts the protection of their character, they must assume the direct responsibility of his conduct.

Again, in connection with the same uncalled for justification of himself, he appeals to my knowledge "that every duty performed in the Collegiate School is gone over at least three times." He is welcome to all he can gain by this movement. When time is not taken into consideration, I should think it strange if every *duty performed* in the School was not gone over three times at least. He has, however, unwittingly started the more important question, which I do not doubt he thought he had propounded and satisfactorily solved by his bold appeal: *Is every duty belonging to the Collegiate School performed?* This is the point he insiduously seeks to establish by his appeal; but, on every consideration, I give it an emphatic denial. Passing over many important elementary peculiarities, which are not fit for the present discussion, I seize upon the preparation of Students for King's College as a duty which all parties will agree belongs, in an especial manner, to the Collegiate School. Now, in the College one of the most important and difficult exercises is the writing of themes—one in Latin or in English, as may be prescribed, being exacted weekly from every student. Does Mr. Roberts mean to insinuate that he performs the necessary elementary duty in reference to these? If so, I should like to know when and how; and further, why neither my nephew nor my son, now matriculates of the College, ever received any instruction of the kind from him? He cannot assert that he has publicly, that is, on the school premises and within the school hours, made the smallest attempt. My nephew and the other students who recently matriculated from the Grammar School, for all Mr. Roberts knows to the contrary, may or may not have any perception of the form of a theme, or of its constituent parts, or any apprehension of a legitimate sequence in composition; and, consequently, unless their friends have privately provided against this neglect of duty, they run the risk of losing three-fourths of the benefit of their Collegiate course. I think this a sufficient reason for a negative answer.—Some notable instances of positive failure in the Collegiate School to impart the smallest degree of mental cultivation are well known, and nothing but respect for the parties prevents me from naming them and detailing the evidence.

In return for Mr. Roberts' hypercriticism of my style, attempted to be made good by a misquotation, and instead of retorting by the

exposure of his verbal and grammatical blunders, I beg to submit to your inspection a specimen of the English he calls upon his pupils to translate into Latin. I have preserved this piece as a literary *bijou* :—

“ But in enumerating the advantages of the body it matters not to the subject we are treating of whether pleasure be or be not among those things which we think most especial according to nature for if as it seems to me pleasure does not rank among the good things of nature it is by right omitted but if there be in it what some persons wish for there is no objection to our comprehension of it in the *summum bonum*.”

Did mortal ever see such stuff given to boys to translate into Latin? Common sense informs us that none but he who has folly in his educational theory ever would think of employing such trash, particularly when he knows that he has adopted no means to train his pupils to the intelligent reading of English of more difficult apprehension than common historical narrative. The boy who, even with the aid of the whole context expressed in proper English, can, with the intermixture of such jargon, attain to the conception of the original author, is past Mr. Roberts' skill in education, and is entitled to walk forth from School and College uncontrolled by the fear of birch or imposition, rustication or expulsion.

I shall say no more on the subject of the letter signed “ A Father.” He who runs may read it ; it covers no mean or sinister motive.

The letter signed “ J. Gregory ” was written expressly to counteract the tattle of Mr. Roberts, and, as the draft expressed it, because “ I had neither time nor disposition to track him.” He had no grounds whatever to make my interference the subject of condemnatory or insulting remark.

You have already explained the inadvertency as to the Horace class prize, and I beg to thank you for the considerate manner in which you did so. With respect to the incidental remark about the Mathematical prize, on which Mr. Roberts has commented, while it is untrue that I knew, or even now *know* of any other grounds for the *quasi* decision than what I stated, although I now think it possible that the Venerable Archdeacon did refer to the knowledge of Conic Sections possessed by my nephew, to whom the prize was awarded, how can Mr. Roberts make what I stated insulting to the common sense and judgment of the examiners : the “ whereas ” part of the story looks very unlike the Archdeacon. The examination was purely elementary, and much more of a literary than of a mathematical character ; and to assert that it was such an examination as is contemplated by the College Council regulations, under which the challenge was made, is certainly insulting to the common sense of every one, except, perhaps, of this pink of Schoolmasters.⁽⁶⁵⁾ One

thing is certain, there can be little educational zeal where no disposition is shewn to inquire into so interesting an educational case. The teachers of the Grammar School ought to know that the boy possesses more power than that of mere memory and preception, that he can originate and hold in his mind's eye till he expresses five or six Mathematical sequences, and for ability to do that, and to transfer the ability to other subjects, philosophical or literary, thousands of men would part with their eye teeth. Since, however, they cannot appreciate such talent—cannot train to it, would find no pleasure in endeavouring to educate it, and have treated the boy so ungenerously, (66) they must content themselves with their legitimate share of whatever credit might accrue to a school with which such a boy is connected: They exercise him with the other boys and so serve to keep him out of his mother's way; *I educate him* at my leisure hours—they operate on his verbal memory—I cultivate his power of attention—a matter of considerable delicacy, and not to be formed by every bungler, in a boy of so volatile a disposition.

I should like to have an answer to the following questions:—Did the Archdeacon ask Mr. Roberts if *that* was his highest class? Did Mr. Roberts, seeing Murray standing in it, answer, no, it is the second? I think Mr. Roberts would scarcely like to answer these questions.

In conclusion, I observe the *Hounds* are out, but if they think to wound me by allusions to my descent they are greatly mistaken. I am the son of a mechanic, who accumulated enough to enable him to retire from business, while in health and strength, several years before his death. He reared and educated at school and College without the aid of scholarships, a family of eleven children, and provided handsomely for his widow. Some of his orphan grand children live respectably in the house in which I was born, his own children being so far removed from poverty as to be in no haste to divide this portion of their inheritance, so long as it is a convenience for those who are not yet quite able, on account of their years, to provide for themselves. His oldest son died a Surgeon in the Royal Navy, and as to myself, the youngest, had a lapstone been put on my knee, or a needle in my fingers, or a hammer in my fist, instead of a quill, I might have been tamed at an earlier period of my life, and had fewer things to look back to with regret. The *Hounds*, however, will find me invulnerable by any soubriquet, and that I have learned so much of the mysteries of trades and professions, that when I order and pay for a pair of dress shoes for my children, I shall not permit any one to palm on them a pair of brogues, whether sent from "Do-the-Boys'-Hall," or any other establishment.

I am yours truly,

J. GREGORY.

Fredericton, 21st July, 1849.

(M)

MINUTE OF THE COLLEGE COUNCIL.

[No. 39.]

COLLEGE COUNCIL, *October 27, 1849.*

RESOLVED, That on hearing Mr. Gregory and Mr. Roberts on the subject of a Petition presented to this Board by Mr. Gregory, relative to the dismissal of his son from the Collegiate School, this Board, while they do not allow the uncontrolled right of the Master of the Collegiate School to dismiss any pupil for the misconduct of his parent, but every dismissal must be always subject to the superintendence of the Board, are of opinion that the circumstances of the case afford a sufficient justification to Mr. Roberts for the course he has adopted with respect to Mr. Gregory's son, and such as to prevent the Board from directing his re-admission.

[No. 40.]

(N)

PETITION OF MR. GREGORY FOR A RE-HEARING BY COUNSEL.

To the Chancellor, President, and Scholars, of the University of King's College, in Council assembled.

The Petition of JOHN GREGORY, of Fredericton,

RESPECTFULLY SHEWETH :

That by a resolution of your Honorable Body, dated 27th October, 1849, in reference to your Petitioner's complaint against Mr. Roberts, Head Master of the Collegiate School, filed on the 24th of August last, your Petitioner submits he is aggrieved in this, that by such resolution the principle contended for by Mr. Roberts is adopted by your Honorable Body, viz., that the Master of the Collegiate School may dismiss any boy, however well behaved, from the School on account of a personal quarrel with his parent. Also in this, that even in the application of such a principle to the circumstances of his case, your Petitioner's son should not have been brought within it. Also in this, that your Petitioner has, up to the present time, been refused either the perusal or a copy of Mr. Roberts' written reasons for his proceedings, upon which the School Committee sanctioned his conduct, and which, for aught your Petitioner knows, may have strongly affected the decision of the same persons in concurring in the said resolution, and against this possibility your

Petitioner feels that he was fairly entitled to protect himself by an opportunity of explanation at least.

Your Petitioner, therefore, respectfully prays that a re-hearing may be granted to him before a full Board of your Honorable Body, and that he may appear by Counsel.

J. GREGORY.

Fredericton, February 1, 1850.

NOTE.—The following letters are added to shew the extent of official information communicated in relation to the immediately preceding Petition for a re-hearing by Counsel:—

FREDERICTON, 27th February, 1850.

SIR,—I beg you will inform me whether my Petition to the College Council for a re-hearing in the case of the expulsion of my son from the Collegiate School, has been laid before that body, and whether they have directed any answer to be given in reference thereto.

The favor of an early answer will much oblige

Your obedient servant,

J. GREGORY.

The Hon. CHARLES FISHER, Registrar.

FREDERICTON, 28th February, 1849.

SIR,—In reply to your letter of yesterday, relative to your Petition to the College Council, praying a re-hearing of the case of your son, I have to state that your Petition was duly laid before the College Council at the late meeting.

Yours, &c.,

CHARLES FISHER, Registrar.

J. GREGORY, Esquire.

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NOTES.

[THE ADDITIONAL DOCUMENTS LAID BEFORE THE LEGISLATURE, ARE NOTICED AT THE CONCLUSION OF THESE NOTES.]

NOTE 1, PAGE 1.—See Correspondence, No. 4 to 11, inclusive.

N. 2, p. 2.—Extract from letter, No. 22, page 20.

N. 3, p. 2.—The vilifying of my son can be proved whenever the attendance of the Rev. W. Jaffrey can be secured. The words of my petition were altered to suit Mr. Jaffrey's distinct recollection.

N. 4, p. 2.—The greater part of this petition is as insulting as the letter N. 38, of which Mr. Roberts is understood chiefly to complain. No evidence was adduced in support of it, except such as can be found in the printed documents lettered E., G. and L.

N. 5, p. 3.—In letter No. 7, pages 7 and 8, the Committee disclaim any judicial decision; and in No. 11 His Lordship the Bishop disavows the desire to take any part in the discussion.

N. 6, p. 3.—It is contended that when admission is once granted to a boy, his continuance in the school depends on circumstances which affect himself.

N. 7, p. 3.—This question is insiduously put; but Mr. Roberts signally failed in his proof. The expression in the letter No. 38, p. 38, quoted by him, as evidence, proves the reverse, and in No. 29, p. 24, the deviations asked for are expressly stated to be *according to agreement*. The whole insinuation is unfounded. Letter No. 30 was produced by me to shew the nature of the interferences that could be alleged against me. I made no objections to his excluding my son from a Catechism Astronomy class, got up expressly for the advantage of his own son; but I condemn his ungentlemanly conduct at the examination: he asked the boy to stand up in the class at the examination, but finding by the boy's first answer that he would fail in exposing ignorance, he put no more questions to him, nor did he allow him to correct those who were standing above him! I was present.

N. 8, p. 4.—The Council refused nothing he asked for, and as his proof is not found in the documents he produced, and as he did not orally state any special matter, it may be inferred that this paragraph is mere talk.

N. 9, p. 4.—The whole of this paragraph deserves such a rejoinder as he met with in my letter No. 38. The proof of the foundation of the insinuations is wanting. I can have little respect for his feelings, seeing he shewed so little of any but of the malignant kind to my oldest son. As to conceit, it is well known that his vanity prevents him from allowing the school boys to remain in ignorance of any attention that is paid him; and at the Christmas examination, in 1848, his conceit led him incautiously to inform His Lordship the Bishop that he never fulfilled the duty imposed on him by No. 17 of the School regulations. It may be that Mr. Roberts' authority in the School is slight, but he must not impute to me the effect of his own imprudent exposure of foibles before witty boys. It is to be observed that in this paragraph he uses "We" instead of "I." He has adduced no proof that Mr. Coster or Mr. Moore approves of his expulsion of the boy.

N. 10, p. 4.—Mr. Roberts, for an intelligent teacher, is singularly deficient in precision. The passage he quotes has no reference to the boy he expelled, and nothing but extreme sensitiveness could suggest more than a laugh in connexion with it. If he chooses to take it seriously he must consider it a retort for some of his own impertinence.

N. 11, p. 5.—I pass over the insolence contained in the first part of this paragraph. Mr. Roberts draws very heavily on my disposition not to judge him. In March 1849 he told Dr. Jacob that I had withdrawn my sons from the Collegiate School, and left so sure an impression that Dr. Jacob repeated the information. I must suppose that this too will admit of explanation. I learned the fact from Dr. Jacob, when unsuccessfully applying for instruction in the College to my oldest son, who could not then matriculate on account of his age.

N. 12, p. 5.—If the statement in question was not in Mr. Roberts' possession it must have been in that of the Committee at the time they referred me to Mr. Roberts for it. I meet his insinuation about the newspapers with the insinuation that a consciousness of the falsity or frivolity of the statement was a very probable cause of his refusal. I never saw it till it was communicated to the Legislature.

N. 13, p. 5.—The difficulty has arisen from Mr. Robert's unfair treatment and impertinence. If expulsion from the Collegiate School has ceased to be a loss and a disgrace it has become so under Mr. Roberts' management.

N. 14, p. 5.—That conscientious scruples induced me to delay the baptism of my youngest child, for the precise period stated by Mr. Roberts, is true, but I deny his right to assume the office of interpreter of the inscrutable arrangements of Providence. I connect the injustice under which I now labor with nothing but his conduct and private and peculiar influence.

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N. 15, p. 6.—By extra judicial favor I was permitted to take a copy of Mr. Roberts' Petition, before the hearing in October, but I cannot think that the common rules for the administration of justice were observed in withholding from me Mr. Roberts' communication to the Chancellor, which contained a strong insinuation that I was the author of a published anonymous letter, with which I had nothing what ever to do, and which in some measure threatened the Council. It is to be remarked, that the order for the appearance of Mr. Roberts and myself limited us to the production of documents in evidence. This, it must have been well known to the College Council, would prevent me from directly supporting the allegations of my Petition and rebutting the statements of Mr. Roberts.

N. 16, p. 9.—I submit that there is nothing that can be considered offensive in the letter. The flogging was very severe, and was administered in direct violation of the School regulation No. 13. With respect to the Geography lesson, I was not aware that a memoriter recitation was exacted previous to the pupil's being allowed to look at the Maps. It is an educational question, and I leave it for the decision of the School Committee.

N. 17, p. 10.—I believe very little of this. Mr. Coster repudiates much of this letter, and I cannot tell what parts he adheres to. William had in the space of a few months attained to the rank of second or third in the Arithmetical, Algebraic, and Mathematical classes, and Mr. Roberts never gave me the slightest hint that he was not conducting himself to his perfect satisfaction. To expect a boy to make equally rapid progress in all branches is to expect an impossibility. His good example in some studies ought to have been considered satisfactory.

N. 18, p. 10.—This paragraph is malicious, provoking, and false. Who are they who speak thus? Where do they find the repeated and unmerited insinuations to which they allude. The punishment was unjustifiable. I have used the word false. I justify it thus: Mr. Roberts had in his possession my letter No. 31, p. 25, in which a general acknowledgment is made. Mr. Coster had within the previous month received a complimentary letter from me, when returning some themes, and Mr. Roberts knew this perfectly well, as he bewails his not having come in for a share of it in his letter No. 33, p. 27. Where does he find a foundation for his insinuation? See also notes 43 and 49.

N. 18, 19, p. 10.—Where does he find this assertion? It imputes a falsehood of his own creation. I have no intention of entering into an educational discussion with Mr. Roberts, but I cannot forbear stating that I can perceive no distinction between exacting a recital of the boundaries of a country, before they have been seen on the Map, so as to become impressed, as it were, on the mind's eye, and

exacting a *memoriter* recitation of a problem in Euclid, before the truth of any one of the equations has been perceived.

N. 20, p. 10.—The letters referred to in note 18 contradict this paragraph. It was exceedingly irritating to receive a letter fraught with so much daring falsity.

N. 21, p. 10.—This amounts to expulsion. Ever since a private Mathematical competition between our sons, some time in 1843, Mr. Roberts has pursued myself and my oldest son with unrelenting jealousy, and I regard much of this letter as part of its fruit.

N. 22, p. 10.—Mr. Coster repudiates much of the letter, and Mr. Moore's authority may be positive or assumed.

N. 23, p. 10, 11.—This letter only proves the haste with which the letter No. 12 was written.

N. 24, p. 12.—See note No. 7.

N. 25, p. 12.—Mr. Coster supports me in these expressions. Strange that such a boy's neglect of study should exercise a bad influence on a school. How drowning men will grasp at straws!

N. 26, p. 12.—Surely this will not be construed into dictation. It is to be remembered that this was a private correspondence.

N. 27, p. 13.—Always harping on the same string. His love of approbation is excessive.

N. 28, p. 13.—The threat is contained in the 13th article of the School Regulations; and the misrepresentation cannot be shewn. Admitting that William did neglect to learn, by heart, the boundaries, &c., what I stated would be the inevitable result of Mr. Roberts' system of refusing to allow boys access to the maps, till they could repeat the words of the catechism.

N. 29, p. 13.—This flogging at the Euclid class, is brought in once or twice afterwards, and it may be as well to state here, once for all, that the truth of my assertion depends apparently on the quantum of punishment implied in the words flog, lick and rap; and how many raps go to make up one licking, and what quantity of licking must be inflicted, before it can be styled a flogging.

N. 30, p. 14.—On the authority of Mr. Coster, I assert my boys were far above the average. It is impossible for a boy to devote the same attention and make the same amount of progress, in three or four branches of study at the same time. Mr. Roberts ought to be ashamed to find fault with the boy's attention; his object is evidently to find an excuse for the immoderate flogging.

N. 31, p. 14.—This is neither more nor less than the outcropping of Mr. Roberts' intense jealousy.

N. 32, p. 15.—I included my own letters out of deference to Mr. Roberts' irritable self-esteem.

N. 33, p. 15.—I thought it necessary to give Mr. Roberts this caution, on account of the almost universal failure of *ex parte* examinations of school boys when conducted by teachers. Mr. Roberts adopted the very course my remarks were intended to guard against.

N. 34, p. 16.—After sending my letter, No. 17, I hoped that the matter would be allowed to drop; but Mr. Roberts appearing to have no such intention, and as I was heartily tired of the correspondence, I wrote this note in hope of eliciting some new matter.

I was aware of the form of investigation he had adopted, and felt quite dissatisfied with it. The succeeding letters explain the circumstances.

N. 35, p. 17.—Some of the parties named, nevertheless, jeered my son immediately after the examination, saying, "You were not flogged, you were only liked with a stick." One of the parties has acknowledged to me that he has seen William get five or six raps with a stick at one demonstration.

N. 36, p. 17.—Mr. Roberts evades the points in this case, first, the injunction of secrecy, and secondly, a direction to my son to give a particular account of what had been done.

N. 37, p. 18.—On reflection I found I had been over generous when dealing with a person who conceals from his school boys little that savours of success. The absence of remark I knew would be construed into perfect acquiescence in his procedure, and probably subject me hereafter to some disadvantage. Hence this letter.

N. 38, p. 20.—This letter was evidently written before the receipt of No. 21 of the same date.

N. 39, p. 21.—Mr. Roberts here refers to a verbal message he had sent with letter No. 22, asking a formal withdrawal of letter No. 21, which I had authorized him to return to me, if he wished the matter to be dropped. In this letter the demand made upon me, is altered to a removal of an unjust imputation, said to be contained in my last letter. It is difficult to tell what he refers to. He had maligned my son, and imputed *meanness* to my course of procedure. My reply merely states that he is saved from the insinuation of being guilty of the *meanness* of asking my son to tell a lie. This was retort, and I must confess I feel heartily ashamed of having been seduced to follow Mr. Roberts in all his sinuosities.

N. 40, p. 22.—This is an exaggeration of the decision. The Master of the Rolls and Professor Jack have both informed me that their decision amounted to this: that it was not desirable to protract the correspondence, and the latter added, that both of us ought to endeavour to think no more about it.

N. 42, p. 23.—This does not indicate a bad state of things. The

truth is simply this, that Mr. Roberts entertains towards me a feeling of restless jealousy because I have turned my attention to education, which he considers *his department*, and because my sons prosper under my private supervision.

N. 43, p. 24.—Mr. Roberts produced this letter to prove unwarrantable interference with his school. The words "according to agreement," shew the fact. He has no right to set up this agreement as an interference, after having made it for his own pecuniary advantage. There is an omission in this letter supplied by Mr. Roberts in the copy laid before the Legislature, which further disproved his assertion made in letter 13. See note 18.

N. 44, p. 24.—This letter was produced to shew the nature of my interference. Letter 36 shews the occasional necessity of it. One would suppose that Mr. Roberts thinks a parent must stand by and see his child improperly dealt by, without a murmur or attempt to save him.

N. 45, p. 25.—In letter 13, p. 10, Mr. Roberts alleged that I had withheld even a spark of approbation. This and letter 33 were produced to prove the contrary.

N. 46, p. 25.—I believe Mr. Roberts had this letter and expression in his recollection when he gave the substitute for the injunction of secrecy, as stated in letter 21.

N. 47, 48, p. 26.—This letter was produced in confirmation of an allegation that Mr. Roberts had shewn little regard to the feelings of my sons, and had sometimes even reflected on myself in his school. My sons did not admit the correctness of the account given by Mr. Roberts, and understood the expression "pumpkin progress," to refer directly and offensively to my mode of conducting the education of my children. School tales!

N. 49, p. 27.—Here is cumulative proof of the falsity of Mr. Roberts' assertion in letter 13. See note 18.

N. 50, p. 27.—This extract was read to disprove Mr. Roberts' assertion. See note 18.

N. 51, p. 28.—This letter is connected with the 4th and 5th paragraphs of letter No. 36, p. 32. I have no wish to expose the points unnecessarily, but if I am brought into judgment on account of it, I claim a fair hearing and a specification of the objections.

N. 52, p. 28.—I see nothing in this letter that I need be ashamed of. I believe it has put an end to a bad practice. Too little attention appears to be paid to these competitions. In one which is about to take place in the College, one youth—the youngest save one of all now in the College—has 170 pages of Greek, and about 30 in Latin, to get up within two months, and in addition to the ordinary lessons, without any instruction, while all who will compete with

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him have been studying the same Greek and Latin under the Professor for the last six months. This is not right.

N. 53, p. 30.—This was done in several of the ordinary competitions; but on reflection I rather think this precaution was not taken in the scholarship competition.

N. 54, p. 32.—The words "so far as the examination extended," ought to have been inserted here.

In connexion with this letter, I have no hesitation in saying, that the quantity of prompting which takes place, and Mr. Roberts' apparent indifference, are discreditable.

N. 55, &c., p. 33—41.—It appears unnecessary to put notes to the different parts of the two letters, Nos. 37 and 38.

The whole style of letter No. 37 is deeply insulting. In it Mr. Roberts

1st, Affects to treat me with contempt.

2nd, Applies to me an official soubriquet.

3rd, Accuses me repeatedly with want of candour, and even states what was not true to make out his point against me.

4th, Imputes insinuations which I did not make.

5th, Intimates that his school boys could write more grammatically than I had done.

6th, Asserts that I intimated what I knew to be untrue.

Is it to be wondered that my answer should be sharp? It is founded directly on his own letter. I did not use the expression *cacoethes mentiendi* with all the virulent meaning he has applied to it. Be that, however, as it may, he had provoked it. I had inoffensively stated that the scholars had got up certain portions of Latin and Greek during the preceding six months. He chose to misapply my words and intimates that the portions were, in two instances, entire works, and had been done in five months. The facts are, the translations were the 1st. Book of Xenophon's Anabasis; 1st Book of Homer; 1st Oration against Cataline, by Cicero; and the short life of Agricola, by Tacitus. Where are the two entire works? Again, when I stated six months, I erred on the favorable side: the Anabasis was begun in the preceding July or August, making the period ten months instead of *five*, as stated by Mr. Roberts.

The expression "Keep him out of his mother's way," is made the most of by Mr. Roberts. To my mind there is more humour than censure in it; and its connexion was wrung from me by a sense of unfairness towards my son William. I think it unnecessary to enter into justifying details before I know the particular matters on account of which my condemnation is sought for.

I am perfectly willing that the same style of criticism should be applied to both of our letters, but I object to all leniency being shewn to him, and the utmost severity applied to me.

SEQUEL.

The additional documents which have been produced in the case, arising from my appeal to the Legislature, are,

1st, My own Petition to the two Houses.

2nd, Mr. Roberts' Petition to the two Houses.

3rd, Documents laid before both branches of the Legislature, in answer to their respective addresses to the Lieutenant Governor, viz. :

1. Mr. Roberts' reasons for expelling the boy, as given to the School Committee, and the decision of the School Committee.

2. A letter by Mr. Roberts to the Chancellor, dated 6th August, 1849.

3. A more extended minute of the proceedings of the College Council at the meeting on 27th October, 1849, than is to be found on page 42 of this print.

4. Minutes of College Council meeting on the 19th March, 1850, on consideration of the question of documents to be laid before the Legislature, in answer to the address of the Legislative Council and House of Assembly.

It appears unnecessary to print the whole of these documents.

So far as they emanate from Mr. Roberts, they are similar in style and matter to his Petition to be found at page 2 of this print. He complains of the insulting style and matter of my letter of 25th July (No. 23, p. 35), and imputes to me an alleged disorganization of the school. To the former I attach little importance, as he had provoked it by his letter (No. 37, p. 33) and otherwise; as to the latter, I do not believe one word of it, and he has not adduced the slightest proof of it. Had my letter produced the effect he attributes to it, it must have been instantaneous, and Mr. Roberts could have had only one day's experience of the evil, as only one day elapsed between the publication of the letter and his proceeding to Saint John, immediately on his return from which place, he expelled the little boy. It is very absurd in Mr. Roberts to talk about my children interfering with the discipline of his school; the Rev. Mr. Coster, and Mr. Moore, are witnesses to the contrary, daily at his elbow. A great deal of stuff has been trumped up about my son carrying insulting letters. George never carried any letter whatever, unless perhaps an excuse for his own lateness or absence from school, and I had written no letter whatever to Mr. Roberts since the previous 13th of February, a period of five months and a half, except an intimation that my oldest son was about to matriculate at the College, to which he replied in terms of congratulation. The letters of February correspondence were forwarded by each of us in precisely the same manner. My letters were sent by my oldest son, or servant, and so were his. My son was neces-

sarily made acquainted with part of the contents of some of my letters, as it was principally from him I derived my information; but the allegation or insinuation that he affected the discipline of the school, is perfectly absurd. He felt indignant at the unjust punishment of his brother, and I cannot tell what he may have said to his classmates, but I am disposed to treat with perfect contempt all insinuations founded on it.

I made application to the Registrar for leave to read the letter to the Chancellor, dated 6th August, but he declined shewing it to me. In it I now find Mr. Roberts makes a strong insinuation that I was the author of a letter, with which I had nothing to do. It is by such a course of insinuation that Mr. Roberts endeavours to make out his case; and it is past my comprehension how gentlemen of so much experience and legal knowledge should not only appear to be imposed on by such a line of defence, but even subject their intention to administer justice to be questioned by permitting it.

The minutes, dated 27th October, contain an amendment which had been proposed to the resolution to be found on page 42. But while it proposed to direct Mr. Roberts to re-admit my son, it, in its preamble, took for granted an alleged interference with the mode of teaching, and abusive language to Mr. Roberts personally, which the Board were called on to say were altogether unjustifiable and uncalled for, while, at the same time, they were to admit that my insisting on the re-admission of my son was the best refutation of my charges against Mr. Roberts and his school.

These allegations in the proposed amendment shew very distinctly how little attention had been paid to the matter. The proof of interference adduced by Mr. Roberts, turned out contrary to his expectation; and I can have no hesitation in stating that by adducing the expression in letter No 38, corresponding to that in his Petition, and also letter No. 29, as proof of interference, he has shewn a degree of obtuseness inferior to that of men of ordinary apprehension. Again, I do not perceive the justice of censuring me for resenting Mr. Roberts' letter No. 37, as in No. 38. Mr. Roberts, the School Committee, and the School, are not identical, and I think it very unfair that the consideration due to the School Committee and the School, should be unnecessarily given to Mr. Roberts. Each party must answer for itself. If the School Committee have aught against me, let the points be stated: if Mr. Roberts, let him make his statement of special matter, and give me an opportunity of answering it. It is inconsistent with practice in administering justice to permit sweeping allegations to be made, and to condemn any party on the mere statement of them without proof. I court an accusation by the School Committee!

Of the Minutes of the College Council, held on 19th March, 1850, in relation to the documents to be transmitted in answer to the addresses, the following Resolution alone appears to require comment :

“RESOLVED, That the College Council regret they cannot lay before His Excellency the Lieutenant Governor in relation to the written documents transmitted—the verbal statements made by Messrs. Gregory and Roberts during a hearing of six hours afforded by the Board to these gentlemen—their statements having materially influenced the decision of the question in the minds of the majority of the Council present on that occasion, and having induced the other members then present to condemn the conduct of Mr. Gregory, though they thought such conduct did not warrant the course taken by Mr. Roberts. That the College Council can only offer as an excuse for not having taken the precaution of having those verbal statements accurately taken down in writing, that they could not at that time have anticipated proceedings of so novel and unprecedented a nature as those now in progress.”

By restricting me to the production of documents at the hearing in October—by withholding from me the statement of Mr. Roberts’ written reasons for expelling my son—by not providing for my being put in possession of a copy of Mr. Roberts’ Counter Petition, which I obtained only as a matter of extra-judicial favor—it is reasonable to infer the College Council knew I would appear before them under the most disadvantageous circumstances. How, without witnesses, could I prove the propriety of my son’s conduct, and the meanly vilifying of him by Mr. Roberts? How rebut Mr. Roberts’ malicious insinuations? How, without witnesses, could I vindicate the necessity of my published letters? How could I surmise that Mr. Roberts was going to produce against me a private correspondence, adjudicated on some eight months before? How provide against it, or at an instant’s notice review it so as to present it in its true colours?

The duration of the hearing is introduced to notice, and stress has been laid on it elsewhere. Two of the six hours, however, were spent in preliminaries and the final consultation by the Council, about three in the mere reading of the papers, and one by Mr. Roberts and myself in making connecting and other statements. And it is well known to the College Council that I waived my right to review the documents produced by Mr. Roberts, in deference to their own implied suggestion of non-necessity, which I most assuredly would not have yielded to had I not thought they would take possession of the documents and carefully consider them.

If the Council had attended to the contents and spirit of the documents produced, they would have found the facts to be as follows: 1st, That Mr. Roberts flogged one of my sons unmercifully, in violation of their own rules, and that in answer to my gentle

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remonstrance, he impertinently requested me to withdraw my sons from the school, and stated, on the face of his letter, what the other documents proved to be false. 2nd, That he persevered in the correspondence, and pressed me with insult, which, after all, I was perfectly willing to overlook if he would let the matter drop. 3rd, That his allegations of interference and dictation on my part, were disproved by the documents he himself produced. 4th, That he had adopted a practice in relation to the Latin competition themes, which was indefensible. 5th, That by neglecting to interfere when his attention was called to the point, he became a party to an unjust competition. 6th, That he had talked to my disadvantage on a point about which he ought to have been ashamed. 7th, That he had published a letter, written with the evident intention of heaping contempt and insult upon me by all the means in his power. 8th, That when I met him on his own ground and worsted him, he, on the same principle that induces a man, beaten in fair fight, to draw a bowie knife, turned round and, after ascertaining that his letter precluded him from legal redress, expelled from the school a little boy not then ten years of age, and then falsely slandered him!

I do not think the College Council were aware that such facts were to be found on the face of the documents at the time they passed their resolution which excluded my boy from the Collegiate School. I believe, however, that some of the members have since found out that such is the case, and hence the pointed allusion to the verbal statements, which I cannot but think has a stronger tendency to prejudice the merits of my case than any partial statement they would have ventured to commit to paper: I do not think it fair. Had they alleged that the manner and tones of the parties had influenced them, I should at once have admitted the point, because beyond all doubt the voice of Mr. Roberts is much more musical than mine, and his manner partakes more of the grace required in drawing rooms; but that there was more of truth in his statement, on the ground of which alone a decision can be justified, I do not only most positively deny, but assert that in the absence of other evidence they had no right to take the verbal statements into consideration, except on the principle of attaching equal weight to those made by both parties, and giving the preponderance to him who alleged the most important matter.

But what did the verbal statements amount to? Mr. Roberts confined himself to connecting the documents produced by him, and his comments were conveyed more by emphasizing than criticizing. Instead of denying or explaining away my verbal statements, he pleaded the want of an opportunity of taking notes, and his uncomfortable seat as a reason why he could not reply to them. On the other hand, galled by the injustice of withholding his written state-

ment of reasons, by the malicious, exaggerated and insolent tone of his Counter Petition, and the exclusion of witnesses, I narrated some of his conduct to my oldest son at the Christmas examination in 1848, and at other times; stated the effect of his improper conduct in regard to the Latin composition, and alluded more or less distinctly to several of the matters noticed in the preceding notes. Much of this may have been in bad taste; but the truth of the statements was not affected by that circumstance, nor was my resenting on the spot Mr. Roberts' tone, a fit reason for depriving my family of the services of the Collegiate School. Even in point of taste it is questionable in my opinion whether it was less dignified in me to enter upon a defence, derived from all sources, against wholesale insinuations, than in him to pen them and put me to the necessity of a general defence of my conduct, or in the College Council to permit him to adopt such a course, and consequently compel me to do that which they now seek to turn against me.

The merits of the case are by no means intricate, or difficult to unravel by those who wish to arrive at a just decision, however much so one might be led to think them from the perverted statements made by those who knew, or ought to have known, better.

Mr. Roberts submitted our correspondence of February, 1849, to the School Committee, and obtained from them an opinion or decision of some kind or other on his *ex parte* statement. He did not, however, think it worth his while to communicate that decision to me in writing, but sent a verbal message by son, containing what I believe was a gross exaggeration of what he was authorized to say or think on the subject. I offered a sort of explanation through the now Rev. Mr. C. Coster, but Mr. Roberts declined receiving it. This supercilious conduct I was fast forgetting when I received fresh cause of dissatisfaction, at, immediately preceding and subsequent to, the School examination in June, 1849. The letters No. 34 to 38, were then published, and five days after seeing the last of them, Mr. Roberts expelled my son from the Collegiate School, and then tried to vilify him. My offence, therefore, must be contained in these letters. As it is not to be found openly on the face of them, when the same style of criticism is applied to all of them, it must be sought for in the special matter involved in them. This, however, has not yet been inquired into in the remotest degree, although my sons have been excluded from the School for very nearly nine months. I court this investigation.

Conscious that he could not make out a case against me by means of these letters, Mr. Roberts framed his Petition to the College Council against the re-admission of the boy he had foully vilified, so as to indicate a state of things which did not exist, and thus create

a prejudice against me as an individual who was continually and improperly interfering with the Collegiate School. (See No. 2, p. 2.) As evidence, plausible, perhaps, to the careless and superficial reader or listener, he produced the letters No. 12 to 23, and also No. 29.

From these letters I allege he cannot make out any case whatever against me, much less one that is to stigmatize my whole family as excluded from the Collegiate School. The correspondence had terminated five months before the expulsion!

Letter 29 disproves what it was produced by Mr. Roberts to prove. He wanted to make out a case of dictation as to the method of teaching, but unfortunately for him the letter distinctly intimates that the deviations asked for had been matters of special agreement; and I contend that after making the agreement for his own pecuniary advantage he is precluded from founding on it any plea whatever to my disadvantage. Who can be safe in dealing with a man who can resort to such miserable subterfuges?

The long correspondence, 12 to 23, arose out of an unjustifiable flogging given to my second son, simply brought by me under his serious consideration, but impertinently answered by a request that I should withdraw my children from the School, accompanied by statements which were false, and provocative of a quarrel. Any isolated expression in any of my letters, deviating from the line of the strictest propriety, or of the *suaviter in modo*, will, on examination, be found preceded by a similar expression in the letters of Mr. Roberts; and the manner in which the correspondence terminated, leaves no doubt on my mind that from sheer jealousy, he would be glad of any pretext whereby he could exclude my children from the Collegiate School, whose offence is rapid progress in any branch of study to which their attention is systematically directed.

Such was the documentary evidence brought forward by Mr. Roberts, and I apprehend that no impartial person will assert that it affords grounds for the injury that has been and is still being inflicted on my large family of young children. I cannot conceive why he should have produced the February correspondence, except on the supposition of a desire to create a sort of *prima facie* impression that it contained something in which he was right and I was wrong. Such, however, I maintain is far from being the case.

The letters No. 30 to 33, inclusive, were produced by me to rebut Mr. Roberts' statement and insinuations. They shew,

1st, The nature of my interference. (No. 30, p. 24.)

2nd, That Mr. Roberts had, on another occasion besides that stated in letter No. 18, enjoined secrecy on my sons. (No. 31, p. 25.)

3rd, That Mr. Roberts had made offensive remarks and reflections on me in the public School (No. 32, p. 26): and

4th, That Mr. Roberts' assertion of all credit having been withheld from the teachers, was false, and in its connexion exceedingly irritating.

Almost every one is disposed to be partial to his own case ; and it would be presumptuous in me to suppose that I am *altogether* free from that obliquity in the present instance. Nevertheless, it is truth that I do not perceive any justice in the modes of procedure which have been adopted in this case, or in the manner in which Mr. Roberts has been permitted to manage his part of it. I conceive the conduct observed towards myself and my family to be tyrannical and unjust, and such as to entitle me to relief at the earliest possible period. Submission on my part would be an extensive injury to my large family ; and so far as retarding, to a considerable extent, the elementary instruction of four or five of my children for nearly nine months, some portion of it is already irremediable. To silently endure the punishment inflicted, even if my conduct had been outrageous, would be a surrender of a valuable public and private right and duty, which, when discreetly used, will ever be attended with beneficial results, and when generally abandoned, will leave education in the public schools at the mercy of carelessness, accident, or deep design.

J. GREGORY.

FREDERICTON, *April* 19, 1850.

ERRATA.

PAGE 5, line 20.—For “suffer,” read “be punished.”

P. 12, l. 4.—For “all,” read “these.”

P. 15, l. 43.—For “their divergency,” read “the difference of their tendencies.”

P. 19, l. 1.—For “am disposed,” read “am not disposed.”

P. 19, l. 34.—Insert “I beg you not to act rashly.”

P. 24, l. 7.—For “according to our agreement,” read “agreeably to our understanding.”

P. 24, l. 14.—Insert “I beg to acknowledge his promotion in the Latin, for which he is, in my opinion, pretty well prepared, except, as with most others, in turning the tenses.”

P. 25, l. 20.—For “neither,” read “not.”

The first 43 pages of this print were submitted to Mr. Roberts for correction, preparatory to their being presented to the Legislature. Some of the corrections are noticed above, and there are others, such as “me,” for “myself,” “course,” for “system,” “of age,” for “old,” and “add,” for “say.” They are perfectly unimportant, and occur, with very few exceptions, in my own letters, which were necessarily printed from the drafts.

J. G.

