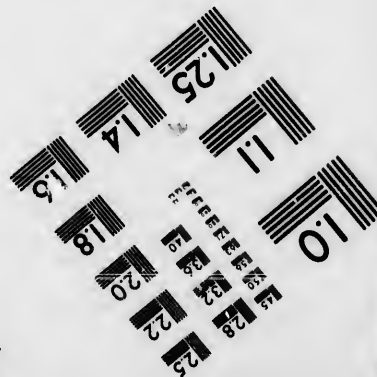
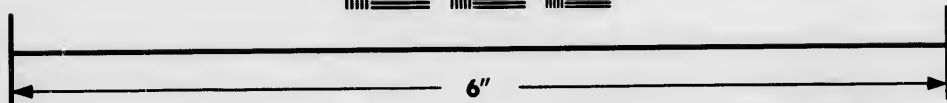
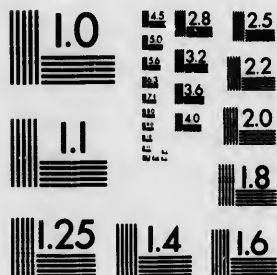


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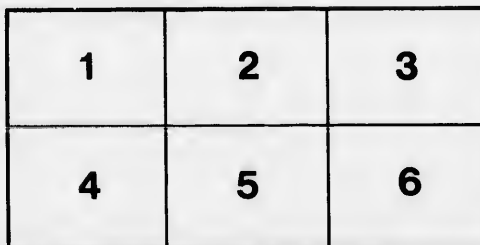
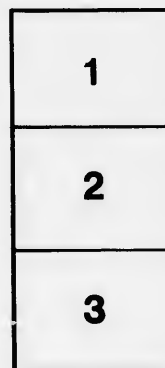
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DOCUMENTARY HISTORY  
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Education in Upper Canada,

FROM THE PASSING OF THE  
CONSTITUTIONAL ACT OF 1791  
TO THE  
CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION  
OF THE EDUCATION DEPARTMENT IN 1876

VOL. XIX., 1865-1867.

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

BY

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

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



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## PREFATORY NOTE TO THE NINETEENTH VOLUME.

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With the exception of having to deal somewhat decisively with the unexpected renewal of the Separate School Agitation in 1865, a large portion of this Volume is devoted to the subject of Grammar Schools. First, in giving an historical review of their establishment—in a somewhat special form—in 1806, (as a substitute for the Select Private Classical Schools of an earlier period. Secondly, in their slowly enlarged form by the legislation of 1819, also that of 1839, and, especially, by the legislation of 1853, and lastly, in the comprehensive form of the Grammar School Improvement Act of 1865.

The passage of this Act was preceded by an animated discussion at the County School Conventions, held by the Chief Superintendent of Education, as to the expediency, if not the absolute necessity of investing Municipal Councils, as in the case of Common Schools, with authority to levy a special rate for the maintenance of Grammar Schools,—for, up to this time, the support of Grammar Schools had to depend entirely upon the Grant from the Provincial Grammar School Fund and the fees derived from the attendance of pupils. In addition to the discussion at the County School Conventions on this subject, the Chief Superintendent availed himself of the ripe experience of successive Grammar School Inspectors, who not only had reported minutely on the condition of the Grammar Schools, but had also pointed out the serious defects in their local management, caused by temporary expedients, and by often ill-advised union with Common Schools, with a view to increase their income.

In addition to a greatly improved Grammar School Act, the Programme of Study was very much enlarged, so as to embrace in it a wider range of subjects than formerly, and to provide for a full course of a higher English and Classical Education.

The difficult subject of a wise and judicious selection of Text Books is dealt with in this Volume, not only as an abstract question, but also as to the proper authority by which these Text Books should be chosen,—whether by a public and disinterested Body, or by the Teachers themselves. In this special case, the discussion on the subject was intensified by an attack on the Council of Public Instruction, (which had selected the Text Books for the Schools in the Province) by certain Booksellers, who had canvassed Teachers in regard to Text Books published by themselves, and who presented, as a justification of their objection to certain approved Books, the commendation of these Teachers in favour of the rival Books, which they thus sought to have approved, in place of those on the official list.

Incidentally the subject of the anti-British character of United States Text Books in History and Geography is referred to in Chapter XII, and a British view of the subject is quoted.

Attacks having been frequently made on the Educational Depository of the Department, as an active agent in supplying the Schools of the Province with Library and Prize Books, Maps and Apparatus, the Chief Superintendent addressed a Circular to the Superintendents of Schools in the various States of the Union, and in the Maritime Provinces and Australia, asking their opinion on the scheme. In the Circular he detailed the means adopted by the Department in providing this supply of School Requisites. He also stated what were the various objections to this plan of supply, made by Canadian Booksellers. The replies received to this Circular are embodied in Chapter XIV.

An interesting feature of the Contents of this Volume is the Chapter devoted to the discussion of several pressing and practical questions, which occupied the attention of the County School Conventions,—chief among which, apart from that relating to Grammar Schools, was as to the substitution of Township Boards of School Trustees in place of the isolated and disjointed system of School Section Trustees. Quite a majority of the County Conventions were in favour of the Township Boards, in place of the School Section System.\* This Township Board System had, many years ago, been adopted in several of the older States in the adjoining Republic, in place of their parallel local "School District" system of School Trustees.

Another valuable change approved of by the County School Conventions was the appointment of County Boards of Public Instruction, composed of really competent persons, for the examination of, and granting Certificates of Qualification to, Common School Teachers.

The question of compelling Parents to see to the attendance of their children at School, under a penalty for not doing so, was adopted by nearly three-fourths of the County Conventions.

One of the most interesting discussions which took place in the Legislature in 1865, was that on the incorporation of the Principle of Separate Schools in Upper Canada and Dissident Schools in Lower Canada, in the Confederation Act, which it was proposed should be passed by the Imperial Parliament. I have given such of the speeches in the Legislature as dealt specifically with this subject, and also a copy of the Section of the proposed Imperial Act which as adopted almost unanimously by the Legislature on the subject.

The consideration of the desirability of the introduction of Military Drill in the Schools occupies a Chapter in this Volume, in which it is specifically shown by evidence of competent authorities that, as a School exercise, it is a valuable promoter of order, obedience and discipline among the Scholars.

\* By a curious coincidence this very subject of Township Boards of School Trustees, in place of the School Section system, was brought up by a member of a School Convention held in Toronto this year (1907). "Thus history repeats itself!"

Another means of promoting "Punctuality" at School, "Good Conduct," while there, "Diligence" at study, and "Perfect Recitation" of Lessons, which had been adopted by the Education Department, (as detailed in Chapter IX,) is the distribution among the Pupils of a four-fold series of "Merit Cards," with an appropriate motto on each card from the Bible, relating to these several excellent personal qualities.

A Chapter in the Volume is devoted to a comprehensive sketch of Education among the Indians in the Province, with a reference to their treatment by the British and United States Governments, suggested by a Letter from Bishop Potter.

In the latter part of the Volume will be found an account of a Tour in Europe by the Chief Superintendent of Education, made the more interesting from a number of personal Letters which he wrote to me from the various European Cities which he visited, in collecting information, as desired by the Government, in regard to the Systems of Education in each Country, and the provision made in each one for the education and care of Deaf and Dumb Children.

The proceedings of the various Churches, in regard to University matters are given in full, and also the proceedings and Reports of the Universities themselves. These, together with other appropriate Reports and Papers, will be found in this Volume.

J. GEORGE HODGINS,

Historiographer of the Education Department.

TORONTO, September, 1907.

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CHAPTER I.

CORRESPONDENCE ARISING OUT OF THE RENEWED AGITATION IN REGARD TO SEPARATE SCHOOLS, 1865.

I. DOCTOR RYERSON TO THE EDITOR OF *The Leader* NEWSPAPER, TORONTO.

A new agitation has been commenced in Upper Canada by a portion of the Roman Catholics in behalf of a new Separate School Law; and their Organ, the *Toronto Canadian Freeman*, of the 9th instant, contains a formal attack upon myself, and upon the administration of the Separate School Law, as well as upon the Law itself. I beg per mission, in your Columns, to reply to the attacks of *The Freeman*, and then to make some observations on this new agitation against the present Separate School Law, and for the enactment of a new one.

*The Freeman* has been some time engaged in his favourite work of attack against all free Institutions,—encouraged thereto by extravagant pretensions of certain Protestants in Montreal, excited chiefly by *The Witness* newspaper of that City, in regard to the School System in Lower Canada, and, no doubt, much animated by a recent Encyclical Letter from Rome against free Government and modern civilization.\*

The Editorial article of *The Freeman* is headed—"The Separate School Act of 1863;" and the pretext for his attack upon that Act, as well as upon myself, is an occurrence in the Town of Oakville, in which the Municipal Council has refused to allow the Separate School to share in the annual interest of Moneys accruing to that Town from the sales of the Clergy Reserves, called the "Municipalities Fund," and which the Council of Oakville had, by a By-law, passed in 1857, appropriated to Common School Education. At that time there was no Separate School in Oakville. The 20th Section of the Separate School Act of 1863, which came into force in January, 1864, provides that,—

"Every Separate School shall be entitled to share in the Fund annually granted by the Legislature of the Province for the support of Common Schools, and shall be entitled to a share in all other public Grants, Investments, and Allotments for Common School purposes now made, or hereafter to be made, by the Province or Municipal Authorities, according to the average number of Pupils attending each School."

The 21st Section of the Act of 1863 provides,—"Nothing herein contained shall entitle any such Separate School within any City, Town, Incorporated Village, or Township, to any portion of School moneys arising, or accruing from local Assessments for Common School purposes within the City, Town, Village, or Township, or the County, or union of Counties, within which the City, Town, Village, or Township, is situate." Yet, complaining demands and appeals have been made by the Supporters of the Separate School for a share in that very Municipal Assessment, from the paying of a farthing to which the 14th Section of the Act of 1863 exempts every Separate School Supporter.

Now, in the Town of Oakville, the Reverend Jeremiah Ryan, Roman Catholic Priest, addressed a Letter in October last, to the Mayor and Council of Oakville, in behalf of the Separate School, claiming a share in the annual proceeds of the Clergy Reserve Municipalities Fund, above referred to. The Council referred the application to a Select Committee, which reported against the application, upon the alleged ground that the Committee conceived the Separate School Act of 1863 did not apply to that Fund.

At this point, and without a single step further to test and review the claim made by Mr. Ryan in behalf of the Separate School, *The Freeman* makes an attack of a column and half upon the Separate School Law and my administration of it!—Yet, having the simplicity and effrontery to conclude such an attack with the following proposal:—

\* For information on this matter, see details in this Chapter on Correspondence arising out of the "New Agitation in Regard to Separate Schools."

In order to test the legality of the Council's proceedings, we would strongly recommend the Trustees of the Separate School in question to enter a suit for the recovery of their claim. We would also suggest that application be made to Doctor Ryerson, to whom power is granted by the Act of 1863 to see that justice will be done to the Separate School at Oakville, and that the just rights of Catholics, in connection with the distribution of the Clergy Reserve and other Funds appropriated for Educational purposes be protected.

Thus, according to *The Freeman's* own words no steps had been taken to test the law of the question, or to appeal to me, when he makes his attack upon the Law and upon me for my partial administration of it,—showing already that his object was agitation for a new law, or rather for the destruction of the Public School System of Upper Canada, (which he has always avowed), and not the fair testing and operation of the present Separate School Law. As well might every creditor, or pretended creditor, exclaim against the law of creditor and debtor, because he could not seize his debtor by the throat, and make him pay anything demanded of him, without the process of trial before a Court of Law. *The Freeman's* attack is an apt illustration of the dogma that the State should be subject to the Church, and that not even a civil law process should stand between the Church and any of its demands, in the persons of its Ecclesiastical Representatives.

*The Freeman* alleges that partiality has been shown in the distribution of the Legislative School Grant between the Common and Separate Schools in Oakville.

Before noticing the misstatements in the figures and imputations in *The Freeman's* statement, I remark three things: 1. That, in only one of the Cities of Upper Canada, and in only a few of the Towns, is there any union between the Grammar and Common Schools,—although there are Separate Schools in all of them; and, in nearly every case, where a union between the Grammar and Common Schools has taken place, it was formed before any Separate School existed in the Municipality. So that *The Freeman's* statement and insinuations on that ground is as untruthful as it is malicious. 2. That, where the union does take place, between the Boards of Trustees, the Schools are required by law to be kept separate; and although the Head Master oversees both Departments, yet at least one legally qualified Teacher is required in the Common School Department. In Oakville itself, there are three Common School Teachers in the union School, irrespective of the Head Master. The insinuation of *The Freeman* to the contrary is, therefore, itself contrary to fact. 3. That, where a union has been formed between the Grammar and Common School Boards, it has been formed to procure adequate means by local assessment to provide accommodation and support for the Grammar School, which the Grammar School Trustees alone have not the means of doing; and it makes not the slightest difference, whether the Grammar and Common Schools are kept in the same Building, or apart, as to the return of Pupils attending each School,—the Grammar School Fund being distributed among the Grammar Schools according to average attendance, the same as the Legislative School Grant is distributed between the Common and Separate Schools according to average attendance. Distinct and separate forms are provided, and separate reports are required from the Grammar and Common Schools, whether under the management of an united Board, or under separate Boards of Trustees. The statement, therefore, of *The Freeman*, that the attendance of Grammar School Pupils added to that of the Common School pupils increases the Apportionment of the Legislative School Grant to the latter, at the expense of the Separate School, is as utterly untrue as it is unjust.

*The Freeman* represents that the apportionment to the Common Schools, includes the Grant to the Grammar School; whereas the Grammar School Fund is wholly distinct from the Common School Fund, which is set apart by law for the promotion of classical education, and is equally available for all classes who desire more than a Common School education.

*The Freeman* alleges the number of Pupils attending the Oakville Separate School as 120, and that the School "received from the public Funds in 1862 the munificent sum

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of \$48." Now, in apportioning the Legislative School Grant, I have nothing to do with the real, or pretended, aggregate attendance of Pupils, many of whom, whose names are placed on the School Register, may attend but a few days, or a week, in a year; I have to do with the average attendance of Pupils throughout the whole of each half year. *The Freeman* says, the Common School average is,—

Greatly increased by the employment of different figures to those allowed to Separate Schools for the same purpose. Thus, in Oakville, the divisor used in the united Grammar and Common School was 114, whereas that appointed for the Separate School was 128.

Now, this statement of *The Freeman's* is not only untrue, but the very reverse of truth, as I will presently show. Where a Grammar and Common School Board form a union, the Grammar School Regulations obtain in their Common School as to Holidays and Vacations; so that there are not so many teaching days in a half year in the Common School Department of such union, as in other Common Schools. When I received the Reports from the Trustees of the Oakville Common and Separate Schools, it was observed that a different divisor had been employed to ascertain the average attendance of Pupils in the Common School from that employed to ascertain that average attendance of Pupils of the Separate School; but instead of increasing the divisor for the Separate School, as most falsely stated by *The Freeman*, it was actually reduced in this Department, as may be seen by any person who desires to examine the original Reports and Records still preserved in the Department; so that precisely the same divisor was used in ascertaining the average attendance of Pupils in both the Common and Separate Schools of Oakville.

Now, to show the utter recklessness in *The Freeman's* statement, as to the comparative distribution to the Oakville Schools in 1862, 1863,—(his only statistical illustration of his general statements and imputations,)—I will state, from my official Report and the Records of my Office what the distribution actually was, and the basis of it. The distribution of any one year is, of course, based on the returns of the preceding year, in order that there may be time to examine into the average of any imperfect, or doubtful, returns. The average attendance at the Common School in Oakville in 1861, (in which three legally qualified Teachers are employed, besides the Grammar School Head Master), was 128, the average attendance of the Separate School, (in which but one Teacher is employed), was 52. The whole amount apportioned to the Oakville Schools in 1862 was \$166; to the Common School, \$118,—to the Separate School, \$48. The divisor for obtaining the average was 116 for the first half of the year, and 95 for the second half year,—which was the number of legal teaching days in 1861.

Singularly, in 1862, the averages were 135 and 55 respectively, and the apportionment for 1863, based on these averages, was \$118 for the Common School, and \$48 for the Separate School, the rate being 88 cents per Pupil, and the divisor, (or teaching days), 119 for the first half year, and 94 for the second half year. In like manner, I may add that in 1863, the averages were 122 and 48; the amount apportioned in 1864, was \$174—at the rate of \$1.02½ per Pupil; the divisors were 115 for the first half year, and 96 for the second half year; and the amount distributed to the Common and Separate Schools respectively was \$128 and \$49.

Now let any person compare these statistics, taken from the official Reports and Records of my Department, with the statements and imputations of *The Freeman* in the above extract, and he can then judge of the fabrications resorted to, in order to get up an agitation against the Education Department and Separate School Law of Upper Canada. From these special misstatements, *The Freeman* proceeds to general insinuations and assertions. He says,—

In the apportionment of the Legislative Grant, what rule does the Department of Education follow? Nobody knows save the initiated. It would seem that the oft talked of rule of contraries is the one in operation; for we find very often that, the more Pupils a Separate School has, the less proportionately public money it gets, when compared with the Common Schools, and more you try to solve this paradox, the deeper you become involved in difficulty.

In reply, I remark, that the law itself prescribes the rule of apportioning the Legislative Grant; and I have shown above how it has been applied in apportioning that Grant to the Common and Separate Schools of Oakville during the last three years; so that there has not been, and cannot be, either mystery, or concealment, in the matter. And I challenge *The Freeman* and his abettors to adduce a single instance in all Upper Canada of what he calls "the rule of contraries" being acted upon in the distribution of the Legislative Grant, or a single instance of what he says:—

We find very often that the more Pupils a Separate School has the less proportionately public money it gets, when compared with the Common Schools.

I defy any party to adduce an example of the kind. I brand the statement as utterly untrue and flagitious,—designed to excite dissatisfaction and hostility, without the shadow of justice, or reason. Nay, were I to pursue the subject, I could adduce cases in which I have, by liberally viewing the spirit and intentions of the Law, apportioned and paid hundreds of dollars in aid of Separate Schools, of every farthing of which I could have deprived them, had I been disposed to act upon the strict letter of the Law, in consequence of defective and irregular proceedings, and the event of minimum attendance mentioned in the Separate School Law of both Upper and Lower Canada. I could also show, that I have received more complaints from Protestants of partial and hard treatment to their Children, where the Trustees and Teachers and a majority of the Schools of the School Section are Roman Catholics, than I have from Roman Catholics on the account of similar treatment on the part of Protestants in like circumstances. This very week, a case has been presented to me of peculiar hardship. In a union School Section, composed of parts of two Townships, the Trustees, Teacher, and the majority of the Electors are Roman Catholics, the Protestants complain that every thing is done to their disadvantage in the Ceremonies, Teaching and Exercises of the School; but because there are not twelve Protestant heads of Families in each part, (or Township,) of the Section, (although there are many more than that in the whole of the Section,) and, because the Separate School Law for Protestants does not provide for a union Protestant Separate School unless there are twelve heads of Families in one School Section, or one Township, apply for it, they are not allowed to establish one. Such a case, on the part of the Roman Catholics in any Section, would cause a fearful hue and cry about Protestant bigotry and persecution.

I will now turn to *The Freeman's* attack in regard to the non-payment of a share of the proceeds of the Clergy Reserve Fund demanded from the Municipality of Oakville by the Trustees of the Separate School. It would appear from the statement of *The Freeman* himself, quoted at the beginning of this Letter, that no application had been made to a Court of Law, or to me, on the subject before this public attack. But the statement of *The Freeman* is not true, as far as I am concerned; for the Reverend Jeremiah Ryan, as Chairman of the Separate School Trustees of Oakville, applied to me on the subject some months ago. A Letter from him, dated the 28th of September, contains the following Paragraphs:—

I have spoken several times during the last few months to some Members of the Municipality of this Town in reference to our apportionment of the Clergy Reserve Fund, etcetera, which the Municipality of this Town receives and applies to Common School purposes, and of which the Separate School here is allowed its apportionment in accordance with the 20th Section of Separate School Act of 1863. Endorsed is an information I received this morning from Mr. C. H. Moore, Justice of the Peace, and Member of the Council of said Municipality.

I rely entirely on your sense of justice to see that our Separate School here will receive the benefit of the Law, and that you will direct me how I may receive what the 20th Section, above quoted, allows, for the Trustees are now in need of it for the payment of the Teacher. J. Ryan, C. Paxton, Chairman of the Board of Roman Catholic Separate School Trustees of this Town.

I replied to the Reverend Mr. Ryan, in a Letter, dated the 3rd of October, in which I expressed myself as follows:—

The Clergy Reserve Fund being a Municipal Fund, I have no control over it, and nothing to do with it. I have only to do with moneys granted by the Legislature in

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aid of the Schools. It will be proper for you to address the Municipal Council of the Town for your share of the annual proceeds of the Clergy Reserve Fund set apart for School purposes, and to sue the Municipality, of the payment of your legal claim be refused.

In my reply I was mistaken in one respect, having forgotten that the 27th Section of the Separate School Act makes me Arbitrator on all disputes between Separate School Trustees and Municipalities.

From *The Freeman* it appears that five days after my reply to Mr. Ryan was written, the 9th of October, he applied to the Municipal Council, as I had suggested. The Council referred his application to a Select Committee. In ten days that Committee reported adverse to the application, on the ground that they conceived the case did not come within the provisions of the Separate School Law of 1863, referred to. What then does Mr. Ryan do? Does he forthwith sue the Municipality, as I had advised, and as *The Freeman* himself this very week suggests, to obtain the money that he said to me in his Letter of last September his Trustees so much needed to pay their Teacher? No, he allows more than three months to pass away, without any further application to the Oakville Town Council, or to a Court of Law, or to me on the subject, and the first thing the public hear is the threefold attack in *The Freeman* upon the Separate School Law, the Town Council of Oakville and myself!

But this is not all that Mr. Ryan did. He called upon me on the subject on the first, or second, of this Month, and placed in my hands copies of the Report of the Select Committee and By-law of the Oakville Town Council for 1857 on the question in dispute, and invoked my decision as authorized by the 27th Section of the Separate School Act of 1863. At my suggestion, he prepared a Letter to me, dated the 2nd instant, enclosing these documents. I expressed to Mr. Ryan my opinion without reserve in favour of the claim of the Separate School Trustees, and, on the 6th instant, wrote an official Letter to him to that effect, and commenting adversely upon the report of the Select Committee of the Municipal Council, referred to, and suggesting again the suing of the Municipality of Oakville, as I had done on the 3rd of last October. At his request, I likewise allowed Mr. Ryan the use of the documents he had placed in my hands, in order that copies might be made of them for insertion in *The Freeman*. Then, a week after Mr. Ryan's interview with me, and the expression of my judgment on the matter, and three days after my official Letter to him in support of his claims was written, *The Freeman* comes out with this furious attack with the very documents and materials furnished to it by Mr. Ryan himself!

But there is yet a still darker shade to this already dark picture of unfairness, if not something worse. I was in ignorance of two elements of the case, as submitted to me. First, I was not made aware that the principal of the Clergy Reserve money in dispute had been borrowed by the Oakville Town Council, on its own Debentures, and had been expended for the general purposes of the Town, in the benefit of which the Supporters of the Separate School shared equally with all other classes in the Municipality. Secondly, that the Supporters of the Separate School were expressly exempted from the Rates imposed to pay the interest on these sums of money thus expended. In view of the two important facts, it must be admitted that there was reason on the part of the Oakville Town Council to doubt the legality, or equity, of the claim made upon them, and that they were at least entitled to have the question considered and decided upon by lawful authority, before paying the money demanded.

But what will be still more surprising to the reader is, that, if the question has not been settled, and the money demanded paid, the fault has not been with the Oakville Town Council, but with Mr. Ryan himself. A copy of my Letter of the 8th instant to Mr. Ryan, I enclosed to Mr. G. R. Chisholm of Oakville, formerly Member of Parliament, the Chairman of the Select Committee on Mr. Ryan's application, and whom I supposed to be the Head of the Oakville Town Council. I have this day received a reply from Mr. Chisholm, dated the 8th instant, enclosing me copies of Documents not



previously furnished me, although stated by Mr. Chisholm to have been furnished to Mr. Ryan. Mr. Chisholm in his Letter says,—

The Council are far from intending any injustice towards the Separate Schools, and the Reverend Mr. Ryan has been informed that they were prepared to pay over the money when justified in doing so; and any delay that had occurred was caused by his not making the application to you sooner.

The Committee were of opinion, as stated in the Report, that the Supporters of the Separate School, not having been taxed for the amount they were not entitled to receive a portion of it, and that their exemption from taxation removed it from the grant specified in the Act of Parliament. If they have made an error, I beg to assure you that they will at once correct it, on your final decision being made known.

The sentiments and spirit of Mr. Chisholm's Letter may well be placed in contrast with the attacks upon him and the Oakville Town Council by *The Freeman*. It would appear incredible were it not undeniable, that after the facts, as above stated by Mr. Chisholm, Mr. Ryan should delay and pursue the course he has done, and such attacks should appear in the columns of *The Freeman*. The facts would seem to warrant the inference,— as unaccountable as it may appear,—that the object has not been to settle amicably and at once a question of doubt, or difference, but to get up a case at a particular juncture for agitation against the Separate School Law and the Education Department.

I should not have noticed the statements of *The Freeman* at this length, were it not a paper officially recommended by the Authorities of the Roman Catholic Church to their people, and made the vehicle of all their official announcements.

I will reserve for another Letter my remarks on the attacks upon the Separate School Law, and the agitation that is attempted to be got up on the subject. I will only add here, that, if parties in 1865 are determined to renew the Separate School agitation of 1855, they will be met as they were then, but probably with very different results, and certainly with a large accumulation of facts and arguments, in addition to their own breach of good faith and violation of solemn pledges.

TORONTO, February 10th, 1865.

EGERTON RYERSON.

## II. DOCTOR RYERSON TO THE EDITOR OF THE KINGSTON CHRONICLE AND NEWS.

You have published in your Newspaper the Speech delivered by Mr. Recorder O'Reilly, at a Meeting of the Roman Catholics of Kingston, held on the 2nd instant, on the Separate School Question. That Speech contains various erroneous statements respecting the provisions of the Separate School Act of 1863. I herewith transmit you a copy of a small Pamphlet entitled "Remarks on the New Separate School Agitation."\* If you do not think it worth while to lay before your Readers the whole of the Pamphlet, I trust you will, in all fairness, insert the part, (5 pages,) of it, which contains a refutation of Mr. O'Reilly's statements.

TORONTO, February 27th, 1865.

EGERTON RYERSON.

## III. DOCTOR RYERSON TO THE EDITOR OF THE BRITISH WHIG NEWSPAPER, KINGSTON.

To Mr. Recorder O'Reilly's Letter of three columns in the *British Whig* of the 14th instant, I desire to make a reply of three paragraphs.

1. Mr. O'Reilly made a Speech at Kingston, seeking to prove that the Scott Separate School Act of 1863 is less liberal than the Act which it repealed, (namely the Taché Separate School Act of 1855,) and was, therefore, "a sham and a fraud." I showed that his every statement was untrue, absolutely and relatively. In justification of his statements, he now says, (to the length of nearly two columns in your Newspaper), that the Separate School Act of 1863 is not as liberal as the Separate School Law passed before 1855. He now keeps out of sight altogether the Taché Separate School Act of 1855, (which was in operation until the passing of Mr. R. W. Scott's Bill of 1863,) which

\* This Pamphlet is published in Chapter XLVI. of the preceding Volume

was prepared, not by me, but by the Roman Catholic Attorney General, (Drummond,) of Lower Canada, by the desire of the Authorities of the Roman Catholic Church, and which repealed the Separate School provisions of the law that I had prepared in 1850 and 1853, and which Mr. O'Reilly says were so liberal! It is only by thus presenting and misrepresenting the whole question that Mr. O'Reilly gets even a pretext on which to justify misrepresentations of the law, which are unworthy of his profession. The very object of the Separate School Act of 1863 was to restore to the Supporters of Separate Schools the rights they enjoyed under the Separate School provisions of the Law before 1855, against which a causeless, but violent, agitation was promoted by Bishop de Charbounely and others, that resulted in the passing of their own (Scott) Act of 1863.

2. Mr. O'Reilly says,—

At present Roman Catholics have no right to make an application to Municipal Councils to define their School limits, and Municipal Councils have been deprived of the power to allow them to unite, as formerly.

The possession of that very power by the Municipal Councils was a subject of objection and loud agitation against the Law, as it existed before 1855, and the repeal of which was demanded by the Separate School Agitators of that time. It was repealed; and now Mr. O'Reilly makes that repeal a grievance. But he does more. His statement conveys the impression that there is no power now to unite two Separate School Sections, because Municipal Councils cannot do it, whereas the present Separate School Act invests that power, (as I have shown in my Pamphlet on the New Separate School Agitation,) in the Separate School Supporters themselves, without applying to any Municipal Council at all!

3. Finally, Mr. O'Reilly represents me as denying to Protestants individual rights, which I advocate in regard to Roman Catholics. When Protestants complain of me on this ground, it will be time enough for me to answer. But Mr. O'Reilly ought to know that the law has for years made provision for Protestant Separate Schools also, and that Roman Catholics can no more be recognized as Supporters of Protestant Separate Schools, than can Protestants be recognized as Supporters of Roman Catholic Separate Schools.

In conclusion, I may remark that no one can reasonably blame Roman Catholics in Upper Canada for desiring any privileges granted to Protestants in Lower Canada, other things being equal; but that is a very different thing from a crusade agitation against the Separate School Act of 1863, and the denunciations of it by Mr. O'Reilly as "a sham and a fraud."

TORONTO, March 18th, 1865.

EGERTON RYERSON.

#### IV. DOCTOR RYERSON TO THE EDITOR OF THE GLOBE NEWSPAPER.

On my return from a recent visit to Quebec, *The Globe* of the 6th instant, was shown me; but my engagements have since been such, that I have been prevented from offering an explanatory remark on allusions which you have made in your observations on my Pamphlet in regard to the "New Separate School Agitation."

It is a mistake to suppose that I ever advocated Separate Schools, because I advocated the continuance of the Separate School Law. On the contrary, at the very time I advocated the continuance of the Separate School Law, I stated how, in different respects, Separate Schools were a misfortune to those who established them. But I maintained that the experience of the Supporters of those Schools would alone convince them of the injury they were thereby inflicting upon themselves and their Children, and would thus lead to the abandonment of them; that attempting to legislate for the abolition of those Schools would increase the agitation for them,—would be loudly complained of as a wrong, and would create the impression, zealously sought to be made, that there was some great advantage in them, which Protestants feared; and that the most effectual means of accomplishing the peaceful and ultimate discontinuance of Separate Schools would be to afford every facility consistent with civil, Municipal and



individual rights for their operations, and then let the Supporters of them see and feel for themselves that, in the very nature and circumstances of Canadian society and Canadian Institutions, such Schools were both needless, and an irreparable injury to all connected with them. And on these grounds many who are opposed to Separate Schools at all, cannot only consistently vote for the continuance of the Separate School Law, but by protecting it by an article in the Constitution of the proposed Confederation of the Provinces.

Since commencing this Note, I have observed in this Morning's *Globe* your remarks on a Letter which had appeared in *The Globe* of the 15th instant, from the Vicar General Macdonnell of Kingston, and Vicar General Cazeau of Quebec. I had not before seen their Letter. I thank you for your reply to it. As far as I am concerned I need add nothing to what you have so well said; but, as I am the party chiefly referred to, it may serve to settle more fully the matter in dispute, and strengthen the arguments you have adduced, if I note a few things in connexion with the affair. I will first note what has not been disputed. 1. It is not disputed that I was opposed to Mr. R. W. Scott's Bill, as introduced by him, on the grounds which I have stated. 2. That Mr. Scott removed my opposition to the Bill itself by removing what I objected to. 3. That he took steps to remove the two-fold objection to his proceeding with his Bill, by getting the assurance of the Authorities of his Church that the Bill would be accepted as an end of the Separate School agitation, and the assent of the Government to the passing of the Bill.

These facts are not disputed. The question then arises what object could have been proposed by Mr. Scott's asking me to meet Vicar General Cazeau and Macdonnell in the Parliamentary Library? It could not have been for me to meet them as individuals, for it was not a fig's importance, or interest, to me whether they, as individuals, accepted the Bill, or not. Nor could I have consented for a moment to meet any Lower Canada Priest, (however respectable, or whatever his position,) as a private individual on the subject; for I privately and openly denied the right of any individuals of Lower Canada to interfere with such a question in Upper Canada. Besides, I knew nothing of Mr. Cazeau, or his relations to the Archbishop of Quebec. I had never seen him; I only met him in the capacity in which he was named to me by Mr. Scott, as the Archbishop of Quebec's Secretary and Representative, as Vicar General Macdonnell was mentioned as the Representative of the Roman Catholic Bishops of Upper Canada. The very proposal for me to meet them in any other capacity would have been absurd. Whether Mr. Scott defined their position and relations accurately or not, in his request to me to meet them, I have no means of knowing. But I have no doubt of it; and in no other than in their official capacity could I have met them on such a subject.

The next question is, what object could there have been in the interview at all except to satisfy me, and, through me, others, that the Bill would be accepted by the Authorities of the Roman Catholic Church, as a final settlement of the Separate School agitation? My objection to legislating at all on the subject was that it would only be the starting point and pretext of another Separate School agitation, as there was no more assurance of the Bill being accepted by the Authorities of the Roman Catholic Church as a final settlement of the question than of the Taché Act of 1855. It was to furnish that very assurance that Mr. Scott desired me to meet Messieurs Cazeau and Macdonnell. That was the sole object and reason for the interview, as it was not to discuss any clauses of the Bill; nor was there any discussion of them. And whatever terms were employed, and whatever understanding was come to, must have been employed and understood in harmony with the sole object and reason of the interview.

As to the terms of the statements made by Messieurs Cazeau and Macdonnell you have so thoroughly analyzed them that I need not say anything more on the subject. I will only add two remarks.

The first is, that if Messieurs Cazeau and Macdonnell had caused it to be understood that the passing of the Bill was not to finally settle the question of Separate

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School agitation, but was, (as they now state in their Letter,) "merely accepted as an instalment of what they believed the Roman Catholics of Upper Canada were justly entitled to," I venture to say, without fear of contradiction, that not only would I not have been a consenting party to it, but that neither the Government, nor five Upper Canada Members of the Legislature would have entertained it for a moment.

My next remark is, that not only did the Honourable T. D. McGee accept it as a final Measure, and the Members of the Legislature so considered it, but the Roman Catholic Bishop of Toronto has, in his Letter in *The Globe*, of the 2nd instant, declared that it was so accepted, thus furnishing complete refutation of all statements to the contrary, and conclusive evidence of the accuracy of what I have stated. His Lordship says it was accepted as "final, so long as the position of the two Provinces remained unchanged."\*

TORONTO, March 18th, 1865.

EGERTON RYERSON.

#### V. APPOINTMENT OF THE REVEREND G. P. YOUNG AS INSPECTOR OF SEPARATE SCHOOLS.

I hereby appoint and authorize you to visit and inspect the Roman Catholic Separate Schools in Upper Canada, as authorized by the 26th Section of the Separate School Act of 1863, which provides that,—

The Roman Catholic Separate Schools, (with their Registers,) shall be subject to such inspection as may be directed, from time to time, by the Chief Superintendent of Education, and shall be subject also to such Regulations as may be imposed, from time to time, by the Council of Public Instruction for Upper Canada.

\* the Honourable T. D. McGee, on behalf of the promoters of the Scott Separate School Bill of 1863, referring to Mr. George Brown's statement that the condition in the Confederation Scheme, affecting the Separate Schools of Upper Canada, would be "doubtly acceptable" to the Authors of that Bill, replied on the next day, as follows:—  
I will merely add, in relation to an observation of my friend, (Honourable George Brown) last night, on the subject of Catholic Separate Schools in Upper Canada, that I had accepted, for my own part, as a finality, the amended Separate School Act of 1863. I did so, for it granted all the Petitioners asked, and I think they ought to be satisfied. I will be no party to the reopening of the question. . . . (*Parliamentary Debates on the subject of the Confederation of the British North American Provinces, pages 95 and 114, Quebec, 1865.*)

The *Globe* newspaper, having assumed that the *Canadian Freeman*, a Roman Catholic newspaper, was the organ of Bishop Lynch, in saying that the Separate School Bill of 1863 was "an insult to the Roman Catholics of Upper Canada," the Bishop caused his Secretary to write the following Letter to *The Globe*:—

His Lordship wishes it to be understood that he has no official opinion. He wishes me also to state, that as far as he knows the sentiments of his Right Reverend brethren, the Catholic Bishops of Upper Canada, and of the Catholics generally, they are quite satisfied with Mr. Scott's Separate School Bill.\*

TORONTO, 20th March, 1865.

GEORGE NORTHGRAVES.

\* On the 2nd of March, 1865, Bishop Lynch wrote as follows to *The Globe*:—When earnestly pressed to quote (the Separate School Bill of 1863 as a finality, I studiously avoided the term. . . . I said I was content [if quite satisfied] were the words used, see above], with the Bill, as were also my Brethren in the Episcopacy, as far as I knew their sentiments. . . . I, therefore, rejoice that I did not use the word "finality," which even, had I used it, could certainly not be interpreted "final" under any and all circumstances, but final so long as the position of the two Provinces remained unchanged.

TORONTO, 2nd of March, 1865.

+ JOHN JOSEPH LYNCH, Bishop of Toronto.

† After the publication of the foregoing Letter of the Reverend Doctor Ryerson of the 18th March, 1865, (in reply to that of Vicars-General Cazeau and Macdonnell) in which Doctor Ryerson quoted the Bishop's words, Bishop Lynch wrote a second Letter to *The Globe*, (on the 22nd of that month) in which he said:—

"In the first part [of the sentence quoted by Doctor Ryerson in his Letter of the 18th of March, 1865,] I deny that I used the word 'final.' In the second part, I defined the meaning which should attach itself to the term, had it been used by me."

What the Bishop did say in the "second part" was "but final so long as the position of the Provinces remained unchanged." These were the exact words quoted by Doctor Ryerson.

Doctor Ryerson, in referring to this Letter, closed his narrative of 1865 on this subject as follows:—

I have become accustomed to respect the Right Reverend Doctor Lynch, like the late lamented Bishop Power, as a just and honourable man, and I have hoped to be able in future years, as I have the last two years, to act cordially with him in all School matters. I have not yet heard that his Lordship or any Roman Catholic Prelate in Upper Canada, has authorized this new agitation; and I shall be much surprised and disappointed to learn that such has been the case in any Instance.

In the year 1866, Doctor Ryerson, in a Letter to the Provincial Secretary, of the 4th of August, 1866, again referred to the binding character of these Conferences with the two Vicars-General and Mr. R. W. Scott as follows:—  
I refused even to consult with Mr. Scott in regard to his Separate School Bill of 1863, much less to be a party to its passing into an Act, except on two conditions:—

First. That what we agreed upon should be accepted by the Authorities of his Church, as a final settlement of the Separate School question in Upper Canada.

Secondly. That it should have the sanction and responsibility of the Government for its passing.

The manner in which the authorized Representatives of the Roman Catholic Church met Mr. Scott and me in the Parliamentary Library, at Quebec, and in which a duplicate copy of the Bill agreed upon was made out,—one for each party—and in which both parties waited upon the Head of the Ministry, and presented the Bill, as thus agreed upon to settle the question in Upper Canada, is well known, and was shortly afterwards published.

Nothing can be more dishonourable and truthless, than for either party now to deny that settlement of the question, and seek to subvert it.

TORONTO, 4th of August, 1866.

EGERTON RYERSON.

The Regulations in regard to Separate Schools are the same as those in regard to Common Schools; and I desire you to visit the Separate Schools, (in the course of your half-yearly tours of inspection of the Grammar Schools,) and also, as far as you may think necessary, what the law requires local Superintendents to do in visiting Common Schools, namely, to examine the state and condition of each School, the progress of the Pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the Registers, the average attendance of Pupils, and the character and condition of the Building and premises, and to report the result of your inspection to this Department.

TORONTO, April 28th, 1865.

EGERSON RYERSON.

V. MR. YOUNG'S REPORT ON HIS INSPECTION OF THE SEPARATE SCHOOL AT KINGSTON.

I think it right to inform you, that, having this day, visited the Roman Catholic Separate School in Kingston, commonly called the Schools of the Christian Brothers, I was refused a sight of the School Register.

I showed the Teacher your Letter, authorizing me to inspect the Register, but he said that he had instructions not to show the Register to any one, without the authority of the Bishop.

On my pressing my claim, he asked me to return in about an hour. This, however, I declined to do.

He then went out, as if for the purpose of bringing the Register, but returned after a few minutes, and again told me that he had express instructions not to show the Register to anyone, without the permission of the Bishop. In these circumstances I left the School.

Should you wish additional information on the subject of this Letter, a Communication, addressed to the Belleville Post Office, will reach me on this day week, Friday, the 20th October. After that, I proceed to Toronto.

KINGSTON, 13th October, 1865. GEORGE PAXTON YOUNG, Inspector of Separate Schools.

VI. DOCTOR RYERSON TO THE CHAIRMAN OF THE BOARD OF ROMAN CATHOLIC SEPARATE SCHOOL TRUSTEES, KINGSTON.

I have received a Letter from the Inspector of Roman Catholic Separate Schools, dated, "Kingston, 13th October, 1865," in which he says,—

I think it right to inform you that, having this day visited the Roman Catholic School in Kingston, commonly called the Christian Brothers, I was refused a sight of the School Register. I showed the Trustees your Letter, authorizing me to inspect the Register, but he said he had instructions not to show the Register to anyone without authority of the Bishop. On my pressing my claim he asked me to return in about an hour. This, however, I declined to do.

He then went out, as if for the purpose of bringing the Register; but returned after a few minutes, and again told me that he had express instructions not to show the Register to any one without the permission of the Bishop.

I deeply regret the occurrence, the first of the kind in Upper Canada. On the contrary, the Reverend G. P. Young, the Inspector, has told me that at Hamilton and other places he had been received by the Authorities of the Separate School with the utmost courtesy, had had every facility he could desire to inspect the Registers, etcetera, and had even been invited to examine the Schools, which he had proposed to do, but which he was compelled to decline, while of their teaching and efficiency, he expressed a most favourable opinion.

As the law requires me to make and pay the apportionment of the Legislative Grant to Separate Schools, it is my duty and right to see whether the data on which I make and pay such apportionment are perfectly prepared and are reliable. This can only be done by having the Register of Separate Schools examined by a duly appointed Officer.

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The 26th Section of the Separate School Act of 1863 expressly provides that,—

The Roman Catholic Separate School, (with their Registers,) shall be subject to such inspection as may be directed, from time to time, by the Chief Superintendent of Education, and shall be subject also to such Regulations as may be imposed, from time to time, by the Council of Public Instruction for Upper Canada.

No dignitary, or Ecclesiastic, whether Roman Catholic, or Protestant, can, with impunity, set the Law of the Land at defiance, and I believe the Roman Catholic Bishop of Kingston is one of the last men in Canada who would attempt, or wish to do so. But it is clear that the Teachers of the Roman Catholic Separate School in question has violated the Separate School Law, in refusing to allow the Inspector to examine the Register of his School. It will, therefore, by my duty to withhold any further payment of the Legislative Grant in support of said School, until the Register of said School is placed at the disposal of the Inspector for examination, and he be duly informed of it.

TORONTO, October 16th, 1865.

EGERTON RYERSON.

#### VII. THE RIGHT REVEREND BISHOP HORAN TO DOCTOR RYERSON.\*

I regret to find that the Director of the Brothers' School, in acting, as he thought, conformably to instructions, refused to show the School Registers to the Person appointed by you to inspect them.

When the last amendment was made to the Separate School Act, the Trustees here in Kingston appointed a Local Superintendent, and I mentioned to Brother Arnold that he was the only Person who had a right to exact the production of the School Registers. In speaking thus I had in my mind the Local Superintendent, and never intended to deny the right which the Chief Superintendent has to appoint a person to inspect the Registers.

I am sorry that there was any misunderstanding on the subject; and, if I am in any way to blame, I trust that you will accept my apology.

If the Gentleman, who acted as Inspector, had called on any of the Trustees, I feel confident that nothing unpleasant would have occurred.

Your Letter would have received an earlier answer, but I returned home only yesterday evening from my visit to the Missions in the Diocese.

KINGSTON, 24th of October, 1865.

†E. J. HORAN, Bishop of Kingston.

#### VIII. LETTER FROM THE REVEREND JEREMIAH RYAN TO DOCTOR RYERSON.\*

#### IX. DOCTOR RYERSON TO THE REVEREND J. RYAN, CHAIRMAN OF THE ROMAN CATHOLIC SEPARATE SCHOOL TRUSTEES, OAKVILLE.

I have the honour to acknowledge the receipt of your Letter of the 2nd instant, enclosing a copy of the By-law of the Municipal Council of Oakville in July, 1857, for the disposal, ("for the support of Education in the Town of Oakville,") of "all moneys arising to this Council from the Municipalities Fund of Upper Canada, created by Act of Parliament of this Province." Also, a copy of the Report of a Select Committee of said Council, which reported in Autumn last adverse to your application on behalf of the Trustees of the Roman Catholic Separate School in Oakville, for a share of said Fund, as provided by the Roman Catholic Separate School Act. In that Report the Select Committee state that they do not think the Separate School Act applies to this Fund, and "cannot therefore recommend the application of the Reverend Mr. Ryan." The Report of the Committee seems to have been adopted by the Municipal Council.

As provided, in the 27th Section of the Separate School Act of 1863, you appeal to me for my decision on the question.

In part reply, I herewith enclose you a copy of a Letter addressed to me on the 4th of last October, to Mr. Daniel Smith of Chatham, in a case involving the same principle as that which you submit.

\* This Letter was sent to the Mayor of Oakville, as will be seen by Letter XI. of this Series, and is not now available; but its contents are given in Doctor Ryerson's Reply.

The words of the By-law of the Oakville Municipal Council, passed in 1857, show clearly that the moneys in question were a public and Municipal Grant, or investment, being the proceeds of the sales of the Clergy Reserves, any share in the interest of which is denied to the Roman Catholic Separate School of the Town.

The 20th Section of the Roman Catholic Separate School Act of 1863, 28th Victoria, Chapter 5, is very explicit, and is as follows:—

Every Separate School shall be entitled to a share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to share in all other public Grants, investments and allotments for Common School purposes now made, or hereafter to be made, by the Province, or the Municipal Authorities, according to the average number of Pupils attending such School during the twelve next preceding months, or during the number of Months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of Pupils attending School in the same City, Town, Village, or Township.

No one can deny, or reasonably doubt, that the money in question is a Parliamentary, or Municipal, Grant, investment, or allotment, and that the annual proceeds of it are applied to aid in the promotion of Common School Education; and, therefore, the Roman Catholic School in the Town of Oakville has an undoubted right to share in those proceeds since January, 1864, according to the 20th Section of the Separate School Act of 1863.

If the Municipal Council of that Town still persists in its refusal of the application of the Separate School Trustees to share in those proceeds, it only remains for the Separate School Trustees, as a Corporation, to sue the Municipality for the sum, or sums, to which they are entitled by law.

TORONTO, February 6th, 1865.

EGERTON RYERSON.

#### X. DOCTOR RYERSON TO THE REVEREND J. RYAN.

I have the honour to state in reply to your Letter\* of the 5th instant, (received yesterday,) that I have transmitted a copy of it to the Mayor of Oakville, to know upon what grounds the allegation has been made that the Supporters of Separate Schools in the Town of Oakville had been exempted from paying any part of the School Rates for 1864 to provide the \$242.60, as well as the \$800, provided and expended for Common School purposes. As soon as I receive his answer, I will finally decide the question which you have submitted.

TORONTO, April 8th, 1865.

EGERTON RYERSON.

#### XI. DOCTOR RYERSON TO MR. W. F. ROMAIN, MAYOR OF THE TOWN OF OAKVILLE.

I herewith enclose a copy of a Letter which I yesterday received from the Reverend Jeremiah Ryan, Chairman of the Roman Catholic Separate School Trustees in the Town of Oakville. Mr. Ryan contends that the Supporters of Separate Schools in that Town were taxed last year towards providing for the \$242.60 interest on the Public Improvement Fund of the Municipality, and which \$242.60 were applied to Common School purposes.

I will thank you to inform me at your earliest convenience wherein the Supporters of Separate Schools in the Town of Oakville were taxed to provide the sum in question, or for any Common School purpose whatever.

I will also thank you for any other explanatory remarks that you may be able to offer, in reference to the statements made in Mr. Ryan's Letter.

TORONTO, April 8th, 1865

EGERTON RYERSON.

#### XII. THE MAYOR OF OAKVILLE TO DOCTOR RYERSON.

In reply to your Letter of the 8th instant, enclosing a copy of the Reverend Mr. Ryan's Letter, I beg to state that the "By-law" of this Council imposes Rates for the

\* This letter is also not now available.



year 1864 of seven cents on the dollar for general purposes, and three cents on the dollar for the support of Common Schools.

There has been no grant made for the support of Common Schools from the General Purposes Funds of the Town, and the Reverend Mr. Ryan's receipt proves that he paid the seven cents Rate,—being the General Purposes Rate,—and the Roman Catholics were not taxed beyond that Rate.

OAKVILLE, 17th April, 1865.

W. F. ROMAIN, Mayor.

### XIII. DOCTOR RYERSON TO THE REVEREND J. RYAN.

In my Letter of the 8th instant, I acknowledged the receipt of yours of the 5th, and stated that as soon as I should hear from the Mayor of Oakville on the matters referred to him by your Letter, I would decide upon the claim of the Supporters of a Roman Catholic Separate School in that Town to a part of the Clergy Reserve Fund in aid of their School. The Mayor's absence at Quebec has prevented him from returning me an immediate explanation on the matters referred to in your Letter received on the 7th instant enclosed to him. I have this day received his explanations, in a Letter dated the 17th; and I lose no time in deciding upon the matter in dispute.

Under the circumstances, I think it proper to review the matter from the beginning.

The 20th Section of the Roman Catholic Separate School Act of 1863 provides that,—

Every Separate School shall be entitled to a share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to a share in all other Public Grants, Investments, and Allotments for Common School purposes made, or hereafter to be made, by the Province, or the Municipal Authorities, according to the average number of Pupils attending such School during the twelve next preceding months, or during the number of months which may have elapsed from the re-establishment of a new Separate School, as compared with the whole average number of Pupils attending School in the same City, Town, Village, or Township.

The Act of which this the 20th Section came into force the 1st of January, 1864. Under this Section of the Act, the Supporters of Separate Schools claim a share in the Clergy Reserve Fund whenever that Fund is applied to Common School purposes by any Municipality.

On the 28th of last September you addressed to me a Letter, informing me that the Municipality of Oakville received and applied its share of the Clergy Reserve Fund to Common School purposes, and inquiring of me how you should proceed to obtain a share of it for your Separate School. In my reply, dated the 3rd of October, I stated: "It will be proper for you to address the Municipal Council of the Town for your share of the annual proceeds of the Clergy Reserve Fund set apart for School purposes, and to sue the Municipality, if the payment of your claim be refused."

I heard no more on the subject during some months, when on the 2nd of February you addressed me again, submitting to my consideration a copy of a Report and some By-laws which you said, had been sent to you by the Municipal Council, "as a plea raised by them to defraud the Separate School (there) of its rights of the Clergy Reserve Funds granted by law."

I, still supposing from your statements and references, that the Municipality of Oakville had invested its share of the Clergy Reserve Fund for Common School purposes, replied to your Letter of the 6th of February, unreservedly and strongly in behalf of the legality and equity of your claim, and enclosed a copy of my Letter to the Chairman of the Oakville Corporation School Committee, in order to prevent any further delay in the payment of your claims. It was then I received from the Chairman of that Committee a Letter, dated the 8th, and another dated the 28th, of February, stating that you had not submitted to me all the documents relating to the question, and that there was no wish on the part of the Corporation to deprive the Separate School of any money to which it was justly entitled, and invoking with you my final judgment on the question.

It appears that it was not the By-law, Number 1, passed on the 9th of July, 1857, (a copy of which you had enclosed to me,) on which the Municipal Council was acting in 1864, but a By-law, Number 55, "To amend By-law Number 1, and establish a Fund to be called 'the Public Improvement Fund,'" passed on August the 18th, 1862, a year before the Separate School Law was passed, and designating the Fund by the very name which you accuse the Oakville School Committee of dishonestly and falsely employing, instead of calling it the Education Fund.

Somewhat complicated, as the question had become, I thought it best for my own guidance to take the papers to Quebec and show them to the Attorney General, West; and on his examining this By-law, Number 55, a printed copy of which was submitted to him, he said that neither Separate, nor Common, Schools could receive any part of the Fund referred to in it, and that the interest must go with the principal.

I will now refer to the provisions of this By-law of 1862, passed a year and a half before the Separate School Law of 1863 came into operation.

The preamble of this By-law, (Number 55,) states, that,—

Whereas it is expedient to define more clearly than is defined by By-law Number 1, the purposes for which moneys already, or hereafter to be, received from the Municipalities Fund, (that is proceeds of sales of the Clergy Reserves,) of Upper Canada, ought to be applied in the present and in the future; and, whereas, said moneys so received from time to time, ought not to be applied to the reduction of any annual rate for General Purposes of the Town, but ought to be applied to such public improvement as the present and prospective population of the Town would have an interest."

The By-law then enumerates the sums which had been received from the Municipalities Fund, (or, in other words, the Clergy Reserve Fund,) from 1857 to 1862 inclusive, amounting in all to \$3,793.77; and then enacts as follows:—

That a Fund to be called the Public Improvement Fund is hereby established, which said Fund shall be credited with the sum of \$3,793.77, the sum already received from the Municipalities Fund of Upper Canada, and with all such sums as may hereafter be received from said Fund, and by any other sum, or sums, as may, from time to time, be ordered by this Council.

And be it enacted that the sum of \$1,229.25 heretofore expended by this Town in the erection of a Lock-up and Engine House, shall be charged against such Fund.

And be it enacted, that the sum of \$2,800, granted by By-law Number 54, for the erection of a Market Building shall be charged likewise against said Fund.

And be it enacted that the amount of the Public Improvement Fund of this Town hereby authorized, shall be kept distinct in the Books of the Treasurer, and the Moneys credited to said Fund shall be expended in public improvements, as is hereby provided, and may be augmented from such source as the Council may, from time to time, provide.

I have thus given all the enacting clauses of this By-law, that there may be no room for future mistake, or misrepresentation, on the subject. It will be seen that, according to this By-law, the Fund in question had been, and would be, expended not only for the benefit of all classes of the Citizens of Oakville, the Supporters of the Separate School equally with the Supporters of the Common School, but for the interest of the prospective, as well as present, population of the Town. It seems, therefore, strange that under the operations of such a By-law, the Supporters of a Separate School in Oakville should claim for their School, upon the statement which you have made, a share of the Fund in question, and attack through the newspapers and otherwise the motives and conduct of the Members of the Oakville Town Council, and even the provisions of the School Law itself, and this Department, for not forthwith recognizing and paying such claim.

If, under the By-law Number 1, passed in July, 1857, (but superseded by that of August, 1862), a portion of the annual School Taxes should be considered as interest on moneys expended by the Corporation in Public Improvements, that could not make a farthing's difference to the Tax-payers on the one hand, or to the interest of Common Schools on the other, as in any case all that was received from local sources for School purposes had to be provided by a separate annual tax. Had these Public Improvements

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been a source of Revenue to the Town, and that Revenue, to the amount of the interest of the money expended in their construction, been appropriated for School purposes, then the Separate School would have been entitled equally with the Common School to have shared in it. But there is no such Revenue, and no such Appropriation.

I now advert to the Grounds on which, in your Letter of the 5th instant, you claim a share in the money in dispute. I am happy to be able to avail myself of the figures and statements you have furnished on this point. You state, that in 1864, the total annual value of assessed property in Oakville was \$29,300.00; that the amount of assessed property of Protestants was \$27,162.00; and that of Roman Catholics was \$2,138.00. You claim to share in \$242.60, (under the head of interest on the Public Improvement Fund,) of the amount raised by Taxes for School purposes for the year 1864, to which, you say, the Supporters of Separate Schools contributed. According to the annual value of Property, as taken from your Letter, the Supporters of the Separate School would have paid \$18.00, and the Supporters of the Common School would have paid \$224.60 of the \$242.60 in question. The share you claim of this sum is \$67, whereas the Supporters of the Separate School could have contributed to it only \$18; and you complain of it as a wrong that you do not receive \$49 paid by Protestants for School purposes!

If the Supporters of the Separate School in Oakville were taxed last year for Common School purposes, they would be entitled to a return of the amount of Common School taxes thus imposed upon them, and to all the damages caused by it; but they could not claim any part of those Taxes for the support of the Separate School; for the 21st Section of the Separate School Act of 1862 provides that,—

Nothing herein contained shall entitle any such Separate School within any City, Town, Incorporated Village, or Township, to any portion of School money arising, or accruing, from local assessment for Common School purposes within the City, Town, Village, or Township; or the County or union of Counties within which the City, Town, Village or Township is situate.

But the remaining question to be considered is, did the Supporters of the Separate School pay any part of the Common School Taxes in Oakville for 1864? I think your elaborate effort to prove this, very clearly disproves it.

According to the By-law Number 64, "To levy an assessment in the Town of Oakville for the year 1864," passed on the 17th of last October, the sum of \$2,041.07 was estimated for the public purposes of the Town; and to meet that it was provided, that a rate of seven cents on the dollar should be levied on the whole of the assessed property of the Town, assessed at the usual value of \$29,301.00. The estimated Public School expenses of the Town was \$1,042.60, including what was termed, "two hundred and forty dollars and sixty cents for interest on Improvement Fund." To provide this sum the By-law imposes a tax of three cents on a dollar for public purposes on the \$27,162.00 of annual assessed value of the property of Protestants, yielding a sum from assessment (according to your statement), of \$814.86, which added to the balance in hand, from the preceding year, of \$209.93, (which you altogether omit,) makes \$1,024.79, within \$18 of the sum estimated; and this small balance would either not be expended, or be advanced by the Treasurer, and form an additional charge against 1865.

Your supposition that the rate of three cents on the dollar of the Protestant property of the Town would not provide the sum estimated for School expenses, and that, therefore, the Roman Catholic must have been taxed for it, is not the fact, and is contradicted by the express words of the By-law, which limits the School taxes to Protestant property, and to three cents on the dollar.

Now you state that you and other Roman Catholics paid Taxes of seven cents on a dollar on last year's Assessment, and you enclose a copy of the Collector's Receipt to prove it. This then clearly proves that you paid no more than seven cents on the dollar for Town taxes, and, therefore, you could have paid no part of the School taxes amounting to three cents, (in addition to the public tax of seven cents on the dollar,) in all ten cents on the dollar.



This fact is further corroborated and confirmed by the Statement of your Mayor Mr. W. F. Romain, who, in a Letter to me, dated the 17th instant, says:—

In reply to your Letter of the 8th instant, enclosing a copy of the Reverend Mr. Ryan's Letter, I beg to state that the "By-law" of this Council imposes rates for the year 1864 of seven cents on the dollar for general purposes, and three cents on the dollar for the support of Common Schools.

There has been no grant made for the support of Schools from the General Purposes Fund of the Town; and the Reverend Mr. Ryan's receipt proves he paid the seven cents Rate, being the General Purposes Rate, and the Roman Catholics were not taxed beyond that rate.

No part of the Clergy Reserve Fund, accruing to the Town of Oakville is being expended for Common School purposes, and the Roman Catholics of that Town not paying any part of the Common School Rate, I cannot, therefore, see any legal, or equitable, ground on which they can claim any part of either the Clergy Reserve Fund, or Common School, Assessment, in support of their Separate School.

TORONTO, April 19th, 1865.

EGERTON RYERSON.

## CHAPTER II.

### FINANCIAL CORRESPONDENCE WITH THE GOVERNMENT AND THE PROVINCIAL AUDITOR, 1865.

#### I. DOCTOR RYERSON TO MR. JOHN LANGTON, PROVINCIAL AUDITOR.

I have the honour to request that you will inform me of the probable balance which will be at the credit of the Grammar School Income Fund at the end of June next, in order that an Estimate may be made of the amount to be apportioned for the current year. In consequence of the early prorogation of Parliament you will perhaps be able to afford me this information at once, so that the Apportionment may be made by the 1st of May, as the law requires. The inconvenience which has of late years been felt by all parties concerned in consequence of the apportionment being deferred would thus for the present year be obviated.

Unless otherwise advised, I shall conclude that the usual amount will be available for Common School purposes this year.

TORONTO, April 10th, 1865.

EGERTON RYERSON.

#### II. THE PROVINCIAL AUDITOR TO THE REVEREND DOCTOR RYERSON.

In reply to your Letter of the 10th instant, I can only state approximately what may be available for Common and Grammar Schools during the year ending June 30th. 1866.

Income Fund, June 30th, 1864 .....	\$64,591 67
Council Grant, 47th George III., Chapter 46 .....	10,000 00
*Grant by Estimates .....	3,600 00
*Share of extra Common School Grant .....	17,315 40
Estimated interest of Capital .....	16,100 00
Estimated interest of Income Fund .....	3,000 00
Estimated net receipts of Education Department .....	1,500 00
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	\$116,600 00
Less, transferred to Capital Account .....	\$30,000 00
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If you deduct from this sum the amount you have expended, or propose to, expend, up to June the 30th, you will have approximately this balance at the credit of Income at that date. You must, however, bear in mind that it is entirely contingent upon the action of Parliament, when it reassembles, whether you will have, in this coming year, any items of Income corresponding to the two items which I have marked thus, \*, amounting together to \$20,915, and that you can certainly rely upon as permanent income is about \$30,000.

As to the Common School Grant, I know of no reason for believing that Parliament will make any diminution in the ordinary Grant, but, until a vote is taken, I am only authorized to issue Letters of Credit to the extent of that portion of the usual amount which is secured by Statute.

QUEBEC, April 12th, 1865. JOHN LANGTON.

III. DOCTOR RYERSON TO THE HONOURABLE, THE SECRETARY OF THE PROVINCE.

I have the honour to transmit herewith, copies of the Apportionment to the Grammar and Common Schools of Upper Canada for the year 1865, which is inserted in a General Estimate, of the sums required by this Department at the end of this month.

As the Grants to Common Schools, Separate Schools, Grammar Schools, and Superannuated Teachers, are payable by Law on, or before the 1st of July, I hope the sum applied for may be placed to the credit of this Department at the Bank of Montreal, Toronto, by that date.

I have, however, been informed by the Auditor of Public Accounts that he is only authorized to issue Letters of Credit to the extent of that portion of the usual amount for Common School purposes which is named by Statute, until a vote is taken in Parliament. Until Parliament meets, a very considerable portion of the usual Grant would thus be unexpectedly kept back from the Teachers in Upper Canada. As this would occasion much inconvenience and suffering, I sincerely hope that no mere technicality will prevent, or delay, the payment of the sums required to pay the poor Teachers the small sums apportioned to each of the Schools.

TORONTO, June 21st, 1865. EGERTON RYERSON.

IV. THE PROVINCIAL AUDITOR TO THE REVEREND DOCTOR RYERSON.

Your Letter to the Provincial Secretary of the 21st instant has been referred to me. I am sorry that I cannot place to your credit a sufficient sum to cover the apportionment for Common and Grammar Schools on the 1st July next. I cannot indeed recommend the issue of a Letter of Credit even for the sum for which there is already Parliamentary authority. The expenditure of the last six months has been unusually great, and the Revenue has been much less than in ordinary years, so that it has become necessary to postpone all such heavy Expenditures as can be delayed without serious inconvenience to the Public. I admit the importance of the distribution of the School Grant at the usual time, but the amount of it is so great, and, from its character, it would be so inconvenient to attempt a partial distribution, that it would be much better to delay it altogether than to place at your disposal a smaller sum, which might be within our present means. The Minister of Finance was to sail from Liverpool on the 17th, and, until he can give further instructions I must request you to delay the distribution. He is aware of the present difficulty, and has named to me your Expenditure, amongst others, which must be postponed until he can make the necessary arrangements. The payments to Superannuated Teachers and the current expenditure of the Normal School, etcetera, may still be continued, and for this purpose a Letter of Credit for \$2,000 will be issued, available on the 1st July, and I will inform you as soon after the return of Mr. Galt as possible, when you may expect to be placed in Funds for the distribution to Common and Grammar Schools.

QUEBEC, June 26th, 1865. JOHN LANGTON.

*Memorandum on the Auditor's Letter of the 26th of June, 1865, by the Accountant of the Education Department.*

On the 15th of April last, the Provincial Auditor stated that he was only authorized to issue Letters of Credit to the extent of that portion of the usual amount of the Schools Grant which was authorized by Statute. On the 3rd of June, application was made to him for information as to what the sum would be, but no reply was sent; but, in his previous Letter, it was stated that there was no probability that Parliament would decline making the usual Grant. The apportionment has accordingly been made on the faith of this Statement, and has been acted upon by the various Municipalities. It will be the occasion of the utmost embarrassment and dissatisfaction to every Municipality and Teacher in the Country, if, at the very moment that the money is payable by Law, they are told that no money whatever can be paid to them, although the greater part of it has been voted by Parliament.

TORONTO, June 28th, 1865.

ALEXANDER MARLING, Accountant.

STATEMENT OF THE REVENUE AND EXPENDITURE OF THE GRAMMAR SCHOOL INCOME FUND, FROM JANUARY THE 1ST TO THE 31ST OF DECEMBER, 1860, AND TO JUNE THE 30TH, 1865.

	\$	cts.
December the 31st, 1860, Warrants .....	38,565	00
December the 31st, 1861, Warrants .....	12,569	00
December the 31st, 1862, Warrants .....	38,332	00
December the 31st, 1863, Warrants .....	44,865	00
June the 30th, 1864, Warrants .....	15,350	66
June the 30th, 1865, Warrants .....	53,522	00
June the 30th, 1865, transferred to Capital Account .....	30,000	00
Balance .....	33,387	69
Total .....	\$266,591	35

The following are the details of Revenue:—

	\$	cts.	\$	cts.
January, 1860, Balance at Credit .....			23,317	14
December 31st, 1860—Net Collections of Crown Lands Department .....	8,628	29		
Interest .....	19,189	29		
Annual Grant by Statute .....	10,000	00		
Annual Grant by Estimates .....	3,200	00		
			41,017	58
December 31st, 1861—Net Collections .....	5,336	92		
Interest .....	17,447	50		
Annual Grants .....	13,200	00		
			35,984	42
December 31st, 1862—Net Collections .....	2,772	20		
Interest .....	20,533	45		
Annual Grants .....	13,200	00		
			36,505	65
December 31st, 1863—Net Collections .....	1,994	45		
Interest .....	18,180	33		
Annual Grants .....	13,200	00		
Proportion of Extra Parliamentary Grant .....	17,815	40		
			51,140	18
June 30th, 1864—Net Collections .....	1,351	05		
Interest .....	9,449	61		

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Annual Grants .....	6,600 00	
Proportion of Extra Parliamentary Grant	8,907 70	
		26,308 36
June 30th, 1865—Net Collections .....	1,247 52	
Interest .....	20,055 10	
Annual Grants .....	6,600 00	
Proportion of Extra Parliamentary Grant	17,815 40	
		52,318 02
Total .....		\$266,591 35

Memorandum on the foregoing Statement by the Provincial Auditor.

It will be perceived that the Collections by the Crown Lands Department have fallen off very rapidly since 1860, indicating that no great addition can be expected to the Fund from this Source. In February, 1861, I made a Report to the Minister of Finance in which, upon the best data which I could procure, I estimated the value of the Lands of the Grammar School Fund, not realized at that time, at \$272,000.00. If this is anything like their real value it appears very singular that during the four and half years following only \$29,157 have been realized, and that at a rate annually diminishing. The present realized Capital is \$353,939, equivalent to an income of about \$17,700 at 5 per cent., to which we may add \$1,814, which has been the average interest on arrears of instalments during the last two and half years. Judging from past experience there does not appear to be any probability of the income exceeding \$20,000 for some years to come. Besides this, there is the \$10,000 secured by 47th George III., Chapter 46, making the actual assured Grammar School Income about \$30,000. The sum of \$3,200 which has been in the Estimates for some years past, and the Upper Canada's proportion of the additional Parliamentary Grant of \$32,000 for Common Schools cannot be depended upon from year to year.

QUEBEC August 31st, 1865. JOHN LANGSON

ng, Accountant.

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CHAPTER III.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA IN AUGUST AND SEPTEMBER, 1865.

EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY IN AUGUST AND SEPTEMBER, 1865.

The Legislature of Canada held its first Session of 1865 from February until June, and its second Session of that year in August and September.

August 11th, 1865. Pursuant to the Order of the Day, the following Petition was read:—Of the Venerable Isaac Hellmuth, D.D., Archdeacon of Huron; praying for the passing of an Act to incorporate "The London Collegiate Institute."

August 14th, 1865. Mr. Speaker laid before the House, the Annual Report of the Council of University College, Toronto, for the year 1864.

Pursuant to the Order of the Day, the following Petitions were read:—Of the Board of Trustees of the University of Queen's College, Kingston; of the Medical Faculty of the Kingston School of Medicine; severally praying for aid.

August 16th, 1865. Mr. Speaker laid before the House, the Annual Report of the Senate of the University of Toronto, for the year 1864.

*August 17th, 1865.* Mr. Speaker laid before the House, the Annual Report of the Normal, Model, Grammar and Common Schools in Upper Canada, for the year 1864, with Appendices, by the Chief Superintendent of Education.

Mr. R. B. Somerville, from the Standing Committee on Standing Orders, presented to the House the First Report of the said Committee, which was read, as follows:—The following Petition is not of a nature to require the publication of Notice:—Of the Venerable Archdeacon Hellmuth, D.D., for the incorporation of the London Collegiate Institute.

*August 18th, 1865. Ordered,* That the Honourable John Carling have leave to bring in a Bill to incorporate the London Collegiate Institute. He accordingly presented the said Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, on Monday next.

*August 21st, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. R. McCollum and others; praying to be paid the amounts due them as Superannuated Teachers.

*August 22nd, 1865.* The Order of the Day for the Second reading of the Bill to incorporate the London Collegiate Institute, being read, the Bill was accordingly read a Second time; and referred to the Standing Committee on Miscellaneous Private Bills.

*August 23th, 1865.* The House, according to Order, resolved itself into a Committee on the Bill to incorporate the London Collegiate Institute; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Alexander Morris reported, That the Committee had gone through the Bill, and made an amendment thereunto.

*Ordered,* That the Report be now received. Mr. Morris reported the Bill accordingly, and the amendments were read and agreed to.

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

*August 29th, 1865.* A Bill to incorporate the London Collegiate Institute, was, according to Order, read the Third time.

On motion of the Honourable John Carling, seconded by the Honourable John Rose, the Bill was amended by leaving out the names of Messieurs Charles Hunt, E. W. Hyman, Henry C. R. Becher, and George Macbeth, in the first clause, and inserting the names of the Reverend Arthur Sweatman, the Reverend Henry Halpin, Mr. Adam Crooks, and Mr. Verscoyl Cronyn, instead thereof.

*Resolved,* That the Bill do pass.

*Ordered,* That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

*September 1st, 1865.* The House, according to Order, again resolved itself into Committee of Supply.

*Resolved,* That a sum, not exceeding Seven hundred and fifty dollars, be granted to Her Majesty, as an aid to the Medical Faculty of Victoria College, Cobourg, for the year ending the 30th of June, 1866.

*Resolved,* That a sum, not exceeding Seven hundred and fifty dollars, be granted to Her Majesty, as an aid to the School of Medicine, Toronto, for the year ending the 30th of June, 1866.

*Resolved,* That a sum not exceeding Seven hundred and fifty dollars, be granted to Her Majesty, as an aid to the School of Medicine, Kingston, for the year ending the 30th of June, 1866.

*September 4th, 1865.* The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the Bill intituled: "An Act to incorporate the London Collegiate Institute," with several amendments, to which they desire the concurrence of this House.

The House proceeded to take into consideration the amendments made by the Legislative Council to the Bill intituled: "An Act to incorporate the London Collegiate Institute," and the same were read, as follows:—

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Page 1, line 15.—Leave out “the Reverend.”

Page 1, line 30.—Leave out “eight,” and insert “five.”

The said amendments, being read a second time, were agreed to.

*Ordered*, That the Clerk do carry back the Bill, to the Legislative Council, and acquaint their Honours, That this House hath agreed to their amendments.

*September 5th, 1865.* *Ordered*, That the Honourable William McDougall have leave to bring in a Bill for the further Improvement of Grammar Schools in Upper Canada.

He accordingly presented the Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, on Thursday next.

*September 7th, 1865.* The House, according to Order, again resolved itself into Committee of Supply.

*Resolved*, That a sum, not exceeding Thirteen thousand six hundred dollars be granted to Her Majesty, to defray Salaries and Contingencies of Department of Education, Upper Canada, for the year ending on the 30th of June, 1866.

*Resolved*, That a sum, not exceeding Three thousand dollars, be granted to Her Majesty, as an aid to the Deaf and Dumb Institution for Upper Canada, for the year ending on the 30th of June, 1866.

*Resolved*, That a sum, not exceeding Twenty-five thousand dollars be granted to Her Majesty as an aid to Superior Education Income Fund, Upper Canada, the sum of Twenty thousand dollars, to be distributed as follows:—To Victoria College, Cobourg, the sum of Five thousand dollars; to Queen's College, Kingston, the sum of Five thousand dollars; to Regiopolis College, Kingston, the sum of Three thousand dollars; to St. Michael's College, Toronto, the sum of Two thousand dollars; to Trinity College, Toronto, the sum of Four thousand dollars; to Bytown College, Ottawa, the sum of One thousand four hundred dollars; to L'Assomption College, Sandwich, the sum of One thousand dollars; and to the Grammar School Fund, Upper Canada, the sum of Three thousand six hundred dollars, for the year ending on the 30th of June, 1866.

*Resolved*, That a sum not exceeding Thirty-two thousand dollars, be granted to Her Majesty, as an additional sum for Common Schools, Upper and Lower Canada, the proportion for Upper Canada to be applicable to Grammar Schools, for the year ending 30th June, 1866; the proportion of six thousand dollars of the Lower Canada Share to be applied to Normal Schools.

*September 9th, 1865.* T. C. Street reported, from the Committee of Supply, the foregoing Resolutions, which were read.

*September 12th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the United Board of Grammar and Common School Trustees of the Town of Owen Sound, in the County of Grey, praying that the new Grammar School Regulations for Upper Canada, may be repealed, as regards the apportionment of the Grammar School Fund.

*September 13th, 1865.* The Order of the Day for the Second reading of the Bill for the Further Improvement of Grammar Schools in Upper Canada, being read; The Bill was accordingly read a Second time; and committed to a Committee of the Whole House, for Thursday next.

*September 15th, 1865.* The House, according to Order, resolved itself into a Committee on the Bill for the Further Improvement of Grammar Schools in Upper Canada; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. M. C. Cameron, (North Ontario,) reported, that the Committee had gone through the Bill, and made amendments thereunto.

*Ordered*, That the Report be now received.

Mr. M. C. Cameron, (North Ontario,) reported the Bill accordingly; and the amendments were read and agreed to.

*Ordered*, That the Bill be read the Third time, at the next sitting of the House.

The Order of the Day for the Third Reading of the Bill for the Further Improvement of Grammar Schools in Upper Canada, being read; The Honourable William Mc-



Dougall moved, seconded by the Honourable W. B. Howland, and the Question being put, That the Bill be now read the Third time; the House divided; and it was resolved in the affirmative. The Bill was accordingly read the Third time.

*Resolved*, That the Bill do pass.

*Ordered*, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

*September 16th, 1865.* *Resolved*, That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a detailed Statement of the various Lots of Crown, Clergy, and School Lands unsold in each Township in Upper Canada, with the price per acre, or terms at which the said Lots are offered for sale.

*Resolved*, That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a Return showing the number of Meetings held by the Senate of the University of Toronto, since its appointment, the names of the Members thereof, and the number of Meetings attended by each of such Members.

*September 18th, 1865.* The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill:—Bill, intituled: "An Act for the Further Improvement of Grammar Schools in Upper Canada."

#### EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE COUNCIL, 1865.

*August 11th, 1865.* Pursuant to the Order of the Day, the following Petition was read:—Of the Medical Faculty of the Kingston School of Medicine; praying for the continuance and increase of their Annual Grant.

*August 14th, 1865.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Venerable Isaac Hellmuth, D.D., Archdeacon of Huron; praying for an Act of Incorporation for "The London Collegiate Institute." Of the Board of Trustees of the University of Queen's College, Kingston; praying for the continuance and increase of their Annual Grant.

*August 16th, 1865.* The Honourable the Speaker presented to the House the Annual Return of the Senate of the University of Toronto, for the year 1864.

The Committee on Standing Orders and Private Bills have the honour to present the following as their Second Report:—The Petition of the Venerable Isaac Hellmuth, D.D., Archdeacon of Huron, praying for an Act of Incorporation for "The London Collegiate Institute" is not of a nature to require the publication of a Notice under the 53rd Rule of the House.

*August 25th, 1865.* The Joint Committee of both Houses, on the subject of the Legislative Printing, beg leave to make the following as their Second Report: The Committee have carefully examined the Documents referred to in the following motions for printing, videlicet:—By Mr. Alexander Mackenzie, (Lambton),—Report of the Superintendent of Education, Canada West, and the Committee recommend that the above Document be printed in the usual form and numbers.

*August 31st, 1865.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled:—"An Act to incorporate 'The London Collegiate Institute,'" to which they desire the concurrence of this House. The said Bill was read for the First time.

On motion of the Honourable David Macpherson, seconded by the Honourable E. Leonard, it was,—

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

*September 1st, 1865.* Pursuant to the Order of the Day, the Bill intituled "An Act to incorporate 'The London Collegiate Institute,'" was read a Second time. On motion of the Honourable David Macpherson, seconded by the Honourable Harcourt B. Bull, it was,—

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*Ordered*, That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*September 4th, 1865.* The Honourable A. J. Fergusson Blair, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled, "An Act to Incorporate the London Collegiate Institute," reported that they had gone through the said Bill, and had directed him to report the same with several amendments, which he was ready to submit whenever the House would be pleased to receive them.

*Ordered*, That the Report be now received, and the said amendments were then read by the Clerk, as follows:—

Page 1, line 15.—Leave out "the Reverend."

Page 1, line 30.—Leave out "eight," and insert "five."

The said amendments being again read by the Clerk, and the question of concurrence put on each, they were severally agreed to.

On motion of the Honourable David Macpherson, seconded by the Honourable E. Leonard, it was,

*Ordered*, That the said amendments be engrossed, and the Bill, as amended, read a Third time presently.

The said Bill, as amended, was then read a Third time accordingly. The question was put whether this Bill, as amended, shall pass? It was resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill with several amendments, to which they desire their concurrence.

*September 5th, 1865.* A Message was brought from the Legislative Assembly by their Clerk to return the Bill intituled: "An Act to incorporate the London Collegiate Institute," and to acquaint this House that they have agreed to the amendments made by the Legislative Council to the said Bill, without any amendment.

*September 6th, 1865.* The Joint Committee of both Houses, on the subject of the Legislative Printing, beg leave to make the following as their Fourth Report:—The Committee recommend that the following Document be printed in the Sessional Papers:—Reports of the Council of University College and Senate of the Toronto University, for 1864.

*September 15th, 1865.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled: "An Act for the further improvement of Grammar Schools in Upper Canada," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable Alexander Campbell, seconded by the Honourable Sir N. F. Belleau, it was,—

*Ordered*, That the Forty-fourth Rule of this House be dispensed with, in so far as it relates to the said Bill, and that the same be read a Second time presently. The said Bill was then read a Second time accordingly.

*Ordered*, That the said Bill be committed to a Committee of the Whole House presently.

The House was then according to order adjourned, during pleasure, and put into a Committee of the Whole on the said Bill. After some time the House was resumed, and the Honourable David M. Armstrong reported from the said Committee that they had gone through the said Bill, and directed him to report the same to the House without any amendment. The Honourable Alexander Campbell moved, seconded by the Honourable Sir N. F. Belleau, that the said Bill be read a Third time presently. After Debate, the question of concurrence being put thereon, the same was resolved in the affirmative, and the said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was, on a division, resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill without any amendment.



*September 18th, 1865.* The Honourable the Speaker informed the House that the time had arrived for receiving His Excellency the Governor General, and commanded the Gentleman Usher of the Black Rod to proceed to the Legislative Assembly and acquaint that House "It is His Excellency's pleasure they attend him immediately in this House." Who, being come with their Speaker, The Clerk of the Crown in Chancery read the Titles of the Bills to be passed severally as follows:—

An Act to incorporate "The London Collegiate Institute."

An Act for the Further Improvement of Grammar Schools in Upper Canada.

## CHAPTER IV.

### EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF CANADA IN 1865.

29TH VICTORIA, CHAPTER XCVI.

#### AN ACT TO INCORPORATE THE LONDON COLLEGIATE INSTITUTE.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 18th of September, 1865.

Preamble.

WHEREAS it has been represented to the Legislature of this Province that the Venerable Isaac Hellmuth, D.D., Archdeacon of Huron, is engaged in erecting and establishing a School in the City of London, under the title of "The London Collegiate Institute;" and whereas it would tend greatly to advance and extend the usefulness of the said School, and promote the purposes for which it is being established, that it should be incorporated: Therefore Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

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1. There shall be and there is hereby constituted and established in the City of London, Canada West, a body of politic and corporate, under the name of "The London Collegiate Institute," which Corporation shall consist of the said Venerable Isaac Hellmuth, the Reverend Arthur Sweatman, the Reverend Henry Halpin, Adam Crooks and Verschoyl Cronyn, who shall be the Trustees of the Corporation and shall have the control, management and government thereof, and shall also have power to make Rules and Regulations not contrary to law or to the provisions of this Act, for the government and management of the said Corporation and the affairs and property thereof, as well as relating to the said Trustees in the execution of their duties, and all acts and doings of a majority of the said Trustees shall be of the same force and effect as if all of them had joined in such acts and doings.

2. Such Corporation shall have power at all times hereafter to purchase, acquire, hold, possess and enjoy such Lands and Tenements as may be necessary for the actual use and occupation of the said Corporation, and the same to sell, alienate and dispose of, and others in their stead, to purchase and acquire and hold, for the use and purpose aforesaid; provided always, that the annual value of the Real Estate held by it at any one time, shall not exceed the sum of Five thousand dollars current money of this Province.

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3. In case of any vacancy, or vacancies, occurring in the number of the said Trustees by death, resignation, or otherwise, such vacancy, or vacancies, shall and may be filled up in such manner as may be provided in the Rules and Regulations of the said Corporation.

Vacancies among Trustees.

4. The said Corporation shall at all times, when thereunto required by the Governor, or by either Branch of the Legislature, make a full return of its Property, Real and Personal, and details and other information as the Governor, or either Branch of Legislature, may require.

Returns to Government, when required.

5. This Act shall be deemed a Public Act.

Public Act.

29TH VICTORIA, CHAPTER XXIII.

AN ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 18th of September, 1865.

WHEREAS it is expedient to make further provisions for the improvement of Grammar Schools in Upper Canada: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

Preamble.

1. Each City shall, for all Grammar School purposes, be a County; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School of the County is situated within a City, the Council of such County shall appoint one half of the Trustees of such Grammar School.

Cities to be as Counties for Grammar School purposes.

2. Each County Council at its first Session to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School situated in a Town, or Incorporated Village within its jurisdiction, three fit and proper Persons as Trustees of such Grammar School; and the Corporation of the Town, or Incorporated Village Municipality, within the limits of which such Grammar School is, or may be, situated, shall also at its first session in January next, appoint three fit and proper Persons as Trustees of such Grammar School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the Thirty-first day of January in each year, (but may be re-appointed); and, on the incorporation hereafter of any Village, in which a Grammar School is established, the County and Village Councils shall, at their first Meeting in January next thereafter, appoint Trustees in like manner, as aforesaid, for the Grammar School in such Incorporated Village; and the vacancy occasioned by the annual retirement of Trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the Municipality, or otherwise, shall be filled up by such County, Town, or Village Council, as the case may be, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the Person, whose place shall have become vacant was appointed to serve.

Appointment of Trustees by County and Local municipalities.

As to villages hereafter incorporated.

Filling vacancies.

3. The Trustees appointed as aforesaid shall be a Corporation, and shall succeed to all the rights, names, powers and obligations conferred, or imposed, upon Trustees of Grammar Schools, by Chapter Sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

Trustees to be a corporation: powers.

4. All Property heretofore given, or acquired, in any Municipality and vested in any Person, or Persons, or Corporation for Grammar School

Grammar School property to be vested in Trustees.

purposes, or which may hereafter be so given or acquired, shall vest absolutely in the Corporation of Grammar School Trustees having the care of the same, subject to such trusts as may be declared in the Deed, or Instrument, under which such Property is held.

Case of Union of Grammar and Common School Trustees provided for.

And case of dissolution of such union.

Condition of share in Grammar School fund.

Basis of apportionment to Grammar Schools.

Condition on which a county may have an additional Grammar School.

Differences between Trustees and Masters as to salary, etc., how to be settled.

Qualification of head Masters.

Additional allowance for meteorological stations.

5. In all cases of the union of Grammar and Common School Trustee Corporations, all the Members of both Corporations shall constitute the joint Board, seven of whom shall form a quorum; but such union may be dissolved at the end of any year by Resolution of a majority present at any lawful Meeting of the joint Board called for that purpose; On the dissolution of such union between any Grammar and Common School, or department thereof, the School Property, held, or possessed, by the joint Board shall be divided, or applied to Public School purposes, as may be agreed upon by a majority of the Members of each Trustee Corporation; or if they fail to agree, within the space of six months after such dissolution, then by the Municipal Council of the City, Town, or incorporated Village, within the limits of which such Schools are situated, and, in the case of unincorporated Villages, by the County Council.

6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of Fees, equal at least to half the sum apportioned to such School, and expended for the same purpose as the said fund.

7. The Apportionment payable half yearly to the Grammar Schools shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees and verified by the Inspector of Grammar Schools.

8. No additional Grammar School shall be established in any County unless the Grammar School Fund shall be sufficient to allow of an apportionment at the rate of Three hundred dollars per annum to be made to such additional School, without diminishing the fund which may have been available for Grammar Schools during the the next preceding year.

9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar, or Common, Schools in Cities, Towns and Incorporated Villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration according to the provisions of the Common School Law relating to such arbitrations; and in Cities, Towns and Incorporated Villages the Local Superintendent, (being an Officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools,) shall not act as an Arbitrator; but, in the event of a difference of opinion on the part of the two Arbitrators, they shall themselves choose a third Arbitrator, and the decision of a majority of the Arbitrators thus chosen shall be final.

10. After the passing of this Act no Person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a Graduate of some University within the British Dominions; but any Person legally qualified and appointed to be a Head Master in any Grammar School during the year next before the passing of this Act shall be deemed qualified, notwithstanding this Section.

11. Each of the Grammar School Meteorological Stations, at which the daily Observations are made, as required by Law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory Monthly Abstracts thereof are furnished to the Chief Superintendent, according to the Form and

Regulation number the County Council.

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Regulations provided by the Department of Public Instruction; but the number and locality of such Meteorological Stations shall be designated by the Council of Public Instruction, with the approval of the Governor-in-Council.

Number &c., of such stations, how many

12. It shall be lawful for the Governor-in-Council to prescribe a course of Elementary Military Instruction for Grammar School Pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding Fifty dollars per annum to any School, the Head Master of which shall have passed a prescribed examination in the subjects of the Military Course, and in which School a class of not less than five Pupils has been taught for a period of at least six months; such Classes and instruction to be subject to such inspection and oversight as the Governor-in-Council may direct.

Additional allowance for military instruction.

Conditions.

13. The provisions of the Acts relating to Grammar and Common Schools shall apply to the Town of Richmond, in the County of Carleton, the same as to any other Towns, or Incorporated Villages.

School Acts to apply to Town of Richmond.

14. It shall be lawful for the Council of Public Instruction, with the sanction of the Governor-in-Council, to make Regulations for giving to meritorious Common School Teachers, Certificates of Qualification, which shall be valid in any part of Upper Canada, until revoked.

Certificates to meritorious Teachers.

15. So much of the Grammar and Common School Acts of Upper Canada, as are inconsistent with the provisions of this Act, are hereby repealed.

Inconsistent enactments repealed.

EXPLANATORY REMARKS ON THE NEW GRAMMAR SCHOOL ACT OF 1865.

*By the Chief Superintendent of Education.*

1. The 1st Section of this Act is designed to harmonize the Grammar and Common School Systems in Cities. At present the County Council appoints all the Trustees of Grammar Schools in the Cities, and otherwise exercises exclusive Municipal control over the School,—although it is, to all intents and purposes, a City School, and is often aided from City funds. In regard to Common Schools, the City has the entire control of them.

2. The 2nd Section is designed, also, to give Towns and Incorporated Villages a voice in the management of the Grammar Schools within their respective boundaries; but it is not desirable to give them exclusive control, as the area of a Town, or Village is not sufficient for the support of a School, and as many of the Pupils come from outside of the Town, or Village, and it is expedient to encourage such attendance. The Town, or Village, however, should have an equal voice with the County in the appointment of Trustees, as the Grammar School is chiefly supported by the smaller Municipality, and is within its boundaries.

3. The 3rd Section is a necessary supplement to the Second.

4. The 4th Section is designed to simplify the system of control over Grammar School property, and to fix the responsibility for its care and management in the Trustee Corporation. Many of the Sites have been given by the Government or by private individuals, and the Trustees, frequently, do not feel free to act under such circumstances. This Section removes all doubt and uncertainty on this subject.

5. The union of Grammar and Common Schools referred to in the 5th Section, does not, as a general rule, work well, nor is it desirable to encourage such unions. Experience has proved that the tendency of these unions is to impair the efficiency and lower the standard of both kinds of Schools to a uniform level. The old Law, passed in 1855, provided for the union of Grammar and Common Schools in rather a loose way, but did not provide for the dissolution of the union, nor for a division of the property, although, in many cases, such a dissolution was desired by the Trustees. The old Law also

provided for the reduction of the number of Common School Trustees, after election, from 8 to 6 on the joint Board, while it left the full number of 8 Grammar School Trustees appointed by the County Council.

6. The principle embodied in the 6th Section, is in harmony, although in a modified degree, with that of the Common School Law, which declares that each Municipality receiving a share of the Legislative School Grant shall contribute an amount equal to the aid received. In this Act only one half of the amount granted is required as a condition of receiving aid. The Act does not declare that a Municipal Rate for this sum shall be levied. The amount may be contributed from the Clergy Reserve Fund, or from any other source, or from the general funds of the Municipality. If a Rate be imposed, however, it is not required that it shall be levied on the entire County, but it may be levied on the Town, Village, or Township in which the Grammar School is situated.

7. The 7th Section is intended to remove a gross anomaly in the present system of apportioning the Grammar School fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School more than to the Junior Schools, unless the average daily attendance should fall below ten Pupils—although every one of these Schools may be vastly superior to the Senior School of the County. This Section of the Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each School according to its work. The application of this principle to the Common Schools in the rural Sections has given them a much greater impulse forward than the old mode of apportionment on the basis of School population, or length of time during which they might be kept open, whether the work was done or not. It has also induced the Trustees to keep the School open one or two months longer in the year than formerly. Then, as to the basis of Apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and Universities. The Common School Law amply provides for giving the best kind of a superior English education in Central Schools, in the Cities, Towns, and Villages, with primary ward Schools as feeders, (as in Hamilton); while to allow Grammar Schools to do Common School work, is a misapplication of Grammar School Funds to Common School purposes; Common Schools are already adequately provided for. By the Grammar School law of 1807, and subsequently, the number of classical Pupils was fixed at 20, and afterwards at 10. In our Regulations we take the latter number.

8. The 8th Section raises the minimum Apportionment to be made to a new Grammar School from \$200 to \$300. The granting of \$200, without any sum being required from local sources, has had the effect of rapidly multiplying feeble and very inefficient Grammar Schools, with very inadequate provision for the support even of an inferior Teacher. This Section, in connection with the Sixth, will have the effect of providing for each new School at least \$450, exclusive of Fees, instead of the miserable pittance of \$200 and Fees.

9. The 9th Section harmonizes the Grammar and Common School Laws in regard to arbitrations between Trustees and Teachers. The arbitration system has worked well, and affords an effectual protection to Teachers. The Local Superintendent should not be an Arbitrator in Grammar School cases, for the reasons given in the Act.

10. The 10th Section simplifies the present Law in regard to the qualification of Grammar School Masters, and does away with the expense of a Board of Examiners, at present in existence. There is now an abundant supply of Graduates in Canada for our 100 Grammar Schools. Confining the graduation to British Universities, is not an objection to American Universities, *per se*; but the standards and modes of teaching in the British and Canadian Universities are more in harmony with the requirements of our Grammar Schools,—leaving out of view the questions of political bias, and the desirableness of holding out inducements to our own young men to enter the Universities.

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11. The 11th Section will render effective the provisions of the Law relating to Meteorological Stations, of which several are now in operation. The Observations are required to be taken twice a day, and recorded in a Book, which necessitates the continuous attendance of some competent Person at the Station. The Returns received from these Stations have been, more than once, of use to the Committee of the House of Assembly on Colonization and Emigration, and abstracts of them have been embodied in the Reports of the Committee.

12. The 12th Section introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point, Military Academy, yet to be established.

13. The 13th Section is now necessary, as the Town of Richmond refused, in 1850-51, to comply with the law which was then passed, relating to Common Schools, etcetera. It has not since been able to avail itself of the Act, owing to a technical legal difficulty.

14. The 14th Section gives effect to the wishes of a large body of Common School Teachers, in Upper Canada. At present, Teachers not trained in the Normal School have to undergo examination in every County, or School Circuit in which they may desire to teach.

## CHAPTER V.

### CORRESPONDENCE IN REGARD TO THE PASSAGE AT QUEBEC OF THE GRAMMAR SCHOOL IMPROVEMENT ACT OF 1865.

NOTE.—Doctor Ryerson having decided that, in order to facilitate the passage of the Grammar School Improvement Act, it would be desirable that I should proceed to Quebec, so as to confer with the Honorable William McDougall, who was to have charge of that measure, and to render him any assistance in my power on the subject, and also to afford him such explanations and information as he might require. During my stay in Quebec, I reported to Doctor Ryerson, from day to day, the proceedings which took place in regard to the passage of the Grammar School Bill.

#### I. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I see by the telegram in *The Globe* of this Morning that Mr. William McDougall, Provincial Secretary, is coming up from Quebec to Toronto. If possible, it might be well to see him, and thus aid me very much in my efforts in regard to the proposed passage of the Grammar School Bill at Quebec; for I see that he is to have charge of the Upper Canada Educational matters. I think this is well, for I feel that he will, in that case, enter into it more heartily and zealously; and, if he takes up the Grammar School Bill, he will likely have it carried through both Houses of the Legislature.

TORONTO, August 12th, 1865.

J. GEORGE HODGINS.

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

I sent off my Annual Report to the Government to-day,—also a copy of the Grammar School Bill, with a private Letter to Mr. McDougall, requesting him to introduce it as soon as possible, also apprising him that I have requested you to go to Quebec to give him any information and assistance he may require in regard to the Bill.

I propose that the Council of Public Instruction shall be authorized, with the sanction of the Governor-in-Council, to make Regulations for giving to meritorious Teachers of Common Schools Certificates which shall be available in any part of Upper



Canada. I propose to give this effect, by requiring that no Person shall be eligible to be a Candidate for such a Certificate who has not been a successful Teacher for three, or four, years; that the Examination papers for First Class Certificates in the Normal School shall be transmitted, under seal, to the Chairman, or Secretary, of each County Board, and not opened until the Candidates present themselves for examination; that the same time be allowed for the examination in each County, and the papers, as filled, then returned to the Department at Toronto, and examined and decided upon by the same Committee that awards the Normal School Certificates, with perhaps the addition of one, or two, names,—perhaps none. The subject engaged a good deal of discussion and interest at the late Annual Meeting of the Teachers Association of Upper Canada. I saw two, or three, of the most active Members of the Association to-day, and they expressed themselves delighted with what I proposed, and thought that it was fair and simple, and would give immense satisfaction to the Teachers at large, as well as raise the Profession and create a distinguished class of Teachers in it. You can tell this to Mr. McDougall, and press upon him the necessity of passing the Grammar School Bill.

TORONTO, August 12th, 1865. EGERTON RYERSON.

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

In connection with what I have written to you in my last Note, I would add that I intend to propose, for the consideration of the Council of Public Instruction: 1. That French Pupils shall be allowed to enter and be taught in the Grammar Schools. 2. That Pupils shall be taught Civil Engineering and Surveying, so far as is required for Matriculation in the University on those subjects. But the basis of distributing the Grammar School Funds shall be, (as heretofore,) the average attendance of Pupils at the Schools in Greek, or Latin.

TORONTO, August 19th, 1865. EGERTON RYERSON.

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

I have spent two mornings with Mr. William McDougall on the Grammar School Bill. He will proceed with it in the House of Assembly, without delay, as soon as the Government consent to its introduction. You will see that we have made sundry changes in the Draft of Bill, and have condensed it very much. Mr. McDougall said that the shorter the Bill was the easier would it be to pass it; but that a long Bill would provoke discussion, as Members would think it contained something very important. I hope you will approve of the changes we have made.

Mr. McDougall left me, in most cases, to adopt what phraseology I pleased in the Bill, but required it to be direct and condensed.

He says that he is virtually Minister of Education by the recent arrangement. In case of a future change in the Education Office, it will be in that direction, from what he incidentally said. I told him that in such a contingency, every thing Educational in Upper Canada should pass through the Education Department. This he thinks can be brought about gradually. He is greatly in favour of a more comprehensive and rigid system of School Inspection generally, and will give some attention to the subject until after the Bill has been submitted to the Government.

Mr. G. R. R. Cockburn came into Mr. McDougall's Office, while I was there, and gave me some assistance with the Bill.

I have seen a few things for our Museum which I think I will get before I leave here.

QUEBEC, August 25th, 1865.

J. GEORGE HODGINS.

### V. TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

I entirely concur in the amendments you have made to Grammar School Bill.

TORONTO, 28th August, 1865. EGERTON RYERSON.

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

I was glad to learn the careful and earnest attention which Mr. McDougall, with your assistance, is giving to the Grammar School Bill. With the amendments, which you have enclosed, it is, I think, a great improvement upon the original, and will, if passed, render, I think, our Grammar School Law as complete as the state of public opinion, and the circumstances of the Country will permit.

I feel encouraged from my apparently renewed strength, and from the earnest co-operation which Mr. McDougall seems to promise, to renewed efforts to improve and, as far as possible, to perfect our School System, the law for which may, in my opinion, be reduced nearly one half, and improved in efficiency in a nearly corresponding ratio.

TORONTO, August 28th, 1865.

EGERTON RYERSON.

## VI. FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

All the Members of the Legislature to whom I have spoken, offer no objection to the Bill, except to the 6th Section. Mr. McDougall is disposed, however, to fight it out, as he is in favour of that Section.

QUEBEC, August 29th, 1865.

J. GEORGE HODGINS.

## VII. TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

I approve of the amendments made by you. By all means get them passed. Last Spring I was assured by the Government that it would go on with Bill this Session. If not passed this Session, we shall lose a year.

TORONTO, 31st August, 1865.

EGERTON RYERSON.

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

I just saw Mr. John A. Macdonald for a few minutes yesterday, and he is disposed to stand by the "Latin and Greek basis" clause in our Grammar School Bill, but Mr. McDougall says that there will be strong opposition to it in the House, and I ought to be prepared with a concession, or compromise, so as to admit French Grammar, lest we should have to give way. Mr. John A. Macdonald will support our view strongly, but we might be wrecked on this clause.

I have prepared a brief historical Grammar School Sketch for Mr. McDougall, and have got for him the Reverend G. P. Young's Grammar School Report. He is very anxious to be well posted, so as to make a good debut as "Minister of Education."

Mr. John A. Macdonald has taken the Bill and my Memorandum on it to look over. I am in hopes of getting the Government to go on with it.

I have asked Mr. McMaster, a Member of our Council of Public Instruction to see Mr. John A. Macdonald and Mr. Brown, (so as to insure the passing of the Bill, and he promises to do so. He says that if Mr. John A. Macdonald and Mr. McDougall are all right, it will go through.

Mr. Auditor General Langton thinks you should get \$20,000 more of the Grammar School Fund invested, so as to have that surplus sum available.

QUEBEC, August 31st, 1865.

J. GEORGE HODGINS.

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

I enclose to you what I shall propose in regard to Pupils in the Grammar Schools who wish to prepare themselves to become Civil Engineers, or Surveyors. I also propose that Pupils studying French, but not Greek and Latin, shall be admitted to Grammar Schools, but that the average attendance of Pupils in Greek, or Latin, shall be the basis of distribution, as has been the case during the last ten years. The new Regulations, or the Bill, are not to alter anything that has been done, as to the basis

of distribution, (except to place Senior and Junior Grammar Schools on the same footing,) and making the apportionment to Counties; also to protect the Common Schools on the one side, and the proper studies of Grammar Schools, on the other side,—by excluding the subjects taught in the Common School from the former. But, if any difficulty is likely to arise in getting the Latin and Greek Clause of the Bill passed, it might be modified, (or “compromised,”) by saying: on ‘the basis of average attendance of Pupils in the Programme prescribed according to law for Grammar School Studies.’ Then by Regulations, as heretofore, the Studies and Pupils may be defined, including French, etcœtera, apart from Latin and Greek,—the latter may be among the permitted, but not prescribed, Studies.

The special object of the clause is to do away with apportionment to Counties according to population, and to abolish the difference between Senior and Junior Grammar Schools. That great object had better not be jeopardized by legislation, as it may be accomplished by judicious Regulations.

I am very glad you have seen, and interested, Mr. John A. Macdonald in the Measure.

TORONTO, September 1st, 1865.

EGERTON RYERSON.

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

I see by this Morning’s telegram from Quebec to *The Globe*, that Mr. McDougall is to introduce the Grammar School Bill on Monday. I am rejoiced at this; and I am glad that my Note of yesterday afternoon will reach you on Monday Morning, before Mr. McDougall introduces the Bill.

I have, with Mr. Marling, looked over the Accounts as to the Grammar School Fund, according to which there will be about \$81,000 available for apportionment next year. We apportioned \$57,000 this year. I think, therefore, that \$20,000 may be safely invested. It will be quite sufficient for you to see Mr. Langton on the subject, and for you and he to arrange as to the immediate investment of the \$20,000. You can state that I agree to his suggestions. It is not necessary for me to write an Official Letter on the subject, as you will see him for me. But, if he thinks so, let me know, and I will write one immediately.

Hoping that you will succeed in getting the Grammar School Bill through unutilated.

TORONTO, September 2nd, 1865.

EGERTON RYERSON.

#### XI. TELEGRAM FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

The Grammar School Bill is now to be introduced by Mr. McDougall. The Educational Depository war has commenced, backed by Mr. Brown. See Letter later on.

QUEBEC, September 2nd, 1865.

J. GEORGE HODGINS.

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

I received your Telegram to-day, announcing that the war on the Educational Depository had commenced, headed by Mr. George Brown. I am glad it has thus begun, if it was to be begun at all, while you are in Quebec, and at this juncture.

I herewith enclose you the Correspondence which took place between Mr. Brown’s brother-in-law, Mr. Thomas Nelson, and myself, in 1863, by which it will be seen that Mr. Nelson sought, in every way, to secure a monopoly of the Depository for himself, and which I resisted on general grounds. I do not know whether you may have occasion to use or refer to this Correspondence, but it will be no harm to have in reserve. His Agent, Mr. Campbell, is doubtless the *alter ego* of Mr. Nelson in this matter; and I

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should not be surprised if a Book and Publishing Establishment were contemplated by them, of which *The Gobe* Office would be the printing House.\*

When I get your Letter I will send you anything more you may require.  
TORONTO, September 2nd, 1865.

EGERTON RYERSON.

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

In addition to my Notes on the Grammar School Bill itself, I have furnished Mr. McDougall with a brief sketch of the Grammar Schools in Upper Canada, on which he will base his Speech.

I think everything is in a fair way to facilitate the passing of the Bill in the House of Assembly.

QUEBEC, September 3rd, 1865.

J. GEORGE HODGINS.

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

The attack on the Depository and Department, of which you speak, is not unexpected; and I am glad it has come in the form it has. I am glad also that Mr. George Brown is in the Government, as we can meet him as it were face to face, when he is under certain obligations, and cannot play the mere demagogue. I think, from your Letter, that you have said all, and the best, that could have been said on the matter. Mr. Marling, our Accountant, will furnish you with some statistics, which you will know how to use.

I have written a long Letter to Mr. McDougall on the subject, in corroboration of what you have said, and exhibiting the conduct of Messieurs Thomas Nelson and James Campbell. I sent you the Nelson Correspondence, and also last night Mr. Lumsden's Letter, from which I extracted a sentence, or two, in my Letter to Mr. McDougall.

I should be glad to have the Reverend Doctor Ormiston appointed a Member of the Council of Public Instruction; and I have said so in my Letter to Mr. McDougall.

You have had a taste at Quebec of what I have suffered for years!

From announcements made yesterday in the House, in regard to prorogation next week, I do not expect my Grammar School Bill, although introduced, will be passed this Session.

I think Mr. McDougall has acted and is acting very nobly in our School matters.  
TORONTO, September 5th, 1865.

EGERTON RYERSON.

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

As the investment of the Grammar School Fund must be done by Order-in-Council,—as required by the Grammar School Act,—it would be far better for you to address a formal Letter to the Government, recommending the investing of \$20,000 of the surplus. In view of future events I would prefer an Official Letter from you on the subject.

The general opinion here is that the basis of Greek and Latin alone, to the exclusion of all other subjects of a *bona fide* Grammar School education, would be unjust, and very discouraging. I think, as the result of conversation and reflection, that it would be far better to enlarge the basis and incorporate in the new Regulations, (which must now be framed on the subject,) the substance of the Regulations embodied in the New Code of the English School System,—that is, to apportion not only on the basis of "numbers" in a particular subject, but also on the basis of "results." I will try to get the Regulations of the New English Code, and enclose them to you. The Reverend James Fraser, (the English Commissioner to Canada and the United States), said that they worked admirably in England, even in the Elementary Schools. If adopted with

\* This Correspondence with Mr. George Brown's Brother-in-Law, (Mr. Thomas Nelson) is printed in Chapter IX. of the preceding Volume of this History.

us for the Grammar Schools, we would afterwards extend them to the Common School with great advantage to the System. I saw Mr. Alexander Mackenzie, M.P. for Lambton, this morning, and he is quite pleased with the change which we have made in the Grammar School Draft of Bill. He is anxious to fix the minimum Grant for new Schools at \$400, and will likely move such an amendment to the Bill, as he says that, without the minimum, a good salary cannot be given to a Grammar School Teacher.

QUEBEC, September 5th, 1865.

J. GEORGE HODGINS.

XV. DOCTOR RYERSON TO J. GEORGE HODGINS.

I am glad to see that the Grammar School Bill has been introduced into the House of Assembly. I sincerely hope that it will be passed. At all events, the responsibility of things remaining as they are, is now removed from us.

TORONTO, September 6th, 1865.

EGERTON RYERSON.

XVI. J. GEORGE HODGINS TO DOCTOR RYERSON.

The Bill was introduced last night, as you will see by the Telegram in the Papers. The Honourable John Sandfield fired off a little squib on the subject, and Mr. Thomas S. Parker, M.P. for one of the Wellingtons, professed anxiety that so important a measure should be passed at so late a period, etcetera.

I saw both of these Gentlemen afterwards, and I think I set matters right. Mr. Sandfield said he quite agreed with the Bill, but he just wanted to say a few words from his political standpoint. Mr. Parker was quite satisfied with my explanation.

I have also seen Mr. Cockburn, Mr. Ferguson of Frontenac, and Mr. Ferguson of Simcoe, as well as Mr. Mackenzie, Wright, McKellar, and Bowman, and several other Members, and they are well disposed to aid us.

QUEBEC, September 6th, 1865.

J. GEORGE HODGINS.

XVI. J. GEORGE HODGINS TO DOCTOR RYERSON.

To-day our Grammar School Bill comes up for a Second reading. Many Members think there will be scarcely time to pass it, but Mr. McDougall thinks there will be no difficulty.

Mr. Ferguson of Frontenac was very strong in his objection to the first Section. Kingston is the only Grammar School in his County, and he does not wish another to be established. I have prepared the following which I have not been able to submit to Mr. McDougall, as he is away. I propose to add it to the first Section.

"But where the only Grammar School in the County is situated within a City, the Council of such County shall have power to appoint one half of the Trustees of such Grammar School."

QUEBEC, September 7th, 1865.

J. GEORGE HODGINS.

XVIII. J. GEORGE HODGINS TO DOCTOR RYERSON.

I fully expected the Bill would have come up last night for a Second reading, but the discussion which arose about the Sectarian Grants occupied all the night until 10 o'clock, after which the Estimates went through at railroad speed. Mr. George Brown, however, promised that after Confederation was secured, these Grants to Colleges would be swept away altogether. It was a note of warning to the Supporters of the Grants, who also supported Confederation, that their support of that great scheme was the death knell of the Colleges.

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The morale of the debate was instructive. It showed how low public honour and morality in politics had evidently fallen,—as falsehood, double dealing, treachery, recreancy and cowardice and all such kindred crimes and failings were freely attributed to each other by the Members!

QUEBEC, September 8th, 1865.

J. GEORGE HODGINS.

XIX. DOCTOR RYERSON TO J. GEORGE HODGINS.

I have written to the Provincial Secretary an Official Letter, in regard to investing \$20,000 of the Surplus Grammar School moneys; also, on the basis of Mr. Langton's statement which you enclosed to me. I have suggested an inquiry into the management of the Grammar School Lands, and the proceeds of the sales of them, and whether they cannot be invested at a higher rate of interest than five per cent.

I have always found that individual conversation with private Members, who take an interest and active part in School matters, will do much more towards passing a School Bill than the proceedings of the Government itself. The Government has very little influence in such matters;—the Country Members think the Members of Government know less about School matters and the workings of the School law than they do themselves. Your being at Quebec, and seeing various Members on the subject of the Grammar School Bill is, therefore, of the utmost importance.

TORONTO, September 8th, 1865.

EGERTON RYERSON.

XX. J. GEORGE HODGINS TO DOCTOR RYERSON.—MILITARY INSTRUCTION.

This morning I spent nearly two hours with Mr. William McDougall and the Adjutant General (of the same surname), in trying to devise some plan to make the Grammar School available for the purposes of a purely elementary preparation for Military Education in a Canadian "West Point," yet to be established. The Debate yesterday and last Night convinced Mr. McDougall and others of the inefficiency, as a permanent scheme, of the present Military Schools. He thought it would be well, in view of the future, to promote the establishment of a "West Point" in Canada, and to plant the germ of Military Education in our Grammar School System. We have gone into the subject and intend to propose something in regard to a Course of Studies like the following:—

The Programme should be extended so as to include, (as special studies to be encouraged,) elementary Military Drawing and Surveying, and Military History and Geography, besides Drill, etcetera. Each Head Master, who will pass a Board for Military Studies and establish a special Class in his School of not less than five Pupils in Elementary Military Studies, to receive not less than \$100 per annum out of an additional Grant to be given by Parliament for that purpose. The whole to be subject to inspection by a Military Inspector. The Regulations on the subject to be prepared by the Council of Public Instruction, and approved by the Governor-in-Council.

As I am assured of your concurrence with the Military idea referred to, I wish you would write an Official Letter to Colonel Macdougall, the Adjutant General, asking him to furnish you with a list of such elementary works on Military Drawing, History, etcetera, as he would recommend. He is the Author of some Text Books now used at West Point.

Colonel Macdougall, the Adjutant General, has sent in a Memorandum to the Government, recommending that all Schools and Colleges receiving aid shall establish a Class for Drill, and that all Normal School Students should be required to prepare themselves for that duty.

QUEBEC, September 9th, 1865.

J. GEORGE HODGINS.

XXI. J. GEORGE HODGINS TO DOCTOR RYERSON.—MILITARY CLASSES IN GRAMMAR SCHOOLS.

I have devoted this morning to a consideration with Mr. William McDougall of the enclosed original Draft of the new Section on Military Studies:—

*Original Draft of a Clause to Provide for Elementary Military Studies in the Grammar Schools of Upper Canada.*

After the present year it shall be lawful for the Governor-in-Council to appropriate out of Moneys granted for Militia purposes, a sum not exceeding . . . dollars per annum, to be apportioned, (in sums not exceeding one hundred dollars per annum to any one School,) among the Head Masters of Grammar Schools who shall have passed a prescribed examination, and shall give instruction to a Class of not less than five Pupils in a preparatory course of Elementary Military Studies, according to a Programme and Regulations to be prescribed by the Council of Public Instruction, and approved by the Governor-in-Council; such classes and instruction to be subject to such inspection and oversight as the Governor may direct.

QUEBEC, September 11th, 1865.

J. GEORGE HODGINS

XXII. TELEGRAM FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

Grammar School Bill passed Second Reading in the House of Assembly last night.  
QUEBEC, 13th September, 1865.

J. GEORGE HODGINS.

XXIII. DOCTOR RYERSON TO J. GEORGE HODGINS.

I was greatly rejoiced to-day to learn from your Telegram that the Grammar School Bill had passed a Second reading.

I quite approve of the further amendments and additions which you have made to the Bill.

TORONTO, September 13th, 1865.

EGERSON RYERSON.

XXIV. J. GEORGE HODGINS TO DOCTOR RYERSON.

I sent you a Telegram this morning that the Grammar School Bill had passed its Second reading last night. I waited patiently from eight o'clock in the evening until a quarter to three in the morning, when, being the last item on the Government Order Paper, the Grammar School Bill passed without discussion, Mr. T. C. Street and Mr. Alexander Mackenzie alone saying that they had something to say on the Bill before it passed. I at once spoke to Mr. Street, as the Members were going out, and asked him if he had any amendment to make. Mr. McDougall also told me that he asked Mr. Street to show him his amendments. Mr. Street replied that he might not have any amendment to offer, but he would like to say something about the Bill.

Mr. John Sandfield Macdonald is friendly, and called my attention to the Bill, as it came up, saying "Now, here is your Bill." I was sitting at the time on the Seat near the Speaker's Chair.

I feel sure that we shall have to abandon the "Latin and Greek" basis, and make it broader, in the direction of Modern Languages; but I have no doubt the matter may be so arranged as to accomplish all that we desire, without much opposition, or loss, to the Grammar School System.

It is remarkable how completely every Member's measure is taken in the House. Some command not the slightest influence, others are barely tolerated; some are greatly disliked, and others again are sure to command the attention of the House, when they speak.

QUEBEC, September 13th, 1865.

J. GEORGE HODGINS.

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

To-day I expect the Grammar School Bill will pass through Committee of the House of Assembly, and then I do hope it will go up to the Legislative Council for its final passage. I spoke to Mr. Alexander Mackenzie this morning to see if he had any suggestions to make, but he did not give me much satisfaction. He said he would go and look over it and another Bill, and see what he would do. It has been a very weary business to get the Bill on,—so few of our public men seem to care anything about the matter, as they evidently can make no political capital out of it one way, or the other.

QUEBEC, September 14th, 1865.

J. GEORGE HODGINS.

## XXVI. TELEGRAM FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

The Grammar School Bill has passed through Committee of the House of Assembly.  
 QUEBEC, 15th September, 1865.

J. GEORGE HODGINS.

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

This morning I telegraphed to you that the Bill had passed through the Assembly Committee. It goes so slowly, and so little might still upset it, that I fear to leave while there is anything to be done. I have been all this morning seeking to smooth the Third reading of the Bill with the Members of the Assembly, and also seeing Members of the Legislative Council so as to insure its passage through the Council without opposition. In this I think I have succeeded.

5 o'clock P.M. The Bill has just been read the Third time in the House of Assembly and passed.

QUEBEC, September 15th, 1865.

J. GEORGE HODGINS.

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

The Bill passed the Legislative Council about half past nine of last night. Mr. Currie and other Members,—Mr. Bull, Mr. McMaster, etcetera, spoke of its necessity and excellence. Mr. Campbell's remarks about it were very good.

QUEBEC, September 16th, 1865.

J. GEORGE HODGINS.

## XXIX. TELEGRAM FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

The Bill has passed both Houses; extra copies are sent by mail.

QUEBEC, September 16th, 1865.

J. GEORGE HODGINS.

## REMARKS UPON THE PASSAGE OF THE GRAMMAR SCHOOL IMPROVEMENT ACT, BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In the giving of the Royal Assent to the new Grammar School Act by the Governor General, he made the following reference to the value of the measure in His Excellency's Speech from the Throne. He said: "The Act which you have passed . . . . . for the Improvement of the Grammar School Law of Upper Canada, will, I doubt not, contribute to the prosperity and good government of this Province." The passage of this Act marks an important epoch in the history of educational progress in Upper Canada. The Honourable William McDougall, Secretary of the Province, in his capacity of Minister in charge of Education, deserves the cordial thanks of the educational Authorities in Upper Canada for his active exertions in getting this Bill through the Legislature. In conferring on the subject with Mr. Hodgins, the Officer from the



Education Department, having charge of the matter at Quebec, he devoted a good deal of time to a careful consideration of Grammar School Education in Upper Canada, and sought in various ways to render the Bill under consideration as practical in its objects as possible.

Some valuable improvements were made in the original Draft of Bill in conference with Mr. McDougall. Among others is the Section relating to Elementary Military Education in Upper Canada. This Section was highly approved of by the Adjutant General of Militia, and cannot fail to add to the influence of the Grammar Schools. It will be found to be the first practical step which has been taken in the direction of a permanent and systematized plan of Military Instruction for the youth of our Country, yet to be followed up in some future Canadian Sandhurst, or West Point, Military Academy, yet to be established.\* Such an Academy must eventually supersede the present temporary system of local Military Schools which are now established at a considerable aggregate cost in various parts of the Province.

Few, except those practically acquainted with the state of the Grammar Schools, can form an idea of the great service which the new Grammar School Act will render to the cause of intermediate education in Upper Canada. Before the beginning of the present year, many of the Grammar Schools were doing little more than Common School work; and some of them even did this work very imperfectly. The effect of the new Regulations which went into operation this year, has been, I am happy to say, very materially to improve the condition of most of the inferior Grammar Schools; while, under the provisions of the new Act just passed, the Managers of these Schools will still further feel the necessity of confining them exclusively to their own legitimate work. This work they will be required to do, *bonâ fide*, to the best of their ability, in order to be entitled to the right to compete for a share in the Legislative Grant. The system of apportioning money to the Common Schools, according to the basis of average attendance of Pupils therein, has been found to have had a most salutary influence not only upon the attendance of children at the Schools, but also upon the character of the instruction given, and the length of time in the year during which the Schools have been kept open.

A great drawback to the advancement of the Common Schools, especially in rural Villages, has been the facility with which some of the so-called Grammar Schools could interfere with, and even reduce, the standard of education below that of an ordinary Common School. Under the new Act, however, the Grammar School standard of Education will be definitely fixed and uniformly maintained in all of the Schools; while the efforts of the Department can now be directed without hindrance to raising the standard of the Common Schools, so that both classes of Schools will be enabled to perform their own work without clashing with each other. There are other projects under consideration for the improvement of the condition of the Schools, and rendering their inspection more systematic and thorough, which are not yet matured, but which will be publicly discussed in due time.

## CHAPTER VI.

### HISTORICAL REVIEW OF THE PROGRESS OF GRAMMAR SCHOOL EDUCATION IN UPPER CANADA, 1797-1865.

In 1789, in compliance with a Memorial presented to Governor General Lord Dorchester, praying for the establishment of a Public School near Cataraqui, (Kingston,)—the most central part of Upper Canada,—he directed the setting apart of Land for the Endowment of Intermediate Schools in the new Townships in that part of the Province; but no School was actually established at that time.

\* Doctor Ryerson had, no doubt, reference to the Military College which was afterwards successfully established at Kingston.

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In 1792, a private Classical School was established at Newark, (Niagara,) and in 1796, one was established at York, (Toronto).

In 1797, the subject having been brought before the Upper Canada Legislature by Governor Simcoe, in a Despatch received from the Duke of Portland, a Memorial was sent to the King, praying for the grant of a sufficient quantity of Land to endow a Grammar School in each of the four Districts into which the new Province was divided, and a College for Upper Canada. The prayer of the Memorial, in a comprehensive form, was granted; and 500,000 acres of Land were set apart for the purposes specified. In 1798, President Russell requested his Executive Council, the Judges and the Law Officers of the Crown, to submit to him a Scheme of Education for the Province. They did so; and recommended a sum of money to be granted for the erection of a School House at Kingston, and in the Newcastle District, for the accommodation of 100 Pupils, with a residence for the Master. They also recommended that a College be erected at York. The claims of Cornwall and Sandwich for a School were, in the meantime, to remain in abeyance. Nothing was done, however, except to bring out from Scotland, Mr. (now the Right Reverend Bishop), Strachan, as President of the proposed College. Before Mr. Strachan arrived, however, the project of the College was abandoned, Governor Simcoe went to England, and Doctor Strachan opened a School at Kingston and subsequently one at Cornwall.

In 1806, a temporary Act was passed, establishing a Grammar School in each of the eight Districts into which Upper Canada was then divided, and granting £100 per annum for each Teacher. In 1807-8, this Act was made permanent.

In 1817, Common Schools were first established by Law in Upper Canada.

In 1819, another District Grammar School was opened; and provision was first made for holding public examinations,—for reporting on the condition of the Schools to the Government and for educating ten Common School Pupils as free scholars at each District Grammar School. The allowance of £100 was reduced to £50, wherever the number of Pupils in attendance did not exceed ten.

In 1823, a Provincial Board of Education was established. In 1824 the germs of a Library System were developed. Subsequently, and down to 1839, other steps of progress were made.

In 1839, the term "District School" was changed to that of "Grammar School;" and £200 were offered to each District which would raise an equal amount for the erection of a Grammar School Building. £100 were also offered for the establishment of a School in each of four Towns, (not nearer than six miles from the County Town,) at which not less than sixty Pupils were to be educated.

In 1853, the present Grammar School Act was passed. To render the transition from an old to a new system more easy, many of the provisions of the former Grammar School Acts were retained. For instance, (1) the distinction between Senior and Junior County Grammar Schools;—(2), the granting of £100 to each Senior County Grammar School over and above that given to a Junior School, on condition, (3), that the daily average number of Pupils reached ten, and £50 in case the average was below ten. These Senior Schools were, however, required to make Meteorological Observations and Returns to the Education Department

In order to see what has been the gradual progress in the number of Grammar Schools in Upper Canada and the number of Pupils attending them, the following Table is appended:—

In the Year	Number of Schools.	Number of Pupils.
1844 .....	25	1,000, estimated.
1854 .....	64	4,287
1863 .....	95	5,352
1864 .....	95	5,590
1865 .....	101	5,700, estimated.

Of the 5,590 Pupils in the various branches of instruction in 1864, there were as follows:—

In the English branches .....	5,053
In Latin .....	2,102
In Greek .....	726
In French .....	2,828
In Mathematics .....	5,387
In Geography .....	4,963
In History .....	3,833
In Physical Science .....	2,911

In 1865, the number of Pupils attending the Grammar Schools, was,—	
From the Cities, Towns, and Villages, (incorporated,) about .....	4,400
From Counties .....	1,300

Estimated total as above .....

5,700

—showing that, while the new Act will give County Councils equal power with Town and Village Councils to appoint Trustees, only one-fourth of the Pupils attend from the rural portions of the Country, over which the County Councils exercise jurisdiction.

In order to see what was the financial condition of these Schools in 1864, the following summary is appended:—

Legislative School Grant available for Masters' Salaries .....	\$45,000
Municipal Grants .....	\$15,913
Fees .....	19,353
Former years' balance .....	\$9,974
Less balance of 1864, carried to 1865 .....	5,029
	4,945
Legislative Grant for Maps, Apparatus and Prizes ...	600
	40,800

Grand Total expended in 1864 .....

\$85,800

The Fees paid were from \$1 to \$8 per pupil, according as the School was supported by Municipal Grant, or otherwise.

The highest Salary paid to the Head Master of any School was \$1,200—the lowest \$300—average \$680, as follows:—

4 Masters at .....	\$1,200
1 Master at .....	1,100 and less than \$1,200
6 Masters at .....	1,000 and less than 1,100
3 Masters at .....	900 and less than 1,000
13 Masters at .....	800 and less than 900
17 Masters at .....	700 and less than 800
28 Masters at .....	600 and less than 700
11 Masters at .....	500 and less than 600
7 Masters at .....	400 and less than 500
2 Masters at .....	300 and less than 400

Average salary of 92 Masters, \$680 per annum.

There was no increase in 1863 or 1864 in the number of Grammar Schools established. But, owing to the increase in the sums available for Grammar Schools in the latter year, some additional Grammar Schools were established in rural parts of the Country in 1865, such as,—

Morrisburg, with only an average attendance of eight Pupils in Latin.	
Alexandria, with only an average of .....	six Pupils in Latin.
Fergus, with only an average of .....	six Pupils in Latin.
Osborne, with only an average of .....	five Pupils in Latin.

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The new Regulations have had a highly stimulating effect upon the attendance of nearly all the Grammar Schools; and the new Law will very greatly increase their value and efficiency.

The following Grants to Grammar Schools were made by City, Town, Village and County Municipalities in Upper Canada for 1864. Of 49 Grants made, 14 were chiefly for building purposes—leaving 35 only for Teachers' Salaries and current expenses:—

4 Grants of from..... \$10 to \$30	over 41	5 Grants of from ... \$500 to \$600
4 Grants of from..... 50 to 100		2 Grants of from ... 600 to 700
24 Grants of from..... 150 to 300		1 Grant of over .....3,000
9 Grants of from..... 400 to 500		
—		—
41		52 Grants.

These forty-nine grants amounted to \$15,913, deducting, however, a portion of the large extra sum of \$3,117 granted for building purposes in Napanee; the average Grant from each of the 49 Municipalities would be \$250.

From these Municipal Grants, which reaches the sum of ..... \$15,913  
 We deduct the sums paid for Building, Rent and Repairs, amounting to 6,139

Net sum ..... \$9,774

Thus leaving available from Municipal Grants for Teachers' Salaries only about one-fifth of the amount of the Legislative Grammar School Grant available for 1864,—or about \$100 to each of the ninety-five Grammar Schools in Upper Canada in that year.

CHAPTER VII.

CIRCULARS FROM THE CHIEF SUPERINTENDENT OF EDUCATION ON THE GRAMMAR SCHOOL IMPROVEMENT LAW OF 1865.

I. TO THE WARDENS OF COUNTIES IN UPPER CANADA.

I have the honour to send to you herewith, for the information of the County Council, over which you preside, a copy of the new Grammar School Improvement Act; by the provisions of which, it will be seen that Cities, with one exception, are made Counties for Grammar School purposes; and the County Council will hereafter appoint one-half of the Members of the Board of Trustees of any Grammar School situated in any Town, or Incorporated Village, and the Municipal Council of such Town, or Village, will appoint the other half of the Members of such Board. In regard to Grammar Schools not situated in any Town, or Incorporated Village, the new Act makes no change in the mode of appointing Trustees; the appointment of these Trustees still rests with the County Council.

2. The great object of this Act is to make Grammar Schools what they were intended to be, and what they ought to be,—namely: Intermediate Schools, between the Common Schools and the University Colleges,—to prepare these Pupils for matriculation into the University, who intend to acquire a University education,—to impart to other Pupils the higher branches of an English education, including the elements of French, for those who intend to engage in the various pursuits of life without entering the University—and also to impart a special preparatory education to those who intend to become Surgeons and Civil Engineers.

3. It is upon this broad basis, and with these comprehensive and important objects in view, that the Programme of Studies and Regulations have been revised; and on these grounds they present strong claims to the liberal support of the Counties and Muni-

cialities where they are established—not, in any way, being the rivals of the Common Schools, nor permitted to do Common School work, but to perform a higher educational work of the greatest importance to the advancement of the Country, which can neither be done by the Common School on the one hand, nor by the College on the other.

4. The progress, Institutions, Professions and Employments of our Country, together with the influx of many well educated Persons from other Countries, render these Intermediate Schools an indispensable necessity, if our native youth are to maintain their proper position in society, and if our Country is to maintain its rank in comparison with other educating and progressive Countries. But the Grammar Schools cannot accomplish the objects of their establishment without further aid in addition to that of the small Fund provided by the Legislature. No such Schools ever did fulfill their mission by mere Fees of Pupils and a small Legislative Grant, without liberal local support, unless they had a large independent Endowment—which is not the case with the Grammar Schools of Upper Canada. The County Councils have, of late years, created a large number of Grammar Schools; and the authors of any offspring ought not to leave it to languish and starve for want of support.

It appears from the Returns of 1864, that to 49 of the 101 Grammar Schools some Municipal aid had been granted last year; but the other 52 Grammar Schools have had no other resources than the Fees of Pupils and the Apportionment from the Grammar School Fund. It is not, therefore, surprising that so many of the Grammar Schools are little better than Common Schools, and some of them, both in accommodations and efficiency, inferior to the Common Schools in the same Town, or Village. This ought not so to be. All reasonable men must admit that it is better to discontinue the Grammar Schools, where there are no materials for their operations and support, and concentrate joint Legislative and Municipal appropriations upon a smaller number of good Grammar Schools than to dissipate these funds upon a large number of poor and needless Schools. In order to remedy this evil to some extent, it has been provided that no Grammar School shall be entitled to share in the Grammar School Fund which has not proper accommodations provided for it, and an average attendance of at least ten Pupils in one of the Languages, for teaching which that Fund was originally created; and the Sixth Section of the new Grammar School Improvement Act provides that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided from local sources, exclusive of Fees, equal at least to one half the sum apportioned to such School, and expended for the same purposes as said Fund,"—namely, for the Salaries of Teachers.

6. The Grammar School Act does not say in what way the proportionate sum from "local sources" shall be provided; but I would suggest that, as the County Council appoints one-half of the Board of Trustees for the management of each Grammar School, the County Council should provide one-half of the sum required by law to be provided from "local sources" as a condition of sharing in the Fund. But a higher and broader ground for this suggestion is, not only that the Grammar School is a National School and the Country has a special interest in it, as has the Country at large, as evinced by the Legislative provisions for Grammar Schools, but a large number of Rate-payers in the country parts do not send their children to the Common Schools, but to the Grammar and other Schools; yet their properties are largely assessed for providing Common School premises and for supporting Common Schools. It is but equitable, therefore, to these Ratepayers,—apart from other considerations,—that a small portion, at least, of the School Assessments in Counties should go to support the one or more County Grammar Schools. It is to be recollected that the County School Assessment forms but a small part of the Assessments levied (by Municipal Councils and Trustees) in the County for School purposes; and it is only by the County Council granting some part of its School Assessments in aid of Grammar Schools, that it can do justice to those Ratepayers who have sent, or are sending, their children to the Grammar, and to other than Common, Schools, yet have paid Assessments in all past years for the support of

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Common Schools. Therefore, upon these personal grounds of equity between different classes of Ratepayers, as well as upon these broad, public and national grounds, I trust that your County Council will aid in doing for the few Grammar Schools what has been so long and liberally done by all classes for the Common Schools.

7. Relying upon your intelligent and liberal co-operation (which you have so nobly evinced in regard to the Common Schools), and anxious to the utmost of my power to facilitate the exertions of your Grammar School Trustees, I will make and pay the Apportionment for 1866 in aid of each Grammar School conducted according to law, without waiting for the payment of the proportionate sum required by law to be provided from local sources. The vital principle of our Common School system, and the most potent element of its great success, is this co-operation between the Legislature and each Municipality in its support. Many Municipalities have far exceeded the required conditions of the law, in making provision for Common Schools; I trust, by a similar intelligence and liberality in regard to the Grammar Schools it will soon be your happiness to see them, equally with the Common Schools, fulfilling their appropriate mission, and conferring inestimable blessings upon the Country.

TORONTO, 9th November, 1865.

EGERTON RYERSON.

II. TO THE MAYORS OF TOWNS AND THE REEVES OF INCORPORATED VILLAGES IN UPPER CANADA.

I have the honour to transmit you herewith,—for the information of the Council over which you preside,—a copy of the new Grammar School Improvement Act of 1865; by the Second Section of which your Council will, hereafter, have the appointment of one-half the Members of the Board of Trustees for the Grammar School situated within your Municipality. Your County Council still retains the appointment of the other half of the Members. I enclose you herewith a copy of the Circular which I have addressed to your County Council on this subject; and I beg to call the attention of your Council to the remarks contained in that Circular on the objects of the new Act, the relations and character of Grammar Schools, and the importance and obligation of providing for their support.

2 The Sixth Section of the Act provides, that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such School, and expended for the same purpose of said fund,"—namely, for the Salaries of Teachers. The Act does not prescribe any particular mode of providing this proportionate sum "from local sources;" but I have suggested that the County Council provide one-half of it, as that Council appoints one-half of the Members of the Board of Trustees; and I now take the liberty of suggesting that your Council, as it appoints the remaining half of the Members of the Board, should provide the other half of the sum required from local sources—that is, one quarter of the sum which I shall apportion and pay to your Grammar School out of the fund provided by the Legislature for that purpose. Indeed, as the Grammar School in situated in your Municipality, the expenditure for its support takes place there, and the greater part of its advantages are there enjoyed; and, moreover, as the property of many of your Ratepayers, who send their children to the Grammar School, has long been taxed for your Common School purposes, I hope that your Council will, upon the ground of equity between one Rate-payer and another, as well as upon public grounds, liberally provide for the accommodations and support of your Grammar School, as you have done for Common School accommodations and support; and, especially, as it is the object of the new Act, and of the recent Regulations, to make the Grammar Schools what they ought to be, and what the progress and institutions of the Country demand, videlicet: Intermediate Schools between the Colleges and the Common Schools, doing work of the greatest importance, which cannot be done by either the Colleges, or Common Schools; imparting to the youth the higher branches of an English education; preparing Students for the University; and giving the necessary

preliminary education to those who wish to become Surveyors and matriculate in the Department of Civil Engineering in the University. The Programme of Studies has been revised and adapted to promote these objects, as well as to provide a thorough commercial education. Thus, your Grammar School may be made truly and practically the High School of your Municipality; and I earnestly hope that nothing will be wanting on the part of your Council to render it so, as, I can assure you, I will heartily co-operate with you in every way in my power for that purpose.

TORONTO, 10th November, 1865.

EGERTON RYERSON.

### III. TO THE MAYORS OF CITIES IN UPPER CANADA.

I have the honour to transmit herewith, for the information of the Council over which you preside, a copy of the new Grammar School Improvement Act, the First Section of which provides, that "Each City shall, for all Grammar School purposes, be a County; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School in the County is situated within a City, the Council of such County shall appoint one-half the Trustees of such Grammar School." The City of Kingston is the only City to which the latter clause of this Section of the Act applies. The Sixth Section of the Act provides, that "The Grammar Schools shall not be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of Fees equal at least to half the sum apportioned to each School, and expended for the same purpose as the said Fund"—namely, for the payment of Teachers' Salaries. I have suggested to the County Council, that as it, jointly with your City Council, appoints the Trustees, each Council should provide one-half of the amount required to be raised from local sources. This may be done by making an appropriation from the Clergy Reserve moneys, or from the general funds of the Municipality.

The new Act places your Grammar School wholly under the management of a Board of Trustees, appointed by your Council; and the object of the Act, and of the recently revised Programme of Studies is, to make your Grammar School what it ought to be, a High School for your City,—an intermediate School between the Common Schools and the University,—preparing Pupils to matriculate into the University, either in Arts, or Law, or in the Department of Civil Engineering, providing for intended Surveyors their preliminary education, and imparting the higher branches of an English and Commercial education to those youths whose Parents do not wish them to study Greek, or Latin. The progress and institutions of our Country render such Schools an indispensable necessity.

3. Considering, therefore, the objects and importance of your Grammar School, and that it is to be henceforth under the management of a Board of Trustees appointed by your Council, I confidently trust that nothing will be wanting on the part of your Council to provide as liberally for the accommodations and support of your Grammar School as you have for the accommodation and support of your Common Schools. Many of your Citizens have never sent their Children to the Common Schools, although their property has been largely taxed to provide for the accommodation and support of those Schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future School Assessments should go to provide for the accommodation and support of your public Grammar School.

4. Relying upon your intelligent and liberal co-operation in regard to your Grammar School, and desirous of facilitating, as far as possible, the exertions of the Trustees which you may appoint, I will pay the Apportionment to it in 1866, without waiting for the proportionate sum required by law to be provided from local sources. I trust your Grammar School will soon take its appropriate place among the Public Schools of your City—so honourable to the citizens and so hopeful for their offspring.

TORONTO, 12th November, 1865.

EGERTON RYERSON.

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## IV. TO THE BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS IN UPPER CANADA.

I herewith transmit you a copy of the new "Grammar School Improvement Act," and of the revised Programmes of Studies, which have received the approval of the Governor-General-in-Council, and which are designed to give effect to the wishes of the Legislature, and the comprehensive objects of the new Grammar School Law, namely: to make the Grammar Schools the High Schools of their respective localities,—Intermediate Schools between the Common Schools and the University—to prepare youth to matriculate in the University, in Arts, in Law, and in the Department of Civil Engineering, to give to intended Surveyors their preliminary education, and to impart the higher branches of an English and Commercial education to those youth whose Parents do not wish them to study Greek, or Latin.

2. My printed Circulars to the Municipal Councils of Counties, Cities, Towns, and Incorporated Villages, which are sent to you, explain the equitable and public grounds on which a liberal Municipal support may be reasonably and confidently expected to be given to the Grammar Schools. By the provisions of the new Act, a sum equal to one-third will be added to the Grammar School Fund, for the payment of Teachers' Salaries. One condition required by the Regulation is, that "after the 1st day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund unless suitable accommodations are provided for it, and unless it shall have a daily average attendance, (times of epidemic excepted,) of at least ten pupils learning Greek, or Latin." It is not worth while to have a Grammar School in a place where there is not sufficient interest in it to provide suitable accommodations, or the material for the attendance at the Grammar School of at least ten regular Pupils in those subjects, the teaching of which was its primary object. It is much better to concentrate the School Fund, and to give adequate support to a smaller number of good Grammar Schools, than to dissipate it on a large number of inefficient and nominal Schools.

3. Hitherto, many of the Grammar Schools have done little as classical Schools, and taught few, if any, of the English branches of a good education, which have been as well, if not better, taught in many of our Common Schools. The object of the Grammar School Law, and of the revised Programmes of Studies, is to prevent any further dissipation of the Grammar School Fund in this way; to prevent the Grammar Schools from poaching upon Common School ground, or being rivals of Common Schools; to make them English High Schools; and to render them efficient in their appropriate work of elementary classical, and superior education. But, while it is intended that they shall accomplish, to as great extent as possible, the ends of good Classical Schools, special regard is had in the second, or English, Course of Studies, to the increasingly wide and pressing demands of a high English and Commercial education, supplementary to the elementary education which is provided in the Common Schools.

4. It will be observed, that the Pupils are not to take certain subjects of the Grammar School Course as a matter of form, in order to be retained as Grammar Schools Pupils, while they are, in reality, but Common School Pupils, almost wholly employed in learning the elementary subjects of Common School instruction. None can be recognized as Grammar School Pupils but those who really are so, and who are *bonâ fide* pursuing the whole of the subjects in one of the two courses of Studies prescribed in the Programme. The Pupils of all the Schools are to be finally admitted, on examination, by the Inspector. This places all the Schools on the same footing, and brings the Pupils of each, on their admission, up to the same standard; and every School shares in the Fund according to its work, irrespective of County, or locality. Under the provisions of the new Grammar School Act, there is no apportionment to Counties according to population, nor any distinction between Senior and Junior Grammar Schools; but, as the Seventh Section of the Act expresses it: "The Apportionment, payable half yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of Pupils

in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools."

5. During more than ten years, I have employed my best exertions to get the great principle of our Common School System applied to that of the Grammar Schools, namely: the principle of each Municipality providing a certain proportionate sum, as a condition of sharing in the School Fund provided by the Legislature. This is the vital principle of our Common School System, and is the main element of its wonderful success. The intelligent liberality of the Municipalities has far exceeded the requirements of the law in relation to our upwards of four thousand Common Schools; I doubt not a like liberality and intelligence will soon be shown in regard to our one hundred Grammar Schools.

6. Relying upon the liberal co-operation of the County, City, Town, and Village Municipalities, and to facilitate, as far as possible, the labours of the Trustees, I will make and pay the next year's Apportionment of the Grammar School Fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the School Fund, until the deficiency is made up.

7. With the additional co-operation and means which the new Act provides in behalf of Grammar Schools, and the practical Programme of Studies prescribed, it remains for the Trustees to employ their earnest and patriotic exertions to make the Grammar Schools, under the Divine blessing, fulfil their noble mission, and prove an honour, as well as a general blessing, to the Country.

TORONTO, 1st December, 1865.

EGERTON RYERSON.

## CHAPTER VIII.

### REVISED PROGRAMME OF STUDIES AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA, 1865.

PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION, UNDER THE AUTHORITY OF THE CONSOLIDATED GRAMMAR SCHOOL ACT OF 1853, AND OF THE GRAMMAR SCHOOL IMPROVEMENT ACT OF 1865.

*Approved by His Excellency the Administrator of the Government-in-Council, November, 1865.*

#### PREFATORY EXPLANATION.

The Twelfth Section of the Upper Canada Consolidated Grammar School Act of 1865 requires that, "In each County Grammar School provision shall be made for giving, by a Teacher, or Teachers, of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematics, so far as to prepare Students for University College, or for any College affiliated to the University of Toronto,—according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General-in-Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations." In the Seventh clause

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of the Twenty-fifth Section of the Act, (after providing for the union of the Grammar and one, or more, Common Schools in any Municipality) it is provided that, "no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English Teachers."

2. From these provisions of the Law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the Twelfth Section, and the Eighth clause of the Twenty-fifth Section of the Consolidated Grammar School Act, 22 Victoria, Chapter 63, are binding upon all Boards of Trustees and Officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VII., which is discretionary with the Head Master and Trustees.

SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. The Seventh Section of the Act of 1865 for the further improvement of Grammar Schools provides as follows:—"The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the 1st day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than Pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two Courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School.

SECTION II.—ADMISSION OF PUPILS STUDYING GREEK AND LATIN INTO THE GRAMMAR SCHOOLS.

1. The examinations and admission of Pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all Pupils to the Grammar Schools.

2. The regular periods for the admission of Pupils commencing classical Studies, shall be immediately after the Christmas, and after the Summer, Vacations; but the admission of those Pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary examinations for the admission of Pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorized by law, or by other Corporate Bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other Persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

3. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly a passage from any common reading Book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work questions in the four simple rules of Arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

4. To afford every possible facility for learning French, Girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final Entrance Examinations required for the admission of Boys and Girls, thus admitted, will take French, (and not Latin, or Greek,) and the English subjects of the Classical Course for Boys; but they are not to be returned, or recognized, as Pupils pursuing either of the prescribed Programmes of Studies for the Grammar Schools.

SECTION III.—PROGRAMME OF STUDIES FOR CLASSICAL PUPILS IN THE GRAMMAR SCHOOLS  
UPPER CANADA.

NOTE.—This Programme is printed on page 256 of Volume XVIII. The only addition to it made by the Council of Public Instruction in now revising these Grammar School Regulations is that in the Eighth Department of Studies for the Fourth Class, the following is added: "Bookkeeping, including a knowledge of Commercial Transactions," and in the Fifth Class of the same Department the following is added: "Telegraphy." The latter and Vocal Music are optional.

SECTION IV.—ENTRANCE EXAMINATION AND PROGRAMME OF STUDIES FOR PUPILS NOT  
INTENDING TO STUDY GREEK OR LATIN.

1. Pupils desiring to become Surveyors, or to study for matriculation in the University of Toronto as Students of Civil Engineering, or to study the higher English branches and French, without taking Greek or Latin, must have obtained, before entering the Grammar School, such an acquaintance with the English branches as may be got in good Common Schools. Such Pupils, before admission to the Grammar School, must pass an entrance examination in the following subjects:—

*Arithmetic.*—Proportion, with Vulgar and Decimal Fractions. (To be thoroughly understood).

*Geography.*—An accurate knowledge of General Geography.

*English Grammar.*—The analysis and parsing of ordinary sentences.

2. The preliminary entrance examination to be conducted in the same way as that prescribed for other Grammar School Pupils, and to have only a temporary force until the Candidates for entrance are examined and finally admitted by the Inspector.

3. The Course of Study for Pupils of the above Classes to be as follows:—

*First Year.*

Arithmetic, from Fractions to end of the book.

Algebra, to the end of Simple Equations.

Euclid, Books I., II., III., IV., with definitions of Book V.

Elements of Natural History (including Botany) and Physiology.

French Grammar and Exercises.

Voltaire's *Histoire de Charles XII.*, Books I., II.

Outlines of British History to the present time.

English Grammar and Composition.

Drawing from Copy.

Book-keeping, including a knowledge of Commercial Transactions. Telegraphy (if desired).

*Second Year.*

Algebra continued.

Euclid, Book VI.

Elements of Chemistry and Natural Philosophy.

Nature and use of Logarithms.

Plane Trigonometry, as far as the solution of Plane Triangles.

French Grammar and Exercises, continued.

Voltaire's *Histoire de Charles XII.*, Book III.

Corneille's Horace, Act IV.  
 Geography reviewed, and Map Drawing on the Black-board.  
 History of Canada and of other British North American Provinces.  
 English Composition.  
 Christian Morals, and Elements of Civil Government.

SECTION V.—DUTIES OF THE HEAD MASTER AND TEACHERS OF GRAMMAR SCHOOLS.

(NOTE.—These are the same as are printed in Section IV., on page 257 of this Volume.)

SECTION VI.—DUTIES OF PUPILS OF GRAMMAR SCHOOLS.

(NOTE.—These are the same as printed in Section V., on pages 257, 258 of this Volume.)

SECTION VII.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

(NOTE. These are the same as are printed in Section VI., on page 258 of this Volume.)

SECTION VIII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

(NOTE.—These are the same as are printed in Section VII., on page 258 of this Volume.)

SECTION IX.—DUTIES OF THE INSPECTOR OF GRAMMAR SCHOOLS.

(NOTE. These are the same as are printed in Section VII., on page 259 of this Volume.)

## CHAPTER IX.

### THE GIVING OF BOOKS AS PRIZES IN THE SCHOOLS.

In addition to the salutary system adopted by the Education Department for the establishment of Public School Libraries, it has been found to be most desirable to supplement that system by making provision for a more general diffusion of a class of books, containing Tales and Sketches of practical life, which, from their very nature and popular style, are more suitable for the mental capacity of the youth in our schools. With that view, a portion of the Legislative Grant was given for the purpose of giving Books of this kind as Prizes to deserving Pupils in the schools. As the scheme was a new one, some mistakes were made at first in awarding these Prize Books, and complaints reached the Department that partiality and unfairness was sometimes practiced.

To remedy this defect in the scheme, a series of neatly lithographed 'Merit Cards' was prepared, representing one, ten, fifty, and one hundred merits, to be given to the Pupils in the Schools solely as the result either of their recitation, or examination, or of their attendance and good conduct. As the Pupils' merit cards increased, those of a lower denomination were

exchanged for those of a higher grade, so that at the time of the distribution of the Prize Books the Pupil with the largest aggregate of "Merits" got the higher prize in the shape of one or more Books of a higher value.

In his Annual Report for 1865 the Chief Superintendent thus refers to this matter. He says:

The importance of this comparatively new feature of the School System can hardly be over-estimated. A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost prices, the Department adds one hundred per cent. to whatever amount may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of Children in their Schools.

A series of "Merit Cards," with appropriate illustrations and mottoes has been prepared by the Department, and these Cards are supplied to Trustees and Teachers at a very small charge. . . . These Merit Cards are to be awarded daily. . . . to Pupils who deserve them. One class of Cards is for "Punctuality;" another for "Good Conduct;" a third for "Diligence;" a fourth for "Perfect Recitation." . . . Thus, an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitation, or other exercise, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends.

There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon comparative success of single examinations at the end of the School Term or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. . . . The second peculiarity is that the standard of merit is founded on the Holy Scriptures, as the mottoes on each card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait-character illustrative of the principle of the motto, and is worthy of imitation.

The Prize Book system, and especially in connection with that of the Merit Cards, has a most salutary influence upon the School discipline, and upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading and information.

#### OPINIONS OF TEACHERS AND TRUSTEES IN REGARD TO THE INFLUENCE FOR GOOD OF THESE MERIT CARDS.

A Teacher, in one of the Townships, writes as follows, in regard to the new system of Merit Cards: "The distribution of the Merit Cards with the Prizes in view, has had a most beneficial effect on my Pupils, and has worked like a charm in my School."

Another Teacher, also, says: "The series of Cards which you have issued is greatly admired by all who see them, and is also the means of doing great good among the children."

A Teacher in Hibbert writes to the Department as follows: "So delighted are my Pupils with your beautiful Merit Cards, that the little ones have made up a dollar amongst themselves, and they have requested me to remit it to you for fifty of your 'one hundred Merit Cards,' to be sent by mail."

A School Trustee writes as follows: "We got a package of Prize Books, last year, from your Department, which made a great change in the improvement of our School—it was the best investment we ever made in our School. If you have different Books from what you sent us last year, send them, as last year's Books are all read by most of the Scholars. Please make the best selection you can."

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## CHAPTER X.

## THE EDUCATION DEPARTMENT DISPLAY AT THE MECHANICS' INSTITUTE EXHIBITION, TORONTO, 1865.

At this Exhibition, the contribution from the Education Department for Upper Canada occupies the ante-rooms. There is here a very fine display of School-room Maps, Philosophical Charts, Apparatus, Globes, etcetera. In the first room a large Glass Case contains an interesting collection of articles intended for Teaching from Objects,—a very important branch of education under our present School System. Amongst these are Cards, illustrating the manufacture of pins, needles, steel pens, paper, etcetera. Here the pen may be seen as a rough piece of metal, and traced through its various stages until the beautifully finished pen is produced. We also notice Cards of miniature Tools used in the various trades, and Metals grouped together to illustrate that important branch of manufacture, the Metals being exhibited both in their crude and manufactured state. In the same Glass-case are Drawing Models, consisting of Fruit, Models of crystals made of glass, etcetera. In the same room there is a very large Electrical Machine, with a quantity of Apparatus for experiments in electricity, etcetera; also, the actual improved Galvanometer which was used by Professor Tyndall in his Lectures before the Royal Institution of Great Britain. On the Walls of the Room are Standard and other Barometers, and some splendid Botanical, Zoological, Astronomical, and other Charts. The second, or middle Room contains Maps, Globes, and Philosophical Apparatus, manufactured in Canada, and as the public generally have no idea that the Education Department construct patterns and pay to the Toronto Manufacturers several thousand of dollars per annum, we shall enumerate some of the articles manufactured. The Walls of the Rooms are covered with School-room Maps, lithographed in Toronto by Chewett & Co. In appearance they equal those of any Publisher we have ever seen, and in point of accuracy they are superior to most Maps, for they contain all the recent discoveries and alteration in the boundaries of the different Countries. The Maps of Africa are very complete, containing all the recent explorations of Livingstone, Burton, Speke, Kraff and other recent Travellers. There is also a very large Map of the whole of British North America, in which the Counties of our Provinces are so distinctly marked that it must prove a most excellent aid to the Teacher. On this Map is a comparative sketch of the British Isles and America, showing the importance of the Canadian route of Steamers over that of New York; by the lines laid down we observe that the distance to be traversed on the Ocean is over 1,000 miles more from the United States than it is from Canada. This Map was constructed and prepared for the lithographer by Mr. J. G. Hodgins, Deputy Superintendent of Education for Upper Canada, and Dr. May. All the other Maps were drawn and compiled by these Gentlemen. The same Room contains Globes from 1½ inches to 30 inches in diameter. The Department exhibits these very large Globes in different stages, showing the rough covered and finished Globes. The balls for these Globes are made by Mr. A. F. Potter, Romain Buildings, and are so well balanced that the slightest touch will move them to the required place. In Pneumatics, Electricity, etcetera, the Instruments manufactured in Toronto are equal in point of finish to those of England or the United States, and embrace every modern improvement. The Planetariums and Tellurians are superior to any instruments of this kind we have ever seen in Canada, the latter Instrument being moved by a series of brass wheels instead of the old plan of the cord and wheel, which was continually getting out of order. There is also a frame containing samples of Merit Cards prepared by the Department, and printed in colours by Chewett & Co. These are intended to introduce a just and equitable distribution of Prizes in our Grammar and Common Schools. The third Room is fitted up with Apparatus, etcetera, imported from England, France, Germany, and the United States, and contains those Instruments which are required for the more delicate manipulations, and not in general use in our Schools. There is a very fine Equatorial Telescope in this Room, probably the largest



in Canada; also a collection of Minerals and Fossils from Nova Scotia and New Brunswick. The Walls of this Room are covered with Drawing Models, Maps, Charts, etcetera, and have a very fine appearance. These Rooms attract a great deal of attention from the variety of articles exhibited, and to make them more attractive, as well as to show their utility, experiments are frequently performed here by Dr. May. The Walls of this Room are also covered with imported Philosophical Diagrams. Here may be observed a miniature collection of manufactured products, manufactures patronized by Her Majesty for the use of her royal children, embracing Minerals, Vegetables, and Animal substances. All these articles are also from the Education Department. The third Room is magnificently fitted up with Philosophical Apparatus, imported by the Department from England, France, Germany, and the United States.

The Education Department also exhibited from its Library some rare old Books, videlicet. "Relation . . . Nouvelle France," in the year 1640-1; "Purchas, his Pilgrimage," London, 1614; "Second Part of the French Academie," London, 1618; "Ball's Answer to John Case," London, 1642; Antwerp edition of "Sallust," 4to, 1648; "Alexandri (Magistri) Grammatica Latina," small 4th, in Gothic Letter, 1495; "Confession of Faith in New England," 1680; "Public Charity," by Rev. Dr. Bray, 1790; Colden's "History of the Five Nation Indians," second edition, 1701; Potheries' "Nouvelle France," 1721-2; Maseres' "Collection of Commissions and other documents relating to the Province of Quebec," 1772; "Military Pocket Atlas of North America," 1776; "Hearne's Journey to the Northern Ocean," 1777; "Journal of the House of Assembly of Lower Canada," 1792; "Quebec Gazette," 1802; "Upper Canada Gazette," 1826, etcetera.—*The Globe*.

## CHAPTER XI.

### THE TEACHERS' EDUCATIONAL ASSOCIATION OF UPPER CANADA, 1865.

At the Meeting of this Association in 1865, a number of very interesting subjects relating to our School System was discussed. There was a large interchange of views on the part of experienced educationists and teachers. Dr. Daniel Wilson delivered the opening Address, as follows:

The gratifying duty devolves on me, as your President, of welcoming the friends of education to this, the 5th Annual Convention of the Teachers of Upper Canada. Young as our Educational System is; young, indeed, as is the Country for which it is provided, it may be questioned if we are not to blame for undue tardiness, rather than for an excess of zeal, in thus seeking to organize the Teachers of Canada into a deliberative Body, for the consideration of all questions affecting their profession. Certain it is, at any rate, that the time is fully ripe for such conjoint action; and it affords me no slight pleasure to be able to congratulate the Members of this Association on the evidence of its growing strength and efficiency as an adjunct of our comprehensive Educational System.

The training and acquirements of Teachers; the selection and sanctioning of Text Books; the Apportionment of School Funds; the organization of Union, Model, and Central High Schools; and the powers vested in Superintendents, Inspectors, and Trustees,—these and many similar questions are annually brought under the consideration of City, County, or Provincial Boards; or submitted anew to the Legislative Assembly of the Province. Deeply as each one of you is interested in such questions, your individual opinion can carry little weight; but it is scarcely possible to over-estimate your influence as a united Body; and I trust the time is not far distant when each Teacher of Upper Canada will consider it his duty, no less than his

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privilege, to be a Member of this Association. With hearty co-operation on the part of all, and your deliberations conducted with the prudence and wisdom becoming an assembly of educated men, your decisions cannot fail to carry weight, and to influence the future course of Legislative action. Union is the source of strength throughout the whole social fabric. National and Friendly Societies, Boards of Trade, Agricultural Associations, and other kindred organizations, suffice to show how thoroughly this is recognized in every sphere of life; but no class of men stands so much in need of it as your own. The duties of your profession keep you apart. . . . Every Teacher experiences difficulties in the progress of his work; and the more thoroughly he is gifted with all the natural and acquired requisites of a good Teacher, the more frequently will he find his practice fall short of the high standard of excellency which his mind had conceived. But gathered thus in Annual Convention, such difficulties are the very vantage ground for future progress. "As iron sharpeneth iron, so doth the countenance of a man his friend." The difficulties which have impeded his solitude will here furnish a basis for useful discussion; elicit the accumulated knowledge derived from varied experience; and stimulate the indolent and indifferent to a sense of virtuous shame at their own self-complacent ease.

The Members of our profession occupy a peculiar position in every state of society; but nowhere more so than in a young community like this. Isolated and apart, each of you has been absorbed in his special duties since last we met here for mutual council; not unforgetful, I will believe, of the great issues which your duties involve. As Teachers of youth, it is scarcely possible for us to exaggerate our responsibilities. With the young and impressible mind spread out before us, as a pure tablet on which we may write what we will; to us especially must the Divine maxim come home with peculiar force, that "for every idle word we must give an account." Education is not merely that which is derived from the Text Books which Councils of Public Instruction, or University Senates, may authorize. It is daily and hourly progressing amid all the impressions which the susceptible mind of youth derives through every gateway of knowledge which the senses supply. The courtesy of the gentleman and the high principle of the Christian teach by every word and action; and no one is thoroughly qualified for his high calling as the Instructor of the rising generation who does not superadd to all else that School Inspectors, Trustees, or Professors, may certify of him, the indispensable requisites of the Christian gentleman. Courtesy, and that high principle which is derived from the religion of the heart, smooth a thousand difficulties in the School-room; and, daily exhibited there, give a tone to its social life, of far more real value than much that is dwelt upon by modern Educationists, as foremost among the essential requirements of youth.

The young mind may be compared to a calm, pellucid stream which reflects alike the sunshine and the shadow, and derives all its colour from the objects that surround it. How much then does it become the Teacher to guard that pure mirror from being clouded by the storms of passion, or defaced with the soil of impurity.

The personal influence of a conscientious Teacher, unconsciously operating in every word of encouragement, or reproof, trains the youthful mind to yield to generous impulses, and develops into healthful activity the moral principles, without which mere intellectual culture may be a curse instead of a blessing. I feel as though I owed an apology to you for dwelling on ideas so trite, and, as I may presume, familiar to you all. Nevertheless, I could name Masters who have fallen under by own observation, of cultivated minds, and gifted with many special requirements of the Teacher, who mar all their work by the lack of that genial courtesy which is the very life and sunshine of the School-room.

During a recent visit to Boston, I was deeply interested in the discussion with Doctor Howe,—so well known to all as the Teacher of the remarkable blind and deaf mute, Laura Bridgeman,—on the condition and prospects of the Coloured population of Canada. The influences of the prejudices of caste, especially in the School-room, was freely discussed, in reference to Canadian and New England Schools. "But, after all,"

he added, "I must confess much seemed to me, during my visit to Canada, to depend with you on the personal feeling of the Teacher. Where he contemptuously designated his Coloured Pupils as niggers, his prejudices found a responsive echo in every unreasoning little aristocrat. But," he added, "whereas in the chief School in Hamilton, its excellent Teacher, Mr. Macallum, recognized no other difference in the Coloured child than that which called for a greater exercise of tender courtesy and help, to lift him up from his degradation to the common birthright of humanity, the effect was conspicuous in the friendly rivalry of white and black children in all the emulations of the School and the play-ground."

No better illustration could be found of that undesigned and unconscious education which we are daily communicating in the School-room, or the College-hall. Yet what education can be more important than that on which may depend the social relations of diverse sections of the community? Sectarian jealousies, prejudices of race, of caste, or creed; elements of disunion that go far to counteract the healthful working of our free institutions; may all be fostered by the idle words of a rancorous partizan, or softened and eradicated by the gentle courtesies of a sincere Christian, undesignedly exhibited day by day in the intercourse even with children of tender years.

Let the consciousness of such far-reaching influences stimulate and encourage the humblest member of our profession in his arduous and often ill-requited task. Some of you gather here to aid in our common deliberations, from the Log-house, or homely Frame-building, of our remotest clearings, where savage haunted wastes are being reclaimed to the service of civilization, and where, by the wise providence of our National System, you are called to cast in the first seeds into the intellectual soil; to claim the infant mind as a heritage of that civilization of the future; and amid many privations and difficulties, are inaugurating that education of the new generation which is the indispensable basis of the well-being of a free people. I may confess now, that a sojourn of twelve years has made me a thorough Canadian; that the memory of many loved friends, and the charms of Edinburgh's unrivalled social circles, long held me back from a complete naturalization in my new-world home. Death, alas, has severed fond ties, which nothing but death could sever. But the first thing that enabled me thoroughly to identify myself with my adopted Country, was the consciousness that as a Teacher in one of its chief educational Institutions, I am privileged to bear a part, however humble, in moulding the destinies of a young nation, and influencing the thoughts of the coming time. Let the consciousness of this stimulate us all nobly to fulfil to the utmost our noble trust. We are as the crew of a stately ship in mid-ocean. Each has his appointed work; and no one can forsake his post, or neglect his duty, without retarding the voyage, and imperiling the hopes of reaching its still distant haven.

Amid the numerous Schools and ancient seats of learning, and all the appliances of letters and science in the Mother Country, the fortunate possessor of a well-endowed College fellowship, or scholastic sinecure, may haply make its acquisition the passport to dignified idleness, like the luxurious cabin passenger in the ocean ship. But while some of you are the representatives of the remotest of our clearings, in others I recognize those who are honoured with the trust of Grammar Schools and other Seminaries in some of the chief centres of industrial enterprise; and who, I doubt not, find a pleasant relaxation in thus resorting to this educational metropolis; where already your pupils have distinguished themselves in a higher academic career, and made you sharers in their hard-won honours, by the evidence thereby afforded of your ability and zeal. The years in which I have been privileged to bear a part in the furtherance of education in Canada, brief though they have been, have already sufficed to indicate the rapid progress of our Grammar Schools, in the number of their Pupils that now annually offer themselves as Candidates for the highest honours and prizes of the University. The period has altogether passed away when Upper Canada College was considered the sole avenue to University honours; and this not by any lowering of the efficiency of that

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valued provincial Institution, but by the elevation of one after another of the Grammar Schools, under the guidance of zealous and efficient Teachers, to a status which enables them to enter into honourable rivalry with it; and year by year to carry off an ever increasing number of the coveted awards. And this recalls us to the all-important truth that the School System is nothing without its staff of Teachers. Whatever tends to secure for the teaching profession a fair share of the best talent in the Country, be it a juster appreciation by Parents, Trustees, and Municipal Councils, of its important functions; the opening up of new avenues to professional distinction; or the most practical of all stimulants, an adequate increase in its emoluments—the result cannot fail to react beneficially on the System. Under the worst system an able, zealous Teacher will triumph; under the best one an idle and inefficient one will fail. And on this account I hail the reassembling of this Convention with the highest hopes of benefit to result from it. All of you must be conscious of the influence of that isolation which is the inevitable accompaniment of your professional duties; and all, therefore, I conceive, must be glad to avail yourselves of this opportunity of comparing the results of your experience, and interchanging views on many practical questions of education. It is impossible that so numerous a Body, scattered throughout the School Sections of this Province, can fail to discover many things connected with the daily round of duties in the Class-room, as well as with the general working of the School System, which admit of improvement. Every good Teacher, moreover, is a no less diligent Student, always learning, advancing, improving upon the past; ever keenly alive to his own deficiencies, and setting before himself a goal of perfection, which, if it be unattainable, is, at least, a generous stimulus towards the achievement of many attainable excellencies. No error is greater than that which assumes that a mere rudimentary knowledge is sufficient for him who has only to teach the rudiments of knowledge. The amplest stores of a richly cultivated mind are never in excess; while the modesty which is the inevitable accompaniment of liberal culture, carries with it a lesson invaluable to the Pupil; like that which Newton still speaks to every student of science, in the memorable words uttered by him towards the close of his life:—"I know not what I may appear to the world; but to myself I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or prettier shell than ordinary, whilst the great ocean of truth lay undiscovered before me."

A further stimulus to the constant increase of our stores of knowledge lies in the implicit faith with which the ingenious youthful inquirer receives all that we communicate; and in this respect the country Schoolmaster not unfrequently finds that such reliance on his opinions is by no means limited to the rising generation. Here, as well as in some older Countries, his lot is often cast amid a simple rustic community to whom his opinion is law on all questions lying beyond the range of their knowledge and experience. We can still recognize, I imagine, not a few touches from a life familiar to ourselves, in the gentle irony blended by Goldsmith, with his picturings of his own youthful memories, where,

"In his noisy mansion, skilled to rule,  
The village Master taught his little School."

Such wisely skilled scholastic rulers are not altogether of the past; nor has our new-born School System so pervaded and leavened the community that it may not still be told of some Canadian Preceptor by the Scholar, or the Poet he has trained:—

"Yet was he kind, or if sincere in aught,  
The love he bore to learning was in fault;  
The village all declared how much he knew,  
'Twas certain he could write, and cypher too;  
Lands he could measure, terms and tides presage,  
And o'en the story ran that he could gauge.  
In arguing, too, the Parson owned his skill;  
For e'en though vanquished he could argue still;

While words of learned length, and thundering sound,  
 Amazed the gazing rustics ranged around,  
 And still they gazed, and still the wonder grew,  
 That one small head could carry all he knew!"

Yet when we consider that the generation has not yet passed away, which witnessed the opening of the first Common School in Upper Canada, it is no insignificant fact to remember that,—without noting our, perhaps, too numerous Grammar Schools,—there are now, including 147 Roman Catholic Separate Schools, 4,224 Common Schools in this Western Province; and that, through their influence, in many an outlying Township and remote clearing, the Teacher is a centre of light to the little community; and the minister of intellectual emulation and growing knowledge to those on whom are hereafter to devolve all the duties and responsibilities of a free people, and in whose hands the destinies of the Province must rest.

Much yet remains to be accomplished. But no one can look around him on the costly edifices and well-organized machinery devoted to educational purposes, with ungrudging liberality by a young and struggling community, without feeling that the people have done their part, and proved themselves worthy of the good old stock of Mother England. When, indeed, it is considered that all this has been the work of a single generation, we might be pardoned if we look back at times with feelings akin to envy on the noble educational endowments which the Mother Country inherits from the pious liberality of many generations. Nor is their wealth their only enviable attribute.

From this distant Province of the Empire many of us revert with loving memories to her ancient seats of learning, and all of us can estimate the worth of such Schools as Cambridge, wealthy in rich endowments, but how much wealthier in the memory of such sons as him I have already referred to, on whose monument, in his own College Chapel, are inscribed the memorable words:—"Let mortals congratulate themselves that there has existed such and so great an honour of the human race;"—or of Oxford, nursing the accumulated largess of generations reaching back to Saxon times, to which one of the most gifted of English Statesmen, Mr. Gladstone, the present Chancellor of the Exchequer, has recently paid the discriminating reverence of his filial reverence at the termination of his political relations with the University, where his mind received its early culture and much of its peculiar bias. "My heart's prayer," he exclaims, "is that her future may be as glorious as her past, and yet more glorious still. But if it is to be so, that result must be brought about by enlarging her borders; by opening her doors; by invigorating her powers; by endeavouring to rise to the height of that vocation with which I believe it has pleased the Almighty to endow her. That, as in other times, the Universities of the Land, and Oxford the first of them, led the mind and thought of the Country on the path of improvement, so now they may still prove worthy of that high office."

The noble vocation thus ascribed to England's educational institutions is not less fitly applicable, as an exhortation to duty to each one of us, summoning us as the Teachers of this Province to lead the mind and thought of this Country ever onward into higher and nobler paths of improvement. If industry and zeal for the accumulation of wealth absorbs all other energies, let us the more earnestly show forth the value of intellectual riches, and guard the precious treasure of moral worth from contamination and debasement, amid the dust and turmoil of this working-day world.

But while tempted to envy England her ancient and wealthy foundations of learning, with Teachers and Students alike provided with all that wealth can supply to facilitate the highest intellectual acquisitions, we are recalled by the remarks of Mr. Gladstone, to a consideration of advantages peculiar to our own position, as the pioneers of learning in a new Country. We have indeed no glorious memoirs of an ancient past, such as would linger around the halls where a Chaucer, a Spenser, a Sydney and a Milton, a Bacon, a Locke, and a Newton, gathered the first gleanings of so rich a harvest. But, also, we inherit with them no obsolete shackles and time-honoured abuses,

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to trammel us in our course. The borders of our Educational System require only to be guarded from insidious encroachments, and protected from the well-meant but mischievous zeal of those who would engraft upon this free growth of the nineteenth century, the obsolete tests, and archaic, or sectarian; offshoots of long-buried generations. Our best inheritance from the past is its experience. We have prejudices and sectarian barriers enough of our own, without seeking to lay upon ourselves a yoke which our fathers found it hard enough to bear.

Nor is it in that direction only that we are untrammelled with the prejudices, no less than with the endowments of a venerable past. It is impossible to study the recent Report of the Commission appointed to inquire into the condition of the great Public Schools of England, without perceiving that, along with noble legacies, they also inherit not a few of the cobwebs and the rust of antiquity. The generous spirit of loving veneration enkindled in their classic shades, finds expression in many a tender reminiscence; as when the poet Gray, looking forth on Erin's "antique towers," exclaims:—

"Ah, happy hills! ah, pleasing shade!

Ah, fields below'd in vain!

Where once my careless childhood strayed,

A stranger yet to pain."

Or where Wordsworth apostrophises:—

"The sacred nurseries of blooming youth,

In whose Collegiate shelter England's Flowers

Expand, enjoying through their vernal hours

The air of liberty, the light of truth."

And reverts to the time when he paced the long avenue, or roamed by the Cam:—

"An eager Novice robed in lettering gown."

But when we turn from those fond reminiscences—which awaken a kindred response in all who have been privileged to enjoy in youth the fostering care of such an *Alma Mater*—and substitute for them the prosaic utterances of Sons of Eton and Oxford addressed to the Commission of Enquiry, we strangely reverse the picture. Obsolete features of a System devised for a totally different state of society, are sacred in their eyes as the Geese of the Roman Capitol; and even the cumbrous furniture and incongruous vestments inherited by Public Schools of England from ages which introduced them—not as antiquarian relics, but with every purpose of practical utility—are guarded from improvement as akin to impiety and sacrilege. It is impossible to look on such manifestations of unreasoning conservatism, thus clinging to worn-out legacies of the past all the more passionately because of their utter inaptitude to the wants of the living age, without feeling that in our unshackled freedom we enjoy some compensation for our poverty, and can turn our limited resources to the best account, if we but have the wisdom, as we have the will, to do it.

Let us then—while gratefully remembering all that we inherit from these ancient seats of learning on which England looks with loving pride, and all that they are still accomplishing for the progress of scholarship and science—retain a just estimate of the advantages we enjoy in this favoured Province of the same great Empire. Still more let us not fail to appreciate our own responsibilities, entrusted as we are with the sowing of the first seeds of knowledge in the virgin soil of this young Country. The destinies of a great future are in our hands. We are privileged to form and fashion as it were, the young giant's limbs; and if it be a true figure of speech that "as the twig is bent, the tree inclines," we are now setting influences in motion, which will operate, not years only, but centuries after we are returned to dust. The minds of the rising generation are in your hands, as clay in the hands of the Potter. Your lessons stamp their impress on each. Your teachings are no idle words: but impulses pregnant with good, or evil—far-reaching and comprehensive as time itself; for

"Words are things; and a small drop of ink,  
Falling like dew upon a thought, produces  
That which makes thousands, perhaps millions think."



But you have now left behind you for a brief period, the School-room and its responsible duties; and assemble here as a deliberative Body, uniting in your collective capacity much of the best educational experience of the Province. Important questions are to be submitted to you, with the result, I doubt not, alike of pleasure and profit to all in the free interchange of opinions. It cannot fail to be the case that differences of views will arise between those with whom the modifications of our School System originate, and you who are required to carry these ideas into practical operation. Under any system this must be the case, and especially is it to be looked for as inevitable in one of so recent development, and wrought out amid a people hewing out new homes for themselves from the virgin forest. But in such opportunities of friendly intercourse and exchange of thought as your Annual Conventions supply, lies one important means for turning this diversity of sentiment to practical account.

Important changes, for example, are now in contemplation in reference to the Apportionment of the Grammar School Fund. The proper source and value of Certificates, Provincial, or otherwise, for Teachers, is under review. More than one influence is at work tending to awaken renewed attention to the demand for greater facilities for the higher education of Girls throughout the Province; and here at least, and probably in other large Cities, the question of what is to be done with our young parish population, is forced upon us with an imperativeness that cannot long be resisted. Our Common Schools are free. The education they offer is the passport to future success in life; and yet hundreds of our City children roam idly through the streets, heedless of the inestimable advantages placed within their reach, training too frequently in vice and crime, candidates for the Gaol, the Penitentiary, and the Gallows. Have we then done all our duty to these wretched children in opening Schools, the value of which they cannot appreciate, and which their dissolute and criminal parents regard with indifference, or contempt?

Is it not a wrong done to the community to allow a child, thus to be trained in our midst in ignorance and crime, to grow up to inherit the privileges of a freeman, and yet wholly incapable of exercising them except for evil? We may doom that child to a police-cell or the dungeon of a gaol; and it is a melancholy fact to see how many children of tender years annually expiate their first petty crimes in this manner, and are thus, as it were, indentured to a life of shame. We may employ the Constable, the Gaoler, aye, even the Hangman, to do his wretched work on these children fashioned in the image of God, and born to the inheritance of a freedom as ample as any people ever enjoyed. It is incompatible with our duty; is it not even urged upon us by every motive of interest and self-defence, to employ a like compulsion while it is still time, and train these infants while yet they can scarcely discriminate between right and wrong, into cultured, virtuous, God-fearing members of society, rather than abandon them, like noxious weeds, to grow up as pests of the community; and swell the charges of our criminal expenditure to an amount that might endow with Scholarships every Grammar School in the Province.

Those are some of the questions calling for your earnest deliberation, and others no less interesting to you in a professional point of view will be immediately brought under your notice in the Reports of the Committees appointed at last Meeting. I commend them to your consideration; and trust that in all your deliberations, you will be under the guidance of the Great Teacher; and so directed that you may be able to develop the educational resources of this Province into a system adequate for the training of a loyal, an intelligent, and a happy people, for the full enjoyment of all the blessings we inherit. And if it be, that in the fulness of time, England, the ark of Europe's liberties, is destined to become the mother of nations, where she has already peopled new worlds with her sons, may it be your proud distinction to have imbued the minds of those who are to work out the destinies of their Country, with refined culture and high-toned Christian principles, that, as it widens its boundaries, pressing westward in the path of the setting sun, it may find its fittest emblem in the glory and beauty of that westering sky. . . .

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A hearty vote of thanks was tendered to Doctor Wilson for his excellent Address.

*Arbitrations.*—Mr. McMurchy, from the Committee appointed at last Session to report upon Arbitrations between Teachers and Trustees, presented the Report of that Committee, recommending that, instead of the Local Superintendent being always the third Arbitrator, the two Arbitrators first chosen be empowered to agree upon any third party. He moved the adoption of the Report. Mr. R. Lewis, on behalf of the Committee, explained the reasons which led them to the conclusion reported. The principal reason was, that the Local Superintendents were generally established in their neighbourhoods, while Teachers were often changed, and hence the tendency was found to be to side with the locality against the Teacher. Mr. T. G. Chestnut said that the Committee were not unanimous in the sentiment expressed by Mr. Lewis. At all events the views of the Committee did not take so general a range. Their desire was simply to allow freedom of choice on the part of the Arbitrator. In some cases the Local Superintendent had already expressed himself as to the merits of the case, rendering him an improper party to be chosen. Mr. C. McCarty, who seconded the adoption of the report, remarked that he did so because he felt it was often of importance that the Superintendent should not be mixed up with difficulties that would bring him into conflict with a portion of the people, and thus impair his influence. Mr. Cameron said the Local Superintendents were paid by the locality, and that, therefore, it was not natural to suppose that they would decide contrary to the views of their employers. Dr. Gillespie said the reasoning so far had not been upon that inductive system upon which their school-teaching was based. No illustrations of the unsatisfactory working of the law had been given. In his portion of the Country he had not known an instance in which the Superintendents had not decided in favour of the Teacher. They decided with the utmost impartiality. Mr. Dickson moved in amendment that the law be allowed to remain as at present. Amendment carried.

*Constitution and By-laws.*—Mr. T. G. Chestnut brought up a long report from the Committee appointed to revise the Constitution and By-laws, recommending a number of amendments. The report was taken up for discussion, clause by clause, and a number of further amendments adopted. One was that Ladies be admitted Members of the Association by signing the Constitution—no fees to be paid by them.

*Reverend Doctor Ryerson's Address.*—In the evening Doctor Ryerson delivered an Address upon the subject of the relations between School Teachers and Trustees. He said that he had been occupied since six o'clock in the morning in examining and admitting new Students to the Normal School. He had had the pleasure of admitting that day over 100 additional Students, which was 30 more than he ever admitted in one day before.

The relation between Teacher and Trustees, in Canada, was one of mutual dependence, which was the best possible position for both of them, as it was for all classes of society. It was not only impracticable, but inconsistent with the spirit of the nineteenth century, to establish a system by which Teachers would be totally dependent upon the Trustees. Not only was it now a relation of mutual dependence, but of mutual obligation. Any Teacher who allowed his talents, his best thoughts and energies, to be engaged and exhausted in an outside occupation, was faithless, and could not be otherwise, to the calling in which he was engaged. On the other hand, those Trustees were unfaithful to their obligations, who interfered with the Teacher in the use of his own best means for promoting the education of those placed under his charge, or who looked upon his calling with contempt. The relation should be one of mutual interest, mutual dignity, mutual effort, and mutual affection. There was no engagement between contractors, in any trade, or profession, where the relation should be so intimate and free as those between School Teachers and Trustees. The injury which Trustees inflicted upon a Teacher, in holding him in light estimation, was small in comparison to the injury inflicted upon his own, or his neighbours' children, by such a course. Charity should be found in every action. Whatever might be the culture of the intellect, apart

from a proper cultivation of the heart, it could have little good effect upon society. Above all others, the Teacher needed to have the warmest affectionate feelings, otherwise there was none of that magnetic power in him to attract and improve the young hearts and heads placed under his care. The principle of love was one that connected man with heaven, and it was the only principle that could exercise any very beneficial influence in the School-room. Teachers who had this principle well developed in their minds would wield an influence which those of the highest intellectual attainments could not approach, not only over the children, but over the entire neighbourhood. Great complaints were made in Canada of the frequent changing of Teachers, but there were a number of Teachers in Canada who had kept the same School for upwards of 20 and even 30 years. The matter was very much in their own hands. By showing themselves valuable to the community their services would not be dispensed with for a light consideration. The relations between Teacher and Trustees had been legally defined by Act of Parliament, however, with tolerable accuracy. The Teacher had the same authority over the children within the four walls of the School that the Parent at home had over his children, and no man had the right to say why doest thou so, so long as no outrage upon society was committed. The Trustees had no power to order a Pupil to be put in this Class, or that. But it was proper that the Teacher should hold his authority in all kindness, and be ready to grant every indulgence which was not inconsistent with the efficiency of his School. In all cases referred for his (the Chief Superintendent's) decision, he had clearly pointed out the rights of the Teacher, and insisted upon their being recognized. There was a provision in the Canadian School Law, introduced by him, not found in any other Country that he was aware of, and that was, that if the Trustees dismissed a Teacher and did not pay him, he could collect his salary for the whole period after his dismissal until he was paid. That provision had worked most excellently. There were some amendments yet required to the School Law. The original object of the Grammar Schools was to afford a classical education, but they had degenerated by their conductors allowing rudimental instructions in English, into a mongrel affair, and wealthy people now used many of them for the education of their children in the English alphabet, while the Common Schools were being left to the children of the poorer classes. It was never the design of the Law to permit the teaching of anything in Grammar Schools but the higher branches of English, to the exclusion of rudimentary, or Common School branches. As to the Apportionment of the Grammar School Fund, it was always distributed in the same manner as the Common School Moneys, although the Regulations upon the subject had only recently been published. There were some Grammar Schools which had no classical Pupils at all, and yet some of these Schools had reported an average attendance of from 23 to 25 classical Pupils per annum, and had drawn Grammar School Moneys accordingly. This had been brought to light by the system of inspection of the Grammar Schools, which had recently been adopted, and henceforth no Pupils would be counted who was not reported by the Inspector as being engaged in classical studies. He had got an addition of \$4,000 from the Government for the support of Grammar Schools, but instead of its promoting the efficiency of the Schools, it had been applied to the establishment of two, or three, new starveling little Grammar Schools in nearly every County. Hereafter, no new School would be permitted unless there was a surplus of at least \$300 for the purpose. Another improvement he had in view was the abolition of School Sections, and having Township Boards take their place, so that there could be that larger control which worked so well in Towns and Cities.

Mr. Dixon, seconded by Mr. McGann, moved a cordial vote of thanks to the Chief Superintendent of Education for his kindness in addressing them, which was enthusiastically voted, and tendered by Professor Wilson, in a very kind and appropriate address, for which the Superintendent returned due acknowledgment.

*Grammar School Fund.*—Mr. J. B. Dixon, of Colborne, moved "That the thanks of this Association are due, and are hereby tendered to the Council of Public Instruc-

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tion, for revising and simplifying the Programme of Studies in the Grammar Schools of Upper Canada, and for adopting the rules which are published in the April number of the *Journal of Education*." He said that they had heard from the Chief Superintendent that Pupils were allowed in the Grammar School who did not yet know the rudiments of English, which was an ample justification of the course pursued by the Council of Public Instruction. Mr. Thorburn, of Ottawa, said that he was there as a Representative of the Teachers' Association of Central Canada, an Institution which was organized in no spirit of rivalry to this. When he saw those new Regulations in reference to the Grammar Schools, he was inclined to object to them, but since he came here and had conversed with the Chief Superintendent and others, he had seen the necessity of some such action. He believed, however, that in England and Scotland the feeling had been gaining ground that too much attention was being paid to the dead languages, and too little to practical subjects, calculated to fit the Pupils for their future pursuits in life. He seconded the Resolution. The Reverend Mr. Blair, of Bowmanville, said he thought very little discussion was needed upon the subject after the facts given them by the Chief Superintendent. The Reverend Mr. Young, the Grammar School Inspector, said that he fully agreed with the Resolution that had been offered; because he had discovered many abuses existing in several of the Grammar Schools. In many of them he had learned that none of the Pupils were in Greek, nor Latin, nor Euclid, nor English Grammar. This, he contended, was a fraud upon the Country, and should be put a stop to. Common Schools should do the work of Common Schools, and Grammar Schools should be confined to instructing Pupils in the study of classical and higher education. He was glad to see that Doctor Ryerson was in favour of placing proper Teachers in those Schools, to pay them well, and to make them responsible for the education of all those under their charge. Mr. James Hodgson, of Welland, held that Grammar Schools should not be closed to young gentlemen who wished to enter to perfect themselves in the higher branches of English. The closing of the doors to those desirous of perfecting themselves in English, he contended, was contrary to the Statute. If, however, the spirit of the Resolution were carried out, great injury would be inflicted upon the community, because if none but those who were prepared to study classics were admitted, the Grammar Schools might as well be closed altogether. He agreed with that part of the Resolution which referred to raising the position of the Grammar Schools. Reverend Mr. Young said with a regard to the verification, he would have to take it for granted that the Master had made out his register correctly, unless he knew to the contrary. Other members took part in the discussion.

Mr. Dixon, in the afternoon, brought in the Report of the Committee to which the Resolutions had been referred before the adjournment, which he begged to move as a Resolution, as follows:—

"That the Funds should be apportioned among Grammar Schools, including the Royal Grammar School, or Upper Canada College, according to average attendance and efficiency of Students in all of the subjects contained on the Grammar School Programme, and not in classics alone; and that in order to meet the wants of those Pupils who do not intend to enter any of our Universities, and yet wish to obtain a superior education, the Programme should be extended, so as to include therein Higher Mathematics, English Literature, and more of the Natural Sciences, and to allow those who have satisfactorily completed the 1st, 2nd, and 3rd Forms, to omit classics and take equivalents, if they prefer." Mr. McCartney seconded the Resolution. Mr. T. Kirkland, of the Whitby Grammar School, moved in amendment the following Resolution:—"That the Programme be amended only so far as to make provision for teaching the extra subjects required to matriculate in the Department of Civil Engineering, and pass the preliminary examination for Provincial Land Surveyors." Mr. Hodgson was glad to know that the Chief Superintendent was willing to make alterations in, or additions to, the Programme of instruction at the Grammar Schools. He did not think it was right for Government money to be given to some Teachers for teaching the classics, whilst others who taught the higher branches of English, not provided for in the Common School,

received nothing. He hoped the day would soon come when Common School Teachers would be allowed to get an education qualifying them to take Normal School Certificates at the Grammar Schools. Doctor Gillespie spoke in favour of teaching Ladies Latin before they entered upon the study of French, as the latter is based upon the former. Mr. McGann, who claimed to have had a thorough education in Civil Engineering, said that the Common School Teachers could furnish more Teachers of Civil Engineering from among their number in Canada, than those of the Grammar Schools could. Besides, they never could teach a man to be a Civil Engineer in the School-room. He must be taken into the field, and become acquainted with the practical use of the Instruments. Mr. R. Alexander, seconded by Mr. Watson, moved, "That this Association, in view of the changes made in the Programme of Grammar School Studies, is of opinion that the education of a large number of the youths of the Country will be stopped far short of what is their right, and what the welfare of the Country requires,—therefore, be it resolved, first, that this Association is of opinion that the education of that part of the community whose preparation for the active duties of life does not require a classical training, demands special attention and encouragement at the present time, because of the recent changes in the Grammar School Regulations; 2nd, that a certain portion of the School Moneys for education be devoted to the establishment of Schools for the higher English Mathematics and the Natural Sciences. Mr. Carlisle, of Galt, contended at some length, and with considerable force, that the Amendment should be so altered as to give the advantage, if any, to the Common Schools, as a stimulus was necessary to encourage the pupils to greater diligence. Mr. McGann moved "That the previous question (the original motion) be now put." Carried. Some objection having been made to the latter part of Mr. Dixon's motion, that gentleman begged leave to withdraw all the words after the words "average attendance," which was granted. The Resolution was then put and carried.

*Teachers' Associations.*—Reverend George Blair moved, seconded by the Reverend A. T. Campbell, "that in the interests of education, it is desirable that a more complete organization be established among the different Teachers' Associations throughout Upper Canada, and that with this view a Committee of this Association be appointed to take the necessary steps, and to correspond with the local Associations. Carried. Mr. T. G. Chestnut moved that the Committee to carry out the Resolution be the Committee on the Constitution and By-laws, with the addition of Reverend Messieurs Blair and Campbell. Carried.

*Lady Teachers.*—Mr. Chestnut also moved "That the amendment to the Constitution admitting Ladies free as Members of the Association be applied to this Session. Mr. McCallum, of Hamilton, seconded the Motion, which was carried.

*The Conversazione.*—The Lecture-hall of the Educational Buildings was filled with Teachers and their friends from the City at half-past seven, to listen to a very attractive programme of music, reading, and speeches. Of the latter, the most interesting was that the Reverend James Frazer, Representative of the Commissioners on Middle Class Education in England, in which he criticized Professor Wilson's address, in respect particularly to its allusions to Oxford's antiquated customs; also, some features of the School System of Canada. Our system of appointing Local Superintendents by Trustees instead of by the Crown, as in England, tended to make them subservient; a better basis for distributing School moneys could be adopted; and our School Teachers became such with far too little training. In England they were apprenticed as "Pupil Teachers" five years, sent to a Training School for two years more, where they passed eight examinations by a Government Inspector, and then were obliged to teach "on probation" two years in one place; after which, should the Inspectors' record upon their parchment show proper progress, they got from the Government a Certificate of proper qualification.

Doctor Ryerson corrected some misapprehensions that Reverend Mr. Frazer seemed to labour under. First, as to the Library system, which, he said, studiously avoided the errors of the System which had failed in England; secondly, as to the Superintendents, all of whom were appointed by County Councils, and not by Trustees, except in

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the Cities and Towns; thirdly, as to the distribution of School moneys being more favourable to old than newly-settled Counties. As to training Teachers; so thorough a system could not be worked in a new Country, but he thought, nevertheless, that Canada was getting along in that respect as fast as could be expected.

*Finance.*—Mr. Wm. McCabe, from the Committee appointed to audit the Treasurer's Books, reported them in a most satisfactory condition. The report was received and adopted.

*Central Board of Examiners.*—Mr. Dixon moved, seconded by Mr. McCabe, "That it is expedient and necessary for the advancement of education amongst us, to discontinue County and Circuit Boards of Public Instruction, as now constituted, to appoint Superintendents who have been, at least, first-class Common School Teachers, or Grammar School Teachers, to be nominated by the County Council, and approved by the Council of Public Instruction for each County in Upper Canada. Three; or five, of such Superintendents forming a Board of Examiners to grant Certificates to Teachers in their respective Circuits, limiting such Certificates to a Township, or County, according to their judgment, or making them valid for the whole Circuit; to require each Board to elect either annually, or otherwise, one of its Members to act in their behalf in a Central Board of Examiners formed of such elective Superintendents, having power to grant Provincial Certificates to such Teachers as they find qualified, and who have already satisfied the local Boards of their ability to teach, and been recommended by them to the Central Board." Mr. Dixon said the system he proposed had all the good features of the Local Boards, and of the general Board as now in operation. He thought all Third Class Certificates ought to be adolished immediately. No Teacher ought to be allowed to go up to the Central Board who was not found to be a superior Teacher under his Local Board. His motion was proposed in no spirit of hostility to the Normal School, which could go on with its work, as heretofore, and all its Students found duly qualified would easily pass the Central Board of Examiners, the establishment of which the motion contemplated. Mr. McCabe said that if a person was to superintend any business, he ought to have a thorough knowledge of that business. That principle was recognized to the fullest extent by the Resolution. The County Boards were notoriously composed of many men who knew very little about the practical requirements of the School-room. Whatever their proficiency in their own professions, as Ministers of the Gospel, Doctors, or Lawyers, it was no disparagement to them to say that they could not be such competent judges of the qualifications of Teachers as persons who had enjoyed a Teacher's education, or were in the daily practice of that profession. Mr. Harrison, of Thamesville, said the usual practice was for the Local Boards to appoint one of their most practical men, and leave all the drudgery to him, while they helped to decide. He did not mean to say that most Examiners had not the education, but they had not the precise description of education required, and if so, were generally out of practice. Another reason why there should be a change was that the Local Examiners were allowed to grant permits to persons quite unqualified, enabling them to teach for six months without a Certificate. Mr. Watson said there was great deficiency in the system of inspecting Schools at present in operation. Some Superintendents got up very fine reports, and were, therefore, considered excellent Officers, but he held that a man could not properly inspect a School unless he was a practical Teacher. He should be able to give practical suggestions to the Teachers whose Schools he visited. Mr. Carlisle regretted that the Resolution invovd two very important subjects combined—one portion of it being in reference to County Boards, and another in relation to Local Superintendents. He thought they ought to be brought up apart from each other, and discussed separately. He thought no Central Board could thoroughly test the qualification of Teachers, short of a Session of several weeks, and then but imperfectly, owing to non-acquaintance with their character. Who constituted the Board of Examiners of Medical Men, of Clergymen, and of Lawyers? Were they not the most eminent Doctors, Theologians, and men Learned in the Law? Who then but the most eminent Teachers in each locality should be Examiners of Teachers? If it was right in the one case it was right in the other.



The manner in which Local Superintendents were appointed at present was most objectionable. They were appointed by County Councils, very few of the Members of which took any interest in ascertaining the qualifications of the applicants. The result of this system was that the Local Superintendents were seldom qualified for their duties by experience, and knowing that whether they did well or ill, their official life was to be soon ended, they gave very little attention to their duties beyond complying—and not even that at all times—with the forms of the Law, so as to draw their salaries. Mr. G. Young, of the Oakwood Grammar School, said that the Local Boards often left the examination of papers to Grammar School Teachers, who had no power to make any decision, and sometimes the very contrary of their recommendation was decided upon. He thought Teachers, who did not choose to attend the Normal School, but who had the necessary qualifications, should be allowed to obtain Certificates for the whole Province from the Central Board, provided for in the Resolution. Reverend Mr. Porter, seconded by Mr. R. Lewis, moved in amendment that the following Resolution be substituted for the original motion:—"That in the opinion of this Meeting a Provincial Board of Examiners should be appointed by the Department of Education, which shall include no individual whose Pupils shall be subject to such examination, and that such Board of Examiners be alone authorized to give Certificates to candidate Teachers, however taught or trained." Mr. Chestnut said that they had passed a similar Resolution last year. Perhaps it would be better for Mr. Porter to move an Amendment simply calling attention to the former Resolution already on the Minutes of the Association. Reverend Mr. Porter thought it would do no harm to pass the Resolution once more. The proposer of the original Resolution had spoken of the necessity as well as expediency of the change proposed. He acknowledged the expediency, but not the necessity. Much could be argued from analogy, as Mr. Carlisle had said, but analogy could be pushed to an extreme. In many instances, and perhaps in most of them, the appointment of Local Superintendents was in the right hands. He had for a long time been working to assist in giving the Teachers of York the widest opportunity for promotion, and had succeeded in a measure, but the best reforms were sometimes slowly wrought out. He thought that although the question was not ripe for such a sweeping change as that proposed, they might make a movement in the right direction, which his Amendment was calculated to promote.

Doctor Gillespie said that in his County there were eighteen applications for the position of County Superintendent, and he had been given the appointment to save the evil effects of rivalry. He thought there ought to be a regular gradation from Common Schools up to Universities. Mr. Buchanan, of Preston, was of opinion that the present system answered the purpose very well, although admitting the possibility of improvement.

The Reverend Doctor O'Meara said he was a Local Superintendent, a Clergyman, and a non-practical Teacher. He was afraid the proposed change was not a matter of reform, but was calculated to deform their excellent Common School System. It would be impracticable, too, to get a practical Teacher in many Counties to resign a first-class situation for the inadequate remuneration of \$4 per annum from each School examined, which was all the law allowed. In his own County (Halton) there were sixty Schools. This would afford only a salary of \$240, which was not equal to the commonest third-class salary in most localities. Mr. McCallum remarked that some seemed to have the misapprehension that this proposed Central Board was to be a body hostile to the Normal School. On the contrary, it was the intention of the Committee that the Teachers of the Normal School should be Members of the proposed Central Board. He moved the addition of a few words, expressing that idea in the original Resolution. Mr. Frisby believed the proposition for a Central Board would be of great benefit to the Teachers and the community generally.

Mr. Gorsling believed a Resolution so richly calculated to benefit the cause of education, would not be lightly treated by the Chief Superintendent. Mr. Evans said

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that he had always believed that the occupation of teaching should have the effect of making Teachers thoroughly practical; he confessed that what he had heard that day had completely changed his views. He contended that the proposition was to give one first-class Teacher in every County only as high a salary as could be obtained by any third-class Teacher. Mr. T. Kirkland then moved the previous question, which was carried. Reverend Mr. Porter's amendment was then, by general consent, first put to the vote and lost. Mr. McCallum's amendment—with reference to having the Masters of the Normal School on such Central Board, as contemplated by the original motion—was then carried by a large majority. The original motion, as amended, was also adopted—almost unanimously.

*Physical Education.*—On motion of Mr. McGann, this subject was next taken up for consideration, when he moved, seconded by Mr. George Young, B.A., of Preston, a Preamble setting forth the desirability of combining physical with mental and moral education in all the Common Schools, and a Resolution to the effect that a Committee be appointed to examine the subject, and report at next Meeting upon the best system of physical and vocal exercise, with a view to their uniform introduction into our Schools, and that the Committee secure the attendance of one or more leading Teachers in this department of education at next Meeting, to illustrate the feasibility of its introduction into all the Common Schools of Canada. He said this was one of the most important matters that could engage their attention. In view of the fearful maladies with which a large portion of humanity was suffering from violation of the physical laws which govern the human body, he thought some action ought to be taken to further not only the study of physiology, but to turn that knowledge to a practical account by means of physical training in every School throughout the land. The Resolution was adopted unanimously, and the President appointed Doctor Gillespie, the Reverend Doctor O'Meara, and Mr. J. B. McGann, as the Committee.

*Phonetic Teaching.*—Mr. Wm. V. Huntsman, of Oxford County, was invited to explain the method of teaching children to read by means of the Phonetic Alphabet. In the phonetic system no letter changed its sound. Each character was easily learned, and once learned did not require to be unlearned the next day. He exhibited a series of Tablets, containing the Phonetic Alphabet, and went through with an initial exercise upon them, in illustration of his method. After teaching children to read the lessons upon his Tablets, his plan was to place the Second, or Third Book in their hands, or even the New Testament, when, with a few explanations, they were found capable of reading whole sentences correctly, and, with a few lessons, and very little assistance upon some long words not met with in the Tablets, they would read freely in the Testament, with one-half the schooling necessary by the common mode. The Association appeared to take great interest in the subject, asking a number of questions, all of which Mr. Huntsman very satisfactorily explained. Mr. McGann remarked that the system formed an excellent means of correctly exercising the vocal organs, and would have a tendency to prevent the acquirement of weak lungs, so often and so justly charged upon the School-room. He complimented Mr. Huntsman as being physically, mentally, and vocally an excellent representation and recommendation of his system.

*Education of Girls.*—Mr. A. McCallum, of the Central School, Hamilton, seconded by George Young, B.A., of Preston, moved the following Resolution, reported from the Business Council, videlicet: *Resolved*: That the Grammar Schools, as they are to be organized under the new Regulations, are not suited to the wants of the higher education of Girls, and we, therefore, recommend that they be so modified as to render Greek and Latin optional studies with Girls, after they have gone through the first and second Forms, and that they continue to be considered Grammar School Pupils so long as they pursue the remaining subjects of the Curriculum. Mr. McCallum said that so far as he had been able to learn from history, and from current events, the greatest mistake throughout the world, in matters of education, was the general neglect of Female Education. This neglect, he was satisfied, exercised an untold influence in retarding human progress in all that was good and great. The Girls were capable of taking up the same

studies as the Boys, and of pursuing them equally as well, or better. There was now a Denominational College for Females at Hamilton, but what was wanted was a Non-denominational Institution, liberally endowed by the Government, where all could meet on common ground. The Reverend Doctor Wickson inquired whether the Girls would be counted as classical scholars. Mr. McCallum replied in the affirmative. Doctor Wickson thought that would be hostile to the object of the Regulation adopted to prevent any but regular Greek and Latin Pupils attending the Grammar Schools. Anything that tended to interfere with the attention of the Grammar School Masters, being devoted most largely to Greek and Latin, ought to be avoided. The sentiment in favour of the study of languages, in his opinion, had been largely increasing of late, and very properly. Mr. J. B. Dixon said the object of the Resolution was to bring those Grammar Schools back to what they ought to have been in the first place,—Schools for the higher education of Canadian youth, female as well as male. Mr. T. Kirkland moved, seconded by Mr. David Ormiston, that the Resolution be amended by allowing Greek and Latin to be always optional with such Female Pupils in Grammar Schools as study French. He thought if they wanted to instruct Girls in Grammar Schools, the first thing to be done was to get them there. If it were stipulated that none could go there who did not take up Greek and Latin, very few would go, and their object would be in a great part defeated. Mr. Carlisle opposed both motions. The movement was calculated to interfere with the efficiency of the Grammar Schools. That would be of little use to them if they went no further. Mr. Buchanan, of Preston, said the sooner the right of Girls to an equal education with the Boys was recognized and always acted upon, the better it would be for the Country. Mr. Chestnut moved, in amendment to the amendment, a Resolution to the effect, that in the opinion of the Association the School System of this Province makes no suitable provision for the higher education of Girls as such; that, therefore, a class of Schools should be established to remedy this defect. Both amendments were defeated by considerable majorities, and the original motion was adopted without dissent.

*National School Books.*—Mr. Buchanan, of Preston, from the special Committee, appointed upon that subject, reported and moved the following Resolution:—"That the Teachers' Association of Upper Canada strongly urge the necessity of having introduced into the Schools of Upper Canada, a series of Reading Books which would be better adapted to our Canadian Schools than the Irish National Series."

Mr. Strauchan was of opinion that there were other Books of the National Series that were not less objectionable than the Readers. He instanced the Book-keeping series, which he regarded as being more confused than any other, and was the occasion of great annoyance to both Teachers and Pupils. The treatise on Mensuration, too, he thought, could also be greatly improved and better adapted to the wants of the present generation of Canadian youth. Mr. Buchanan said there was nothing national, so far as Canada alone was concerned, in the Irish series of Readers. There was nothing about Canada, or her institutions, in them. Mr. Evans remarked that Doctor Ryerson had expressed himself in favour of a revised Canadian edition.

The question was then put to vote, and the Resolution unanimously adopted.

*Record of School Progress.*—Doctor Carlyle explained the System in use in the Model School. He said he did not think any written record could be kept. The School was well graded, and each grade had its chief seats and its lower seats, so that the position of each Pupil in the division showed to him, to the School, and to Visitors who became acquainted with the plan, exactly what position of advancement in the School each Pupil occupied. Its result had been to impart a great amount of stimulus to the scholars, each striving to attain to a higher position week by week.

The President explained the system in use in the Upper Canada College. It differed from that of Doctor Carlyle's in being a system by which a written record could be kept of each Pupil's progress, by means of "counters," one of which each Pupil took

from a stand in giving an answer which others above him in the Class could not answer, and presented at the close for record. Mr. Chestnut explained the College system more in detail. Mr. Watson, in view of the importance of the subject, moved that it be placed upon the list of subjects for discussion at the next Annual Meeting, and that a Committee of five be appointed to examine the various systems and report upon them next year. Carried.

*Election of Officers.*—The following gentlemen were elected:—Reverend William Ormiston, D.D., of Hamilton, President; Archibald McCallum, M.A., Principal of the Central School, Hamilton, 1st Vice President; T. S. Chestnut, Principal of the Training School, Toronto, 2nd Vice-President; Wm. McCabe, LL.B., Principal of the Union School, Oshawa, 3rd Vice-President; George Young, M.A., Principal of the Union School, Oakwood, 4th Vice-President; R. Alexander, Principal of the Central School, Newmarket, 5th Vice-President; William Anderson, Principal of the Park Street School, Toronto, 6th Vice-President; A. McMurchy, Mathematical Master of the Toronto Training School, Secretary; David Ormiston, M.A., Master of the Grammar School of Berlin, Corresponding Secretary; J. B. McGann, Principal of the Institution for the Deaf, Dumb, and Blind, Hamilton, Treasurer.

*Thanks.*—Mr. R. Alexander, of Newmarket, moved a resolution expressing the thanks of the Association to the Chief Superintendent of Education, for the use of the Normal School Buildings; and to Professor Wilson, for his efficiency and attention to the duties of the Office of President of the Association; also to the Press and to the Railway Companies.

## CHAPTER XII.

### ANTI-BRITISH INFLUENCE OF UNITED STATES READERS, HISTORIES, AND GEOGRAPHIES.

It having been found that the United States School Books, which, in the early days were in general use in Upper Canada, the Chief Superintendent found it necessary to supersede them by such School Books of the Mother Land as were adapted to our Canadian School System, and in that way the Irish National School Readers were introduced, and various editors printed in Canada for use in the Schools. The difficulty with Histories and Geographies remained, until Mr. John Lovell, of Montreal, with his usual enterprise, undertook the publishing of Geographies and a History of Canada, and other British Colonies adapted to our Canadian Schools. The Council of Public Instruction for Upper Canada consequently withdrew its sanction to the further use of Morse's United States Geography in our Schools, and issued a notice to School Trustees and Teachers on the subject. As that Geography and other United States Books still lingered in the Schools, the Council subsequently issued the following notice:—

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the Public Schools of Upper Canada. Hereafter it will not be lawful, (after the copies now in actual use in any School are worn out), to use either Morse's or any other American Geography in either the Grammar, or Common, Schools of Upper Canada. A violation of this order in any case will render liable the School concerned to the loss of its share in the Grammar School Fund, or the Legislative Common School Grant, as the case may be.

After this notice appeared the Chief Superintendent received the following Letter from the State Superintendent of Schools, in Pennsylvania:—

I was greatly surprised to see, in your *Journal of Education* for August, a notice to the effect that the use of any American Geographies will subject the School to the loss of its share of the School Fund. I was surprised because I was utterly at a loss to know the reasons for such prohibition. Most certainly every Country has the right to prohibit the use of any Book in its Schools, and no citizen of any other Country has the right to call the action in question, still, it may not be wholly improper for a private citizen to ask for the reasons for such action. Will you, therefore, if not inconsistent with your duty and the best interests of the cause of popular education in your Province, please to inform me why the Geographies called American Geographies are thus excluded from your Schools.

If it is because your own publications are actually better than ours, we will, in Pennsylvania, at least, most cheerfully use yours until ours can be so much improved that they will compare favourably with any works of the kind published on this Continent.

If ours are immoral in their tendencies, or unsound in their teachings, or false in their statements, we shall be most happy to have the immorality, or unsoundness, or false statements pointed out, in order that they may be corrected.

HARRISBURGH, PA., 5th October, 1865.

CHAS. P. COBURN, State Superintendent.

To this Letter the Chief Superintendents replied as follows:—

I have the honour to acknowledge the receipt of your Letter of the 5th instant, and have much pleasure in complying with your request, stating the reasons, by a section of our School law passed in 1846, why foreign School Books, in our English language, are not allowed to be used in our Public Schools, without the express sanction of the Council of Public Instruction.

The provision of the Law in question, although expressed in general terms, applies of course, chiefly to School Books published in the United States. I cannot better explain to you the reasons for this provision of the Law, than by quoting a few sentences from a Special Report which I presented to our Legislature, June, 1847:—

In regard to the exclusion of American Books from our Schools, I have explained, as I have had opportunity, that it is not because they are foreign Books simply that they are excluded, although it is patriotic to use our own in preference to foreign publications; but because they are, with very few exceptions, anti-British, in every sense of the word.

They are unlike the School Books of any other enlightened people, as far as I have the means of knowing. The School books of Germany, France, and Great Britain, contain nothing hostile to the institutions, nor derogatory to the character of any other Nation. I know not a single English School Book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and Government. It is not so with American School Books. With very few exceptions, they abound in statements and allusions prejudicial to the institutions and character of the British Nation. It may be said that such statements and allusions are "few and far between," and exert no injurious influence upon the minds of children and their parents. But surely no School Book would be tolerated which should contain statements and allusions, "few and far between," against the character and institutions of our common Christianity. And why should Books be authorized or used in our Schools inveighing against the character and institutions of our common Country? And as to the influence of such publications, I believe, though silent and imperceptible in its operations, it is more extensive and powerful than is generally supposed. I believe such Books are one element of powerful influence against the established Government of the Country. From facts which have come to my knowledge, I believe it will be found on inquiring, that in precisely these parts of Upper Canada where United States School Books had been used most extensively, there the spirit of insurrection, in 1837 and 1838, was most prevalent.

Though impressed with the magnitude of the evil arising from the indiscriminate use of United States Books in our Schools, I have thought it premature to recommend the enforcement of the Law excluding them, until a proper supply of equally cheap, if not cheaper, Books, recommended by our Provincial Board of Education, should be provided. This, I believe, will be done in the course of the current year; and I doubt not but all parties in the Legislature will agree in the propriety and expediency of using our own Books in our own Schools.



I may remark that at a National School Convention, held at Philadelphia some ten or twelve years ago, and over the proceedings of which the late venerable Bishop Potter presided, I drew attention to the anti-British peculiarity of your School Books, and the unreasonableness of it, and the provisions of our Law in consequence of it. The unadvisableness of continuing such a peculiarity in your Text-books was admitted by the best Educationists in the Convention, and the propriety of correcting it, which, however, has not been done.

I am sure you would not sanction the use of Text-books in your Schools which contained attacks upon and statements and allusions derogatory to your Institutions and Government.

I have done all in my power to cultivate and inculcate the most liberal and friendly feelings between this Country and the United States, and have often been assailed in the public press for my alleged American partialities; but I should be wanting in duty to my own Country to encourage, in the education of its youth, the use of Books which disparage the Government and Institutions which it is their duty to respect and support.

TORONTO, 11th October, 1865.

EGERTON RYERSON.

#### A BRITISH VIEW OF THE SUBJECT.

From an elaborate article in a recent number of the *British Quarterly Review*, from the pen of the Reverend Doctor Vaughan, who recently paid a visit to the United States and Canada, we select the following truly philosophical remarks on the pernicious influence of American School Readers, Histories and Geographies:—

One fact bearing on this point has especially arrested my attention. It is admitted that the artisan class in this Country have been found, in the main, steady in their adherence to the cause of the North, and little disposed to bear with any clap-trap in favour of the South. But in the United States, it seems, it is the artisan and labouring classes especially that are found to shout forth approval in Public Meetings when popular Orators are pleased to fling their invectives against England. How is this? It is alleged, and I believe with truth, that the mass of the people are more generally and better educated in the States, than the same class in this Country. The American School System secures this almost of necessity. These facts, however, seem to warrant the suspicion, that, if the humbler classes in the United States are in advance of the same class among ourselves in certain elements of School routine, it has somehow come to pass that the balance of clear and moral intelligence on political questions lie with England, and not with the United States. You may dot a land with School-houses to any extent you please, but Society is the great free School after all. The plant lives from the atmosphere.

One cause of this difference I think I see. The primary Schools in the United States have their Lesson Books, from which the elder Scholars are exercised in reading, and these Lesson Books have a great deal of the Fourth of July tone in them, and impassioned speeches against England are thus made to be familiar to American youth from their childhood. General Howard and Colonel Eaton took me, as a Visitor, to a School of freed negro children in Washington, and in the course of the Examination, the mistress was requested to call upon some of the elder scholars to read. The lesson chosen was selected, I presume, as being that which had become most familiar to the School. It consisted of specimens of oratory concerning the War of Independence, and was singularly well adapted to associate the name of England in the young mind with everything odious in insolence and oppression. My friends smiled as they found me called to listen to this sort of rhetoric, and very good-naturedly requested that some other Lesson should be chosen. Train children to the love of liberty, say I, by all means. I wish we had more of it in England than is now known among us; but take care that you do not demoralize them in the process. Primary Schools on a broad social basis, may be efficient in their literary department, and may be miserably wanting not only in respect to religion, but in respect to sound moral training.



## CHAPTER XIII.

## SCHOOLS AMONG THE INDIANS OF UPPER CANADA, 1865.

In 1856 the Governor-General issued a commission to Messieurs Richard T. Pennefather, Froome Talfourd, and Thomas Worthington, directing them to enquire into the condition of the various Indian Tribes of Canada. The Commissioners prepared an elaborate Report in 1858, which contained a great deal of most valuable and interesting information relating to the past and present history of the Indian tribes, and also various practical suggestions for the continued amelioration of their condition.

In 1860, the Commissioner of Crown Lands became, *ex-officio*, head of the Indian Department: and the Schools among the Indians are managed by the Department, and not by the Chief Superintendent of Education. I have selected the following items of information relating to the various Indian Schools in the Province, from the "Report on Indian Affairs," "for the half year, ending June, 1864." In that Report, Mr. William Spragge, Deputy Superintendent of Indian Affairs, says:—"Another subject of very considerable interest is the education of the Indian people. To this subject the Department is continually giving its attention. In Western Canada, among the Indian Schools lately established, is a second School among the Mississaguas of the New Credit Settlement, and another at Little Current, on the Great Manitoulin Island, conducted by Mr. Burkitt, and supported by one of the Church Societies, unaided by Indian funds. Upon the Grand River, the New England Society, which has done so much in the cause of education among the Six Nation Indians, has extended its Institution, established in the vicinity of Brantford."

The following contains some detailed information in regard to the principal Indian Schools in Upper Canada:—

## THE SCHOOLS IN SAUGEEN, AS REPORTED BY MR. SUPERINTENDENT BARTLETT, 1865.

There are two Indian Schools here. One in the Village kept by Mr. Henry S. Jones, an educated Indian, since the 1st October last. His salary of \$200 a year is paid by the Wesleyan Methodist Church.

The average daily attendance has been 10 out of 27, 11 of these Children have been away with their Parents hunting.

13 Boys, of whom 4 read in the 1st, 2nd, and 3rd Books. 9 spell. 15 Girls, of whom 4 read in the 1st, 2nd, and 3rd Books. 10 spell. 4 Boys and 4 Girls write and study Arithmetic. 1 Geography and Maps.

The Second School is taught at French Bay, 5 miles from the Indian Village School, where there is a large settlement of Indians living on their respective Farm Lots.

This School is taught by Mr. John Scott, a white man, who was appointed by the Wesleyan Church, but whose salary is paid from Indian Funds at the rate of \$200 a year. On the strength of this sum being voted by the Indians, the Methodist Church duplicates that amount for the salary of Mr. Henry Jones, the Teacher of the other School. The Society of Friends also contribute \$25 a year to this School.

I had a personal interview and conversation with Mr. Scott in regard to this School. He is well fitted for his duty, and takes great interest in the Indian Children.

I must certainly say, from personal observation, as far as the Indian Schools in this Superintendency are concerned, that the Wesleyan Church use great caution in the choice and appointments of the Teachers for Indian Schools,—good moral character combined with proper qualifications, being specially regarded. The return for this School is number of Pupils on roll:—Boys 21, Girls 18. Total 39.

Average weekly attendance, 70; daily, 14; total in seven months, 1,986.

Number spelling, (cannot read), 16; in Reading, 17; Arithmetic, 13; Geography, 7; Writing, 13.

The Missionary at this Station, the Reverend Mr. Cooley, states that their Church has a Sabbath School, which had given great satisfaction the past year.

The following are the statistics:—

Number on roll:—14 Boys, 21 Girls—35. Average attendance, 20; Number in Bible Class, 12; Library, Number of Volumes, 150; Sunday School Advocates (newspaper) taken, 12.

*Cape Croker.*—The School at this Station is taught by Mr. John Jacobs, an Indian, and Brother of the late Reverend Peter Jacobs, Church of England Missionary at Manitoulin Island.

Mr. Jacobs' salary is \$200 a year paid by the Church of England Missionary Society. Number of Children in attendance 20 to 30. Read and spell in 1st Book, 10; 2nd Book, 10; 3rd Book, 2. Number that write, 10. Most of them cipher in the four first Rules of Arithmetic.

The Indians expressed to me their satisfaction with the progress the Children had made under Mr. Jacobs, who, in a Letter to me, says that most of the Children began from the Alphabet, and that for the 18 months he has taught them he has seen a great improvement.

After each lesson they read he explains the meaning to them in Indian, and asks them questions in both languages. They can now understand and speak a good many words in English.

*Christian Island.*—The Teacher to the Indian School on this Island is a white woman—Miss Charlotte Adams, who is appointed by the Wesleyan Church. Her salary of \$100 a year is paid from Indian Funds, and it is intended to add another \$100 by the Church.

Miss Adams has been a good deal amongst the Indians, and knows a little of the language; she is well adapted and well qualified for a Teacher, and a better selection for the Indian Children could not have been made.

Number of Pupils on Registrar, Boys, 29; Girls, 29; total, 58. Number of Pupils now in attendance, Boys, 15; Girls, 15. total, 30. Average attendance, Boys, 7½; Girls, 6; total, 13½. Lowest average monthly attendance is 11½; highest, 16½. Books used are the National Series. Number in Alphabet, 14. Number in 1st Book, 21; 2nd Book, 16; 3rd Book, 3.

Arithmetic is taught simultaneously to the whole School on the Black Board with illustrations. Geography also, from the Maps. All the Children write on their Slates until they learn the forms of the Letters.

*Scugog Island.*—There is no School here, nor has there been any for many years. The Indian Band is very small, there being not more than 8 or 10 Children of an age to go to School.

*Mud Lake.*—The School here is supported by the New England Society. Teacher, Mr. James Schofield for the Boys; Mrs. Schofield for the Girls.

Boys at School, 14; Girls at School, 11,—25; average daily attendance, 18; number who spell, 12; number who read, 20; number who study Arithmetic, 12; number who study Geography, 3; number in Writing, 16.

A small Farm is attached to this School upon which the Boys are required to work an hour each day.

*Alnwick.*—The only Report received from this School is for the quarter to 30th September, 1864, videlicet:—

Number of Boys, 26; Girls, 19; total, 45. White Children at the School, 6.

The Teacher is a very competent young man, son of the Reverend Mr. Madden, the Missionary of the Wesleyan Society at this Station.

Mr. Thomas Madden's salary is \$200 a year, paid by the Missionary Society. He holds a Second Class Certificate as a Teacher.

*Grand River Indian Schools.*—The number of Schools among the Six Nations are eight, and the Mississaguas have two, or ten in all. The first seven Schools are under the superintendence of the Reverend Mr. Nelles, Church of England Missionary, who kindly furnished the information regarding them, and in his Letter states:—"Four of the Teachers are Indians, who were educated at the Mohawk Institution, (School Number 1), where the Children are boarded, clothed, and educated, thus securing regular attendance, and consequently the improvement of the Children is very satisfactory.

In addition to the ordinary branches of an English education, the Boys are instructed in Agriculture, and the Girls in Sewing, Spinning, Knitting, etcetera.

The other Six are Day Schools, at which the attendance of the Children is very irregular, and on this account their progress is slow and unsatisfactory.

The 8th School is under the charge of the Reverend Mr. Germaine, Wesleyan Missionary; and the 9th School is under the care of the Reverend Mr. Lawson, of the same Mission. The 10th is a new School lately established, and has a Board of Trustees from the New Credit Band. Some Children from the white Settlers, in the Township of Walpole, attend this School, paying the Teacher 25 cents each per week.

A substantial addition has been made to the Mohawk Institute, which now affords accommodation for one hundred Children.

The New England Society is thus conferring immense benefits upon the Indian people, who will, no doubt, appreciate them.

It may be observed that the capacity of Indian Children for learning is quite as good as that of the whites.

BRANTFORD, 17th January, 1865. J. T. GILKISON, Superintendent and Commissioner.

EXTRACT FROM LETTER OF MR. W. LIVINGSTON, INDIAN COMMISSIONER, 1865.

I find, by reliable information furnished by the Reverend Abraham Sickles, Methodist Missionary, and Mr. William Doxtater, that the present population of the Oneida Band is, in round numbers, six hundred, and they are gradually increasing. As Christians, they are divided into two Denominations—Church of England and Methodists. The Reverend R. Flood had the Church of England people under his care for some years, Mr. Potts having been sent thither under the auspices of the Colonial Church and School Society, as Schoolmaster and Catechist. Mr. Potts was eventually ordained, and was their Missionary until within a few months back, when he was incapacitated by an illness which terminated in his death, about three weeks ago. Mr. William Doxtater, a good Indian, has acted, and still acts, as a sort of Catechist; but he tells me, they have had no School since Mr. Potts was ordained, a circumstance his People much regret, as the Children of the professing Members of the Church are numerous. The Methodists, on the other hand, have an efficient organization under the Reverend A. Sickles, and have also a Teacher in their School named Mr. Francis G. H. Wilson, whose salary (\$160.00 per annum) is paid by the Wesleyan Missionary Board Fund. The present attendance of Children is neither large nor regular. In warmer weather, from 20 to 30 Children attend. The branches taught are in the common series of School Books, with which, however, the School is rather inadequately furnished.

STATEMENT OF THE CONDITION OF THE VARIOUS INDIAN SCHOOLS THROUGHOUT UPPER CANADA, 1865.

Name of Indian Reserve and Band.	Name of the Teacher.	Salary per annum.	From what Funds paid.	Num-ber of Boys.	Num-ber of Girls.	Total Number of pupils	Remarks.
Moravians of the Thames.	David J. Croghan.	\$200 00	Funds of the Tribe.	28	12	40	
Wyandots of Anderdon.	Thomas King.	200 00	Funds of the Tribe.	7	8	15	
Chippewas of Sumia.	Charlotte Adams.	250 00	Funds of the Tribe.	40	20	60	
Chippewas and Pottawatomes of Walpole Island.	Wm. A. Cathcart.	100 00	Funds of the Tribe.	32	9	41	
Oneidas of the Thames.	Francis G. H. Wilson.	160 00	Wesleyan Missionary Society.	Not known	15	30	School at the Indian Village.
Chippewas of Saugeen.	Henry S. Jones.	200 00	Wesleyan Missionary Society.	13	15	28	School at French Bay.
Chippewas of Saugeen.	John Scott.	225 00	\$200 from Funds of Tribe and \$25 from Society of Friends.	21	18	39	School at French Bay.
Chippewas of Saugeen Sunday School.	Rev. Mr. Cooley, Miss'ry		Wesleyan Missionary Society.	14	21	35	School at French Bay.
Mississaguas of Lake Scougog.	The School here has been		closed for a number of years, there being only	8 or 10 children		25	Partly a day and partly a boarding-school: there is also a small farm worked by the boys.
Mississaguas of Mud Lake.	Mr. and Mrs. Schofield.	Not known.	New England Society.	14	11	25	No Return for 1864.
Mississaguas of Alnwick.	Thomas E. Madden.	200 00	New England Society.	26	19	45	6 of these are white children.
Mississaguas of Rice Lake.	John Jacobs.	200 00	Ch. of England Missionary Soc.	Not known	30	30	
Chippewas of Cape Croker.	Charlotte Adams.	200 00	\$50 by Indians and \$150 by Wesleyan Missionary Society.	29	29	58	
Chippewas of Christian Island.	Oliver Goldie.	200 00	Wesleyan Missionary Society.	Not known		30	
Chippewas of Rama.	Glenholm Garrett.	200 00	Funds of the Tribe.				No Return for 1864.
Chippewas of Snake Island.	Thomas Connell.	250 00	Funds of Tribe & Wes. Mis. Soc.				No Return for 1864.
Mohawks of Bay of Quinte.	Elijah McDougall.	250 00	Funds of the Tribe.				Teacher of the Mission School.
Mississaguas of New Credit.	Joseph Jennessaux.	240 00	Indian Land Management Fund	90	69	159	Do. new school on Townline / River.
Mississaguas of New Credit.	Rev. J. B. Sims.	Not known	Ch. of England Missionary Soc.	Not known			No Report from this school for 1864.
Manitowin Island Indians of Wkwemikong.	Rev. Mr. Burkett.	Not known	Ch. of England Missionary Soc.	Not known			No Report from this school for 1864.
Manitowin Island Indians of Little Current.	No. 1.—Thomas Griffiths	\$250 & board	New England Society.	Not known			
Six Nations of the Grand River.	Miss Gillan.	\$72 & board	New England Society.	Not known		68	
Six Nations of the Grand River.	No. 2.—Isaac Barefoot.	200 00	New England Society.	Not known		22	
Six Nations of the Grand River.	No. 3.—George Moses.	200 00	New England Society.	Not known		21	
Six Nations of the Grand River.	No. 4.—Miss Hartley	160 00	New England Society.	Not known		39	
Six Nations of the Grand River.	No. 5.—S. Kingston.	200 00	New England Society.	Not known		59	
Six Nations of the Grand River.	No. 6.—Mrs. Beaver.	160 00	New England Society.	Not known		16	
Six Nations of the Grand River.	No. 7.—Miss Martin.	Not known	New England Society.	Not known		32	
Six Nations of the Grand River.	No. 8.—Not known.	Not known	Wesleyan Missionary Society.	Not known			

SUGGESTIONS IN VIEW OF LEGISLATION FOR THE EDUCATION OF THE INDIANS OF UPPER CANADA.

(A Memorandum submitted to the Chief Superintendent of Education for Upper Canada, by the Reverend Thomas Williams, Wesleyan Missionary.)

1st. A Measure might be passed by the Legislature during the present Session, if possible, introduced by the Superintendent General of Indian Affairs, which would recognize the Indians as a part of the population for whom Education is desirable—up to the present time they have no recognition in the legislation bearing upon the Education of the people.

2nd. This Measure should secure to them a portion of the Grant from the Revenue set apart each year for Educational purposes—and make it essential, in order that they partake of this Grant, that the Councils of the Indians should appropriate an amount equal to it from their Funds, in the same manner as the County Councils do the same thing; and that these two sums constitute the "Government Indian School Fund."

3rd. This measure should give the Indians the privilege of the Provincial Normal School—the Provincial Depository for School Apparatus, Libraries, etcetera, in the same manner as other Schools have this privilege.

4th. This Measure should make the Chief Superintendent of Education for the Province the Chief Superintendent of Indian Schools, etcetera.

It should make the Visiting Superintendent of Indian Affairs, managing the affairs of a Reserve, each particular Reserve the Treasurer of the Government Indian School Fund for that Reserve. He alone to receive and disburse the moneys of the Fund, and for no other purpose than the payment of Salaries of Teachers duly authorized to teach Indian Schools, and upon the order of the Trustees of such Schools. All moneys raised and expended for School purposes, whether for the building, or repairs, or furnishing School Houses, the purchase of Books, Apparatus, or Libraries, the payment of Salaries of Teachers, together with the time School has been open, the attendance, the branches taught, and all matters, as in other Schools, to be reported to him at the end of each year. The claims of each School to be dependent on its condition and effectiveness as indicated in such Report.

6th. That the Council of each Nation, or Nations, or Band of Indians, as usually constituted, have power to divide their Reserve into School Sections,—to define the extent and limits of the same,—to alter, change, or unite such Sections as required. Such divisions, alterations, changes, or unions, to be subject to the approval of a Board of Education to be constituted as below.

7th. The visiting Superintendent, the Missionaries labouring on the Reserve being Clergymen, or Ministers, with their respective Churches. Two of these Clergymen, or Ministers, with the visiting Superintendent, to be a quorum for the transaction of the business of the Board. They are to examine Teachers, to classify and license them (for Indian Schools), to have power to cancel and annul Licenses for sufficient cause, to visit and to generally superintend the Schools in accordance with Regulations to be made.

8th. That each Section, when constituted, elect three Trustees from the Householders of the Section—none but Householders to be eligible to the office, or to vote at meetings of the Section. After the first year School has been in operation, one Trustee to go out, and one to be elected, all to be eligible to re-election each year. These Trustees to have given to them such duties and power as Indian Trustees may be thought capable of discharging. But as a check and a guide (at least for a time) to let all their acts be subject to the approval or veto of any two Members of the Board. Orders, or cheques for money, or for the privilege of the Provincial Normal School, or for articles from the Provincial Depository for Libraries, Apparatus, etcetera, to be of value, only when endorsed by one, or more, Members of the Board, to the extent of the legal claims of such School and no further.

The above, with any other provisions which may be thought necessary by the Chief Superintendent of Education, or the Superintendent General of Indian Affairs, if passed into a law, by "the powers that be," would do but simple justice to the Indians, and might serve to draw out their deeper interest in their own improvement; besides fostering and promoting the efforts they are now making.

I forbear to say any more, leaving these suggestions to their own merits—hoping, at least, that they may be taken as well intended.

THOS. WILLIAMS, Wesleyan Missionary.

NEW CREDIT MISSION, February 29th, 1864.

The Indians of this Upper Province do not, nor have they (as far as I am aware), received any share of the very large amount of Common School Grant so commendably appropriated by the Government for the education of the people of the Province. The Settlements, as far as they extend, the Cities, the Towns, and Villages, are provided for, all have aids in money tendered to them, of which they may avail themselves by complying with some very proper and easy Regulations.

The Indians are, in many cases, becoming much interested in the education of their children and youth. They have, in several instances, erected School-houses and established Schools; in some cases supporting them by appropriations from their Funds, and in others trying to keep them in operation by voluntary subscriptions. This fact will indicate that they have, in these cases, passed to a condition in which they will be able to appreciate efforts in their behalf, and they may be expected to co-operate with these efforts if the right method is taken with them.

A very large proportion of the Indians, who are Christians, have obtained some education. The largest number of the younger people, of both sexes, can read and write; some have a partial acquaintance with numbers; many have acquired a love of reading; some take and read the papers; some families have small collections of Books. Sunday Schools with Libraries have great attractions for the young people, who take and read the Books with great avidity. Post Masters, who live in their immediate vicinity, can testify that their letters are numerous. The English is to them a learned language. Most of their reading, and nearly of their written communications are in our language. Its influence upon them is rapidly on the increase. Those who know the Indians are fully sensible that, in proportion as they know our language and from Books, papers and conversation get into our habits of thought and feeling, they are civilized and no further.

How did the Indians come by this education?

1st. By the labours and efforts of the Missionary organizations of the several Christian communities having Missionaries among them aided in many cases by parent Institutions in the Mother Country. The amounts expended in this work, if estimated from the beginning, would be found very considerable. Some of the best talent in the different Churches has been employed in this work. It has been going on for more than a generation, and the results are part of the precious fruit.

2nd. A Corporation known as the "New England Company" have maintained, for many years, Schools with some settlements of Indians. Some of their Schools are large and superior; in some of them the common mechanic Arts, with Agriculture, are taught in unison with Letters; and there cannot be a doubt but much good has been effected by them.

The Indians themselves, under the influence of their Missionaries, and with the sanction of the Indian Department and its Officers, have appropriated considerable sums from their own moneys for Industrial Schools, which have done much good. The Indians, are setting apart some of their money for home Schools, indicating a disposition to help themselves.



From these sources, and these alone. (with some few exceptions bearing on individual cases), comes all the education which the Indians now have, and which, along with their Christianity, gives them their best qualification to live in their present circumstances, contiguous to Settlements of white people, and furnishes them with the only prompting they experience, to rise to a level with their neighbours.

THOS. WILLIAMS, Wesleyan Missionary.

NEW CREDIT MISSION, 29th February, 1864.

#### THE INDIANS IN THE UNITED STATES AND CANADA.

The following is a Letter on this subject from the Right Reverend Alonzo Potter, D.D., Bishop of Pennsylvania, to the Chief Superintendent of Education for Upper Canada:—

The condition of the Indians on our frontiers is far from satisfactory, and there are many persons who advocate a radical change in the policy of our Government towards them. Our missions to Christianize them, too, have not been over wise, or successful, and the whole subject of their relations to our race and of our duty as a Christian people is being anxiously considered. It is said that under the policy of the Hudson Bay Co., and of your Home Government, they are better protected, more civilized and more contented. The tide of emigration which, on our side, presses them sorely adds, of course, a complication to the problem from which the Hudson Bay Co., etcetera, are relieved. Still there must be some secret in your conduct towards the Aborigines which we have not fully learned, and it is to ascertain it that I venture to ask you if you can point me to any source of complete and accurate information. Any views which you yourself may have formed as to the fruit of your experience and reflection would be especially valuable. Remembering with much pleasure our meeting of several years since.

PHILADELPHIA, April 18th, 1864.

ALONZO POTTER.

To this Letter the following Reply was sent:—

I have the honour to acknowledge the receipt of your Letter of the 28th ultimo, to which the Chief Superintendent, now absent, has requested me to reply.

The relation of the Indians to the British Government, whether Imperial, or Colonial, has always been an intimate one. In the main, the Indians have been well treated by the Government; and their confidence in its honour and fair dealing has, as a general rule, been unbounded. It is a significant fact that none of the British Indians, (*i. e.*, those under British protection), have ever been found in the ranks of the enemy. During the long contests with the French in this Country, the British Indians remained true to their allegiance. It was so in the war of 1812, and in the Rebellion of 1837. The secret of this fidelity was, no doubt, the faithfulness of the Government in strictly fulfilling its engagements with them. Any breach of faith with the Indians would be looked upon as a disgrace and as an act of oppression by the strong against the weak.

Down to 1845-50 it was the policy of the Government to make "Presents" to the Indians in payment of their Annuities. A change was then made, and a commutation of these annual Presents was proposed. The grant, or distribution, of gunpowder was discontinued in 1845; and in 1851 the commutation money for this one item, (which had accumulated), amounted to about \$10,000. About the time the "Presents" were discontinued, the Indians were induced to consent to apply a portion of their annual commutation money to the purposes of Industrial Education among themselves; and, in 1851, about \$6,000 of the "powder" money, referred to as above, were divided between the Alderville and Mount Elgin Industrial Schools. These appropriations are, I believe, still made annually by the Indians. I have understood, however, that the scheme of industrial education among the Indians has not of late years been very successful. I

doubt much whether any system of education among them will flourish for any length of time which is not brought under the supervision of a Department such as ours, which could deal systematically with the details. I may state that the "Presents" are not wholly discontinued. Blankets are still given to the old and deserving among the Indians, and pensions are still paid to some of them. In addition to the Wesleyan and Roman Catholic Missions and Schools among the Indians in Upper Canada, the "New England Society" (of Colonial times) maintains an efficient (Church of England) establishment among them near Brantford, besides other Schools elsewhere. In Lower Canada the Roman Catholic Church has, from the earliest times, devoted great attention to the wants of the Indians. The Indian Department at Quebec—a branch of the Crown Lands Department—would, no doubt, furnish any information that might be further desired, on application to Wm. Spragge, Esquire, Deputy Superintendent of Indian Affairs.

TORONTO, 25th June, 1865.

J. GEORGE HODGINS.

#### THE INDIAN SCHOOLS OF PARRY SOUND AND MUSKOKA.

Some years later the Editor of this Documentary History made an official visit to the Parry Sound and Muskoka District, in company with School Inspector Miller. He had then the satisfaction of taking part in the establishment of Schools for the several Bands of Indians on the Reservations lying along the Georgian Bay Coast, from Parry Sound to French River. My Report of that visit, made at the time, was as follows:—

The Indians seemed greatly pleased at the prospect of having Schools established among them. At Parry Sound, Captain Skene (under the direction of the Indian Department at Ottawa) had a neat and substantial log House erected, in which we met the Indians. Subsequently Mr. Miller organized the School and enrolled between 20 and 30 Indian children. They were placed in charge of Mr. Elias, an admirable Indian Teacher and Missionary, who had been trained for his work at the Muncey Institute. Steps were subsequently taken by Captain Skene to have School Houses erected on the other Reservations, so that during this year Schools might be organized in them. This has been done; and, at my recent visit, Mr. Miller, aided by Visiting Inspector Switzer and Captain Skene, established another School at the Shawanaga Reservation, about 35 miles north of Parry Sound. Thither we went in a Steam-tug, and walked five miles through the woods to the Reserve. Owing to a slight alteration in our arrangements, we visited the Reserve a day before the time appointed. Chief James met us at the School House, but our coming so soon had disarranged his plans. He had intended to have received us with some little ceremony, and, with his Band collected, to have had the Union Jack hoisted, and to have had some other demonstrations in honour of the event. As it was, he received us very cordially, and sent round without delay to collect the Members of his Band and their children. After Mr. Miller had enrolled about 30 children, he, Mr. Switzer, myself, and others, addressed the company present. Our remarks were interpreted to the Indians by Mr. Elias; and at the close Chief James made a very hearty and touching speech, expressive of his estimate of the value of education to the Indians, and of the great pleasure which the day's proceedings had given him. With true Indian courtesy, he accompanied the party through the Woods, five miles, back to the Steam-tug, when, after giving him and his Band three hearty cheers, we steamed away to Byng Inlet, 60 miles from Parry Sound, which we reached late in the evening. This is the headquarters of the Maganetewan Lumber Company. We were all pleased with the neat appearance of a Village lying so far to the north. Although late at night, Mr. Miller and Mr. Switzer, our indefatigable Inspectors, aided by Mr. J. H. Buck, the Manager of the Company, and others, organized a Public

School Section there. We then held a very pleasant conference with the principal Residents.

Next morning we started for Henby Inlet, near French River, and arranged with Mr. Elias to take an Indian Teacher with him and open the School there this month. When this is done, the whole of the children of the various Indian Bands in the Reserves along the eastern coast of the Georgian Bay will be placed under instruction. This is certainly a matter for sincere congratulation.

As to the result of the experiment, I have now no fears. I confess that last year, when the Parry Sound School was established, I had both doubts and fears as to the success of the scheme. With a view, however, to satisfy myself on the subject, arrangements were made that the Pupils in the School on the Island should be submitted to a thorough and satisfactory test. This was done by Mr. Inspector Miller, in presence of Captain Skene, Professor Croft, of Toronto University, Inspector Switzer, and some of the local Clergy. The classes were examined in Natural History, Object Lessons,\* Arithmetic, Grammar, Spelling and Writing. Making due allowance for the novelty to them of the occasion, and the natural timidity of the Indian Boys and Girls, it was surprising to see how well the Pupils acquitted themselves. Although slow and cautious in expressing their thoughts, the answers of the children were in almost every instance correct in substance, or in fact. At the close of a prolonged Examination by Mr. Miller and Mr. Elias, I subjected each Member of one of the largest classes to an examination in Writing on the Black-board. They all acquitted themselves to my entire satisfaction. At the close, the Examiners, Captain Skene, Mr. Miller, the Clergy, and others, addressed the School and the Indians present. Replies were given by some of the leading Indians, including the old and young Chiefs.

There was a fact and an incident connected with the exercises which were very gratifying. Among the Pupils enrolled who acquitted themselves so well as to be quite noticeable, was the newly elected Chief of the Band. In this he showed an admirable example to all the young men of the Tribe, and by his voluntary enrolment in the School he showed the high estimate which he himself placed upon education, as a means of elevating and civilizing his people. Chief James, too, in an address to Shawanaga, gave utterance to very enlightened views on the same subject. The pleasing incident to which I have referred was the modest manliness, and yet the dignity, with which the young Indian Chief delivered his maiden speech of thanks and welcome to his Visitors. In this he was with much kindness prompted and encouraged by his rival, the unsuccessful competitor for the Chieftainship of the Band.

There was one feature of the gathering which quite interested us, and that was the general attendance from all parts of the Reservation of the Indian men and women—the latter dressed in their best,—and all evincing, by their appearance, the happiness and prosperity in which they live on their Reserve. Even the Indian Girls in their Classes had a Ribbon, or some little bit of finery on their hats, or dresses, designed, no doubt, to do honour to the occasion, which was to them so interesting and important, as a new departure in their hitherto unintellectual life.

At the suggestion of Chief James, with the concurrence of Captain Skene, we named the Indian School at Parry Sound, "Ryerson School, No. 1;" that at Shawanaga, and at Henby Inlet, after the two Visitors.

\* It was both amusing and interesting to watch the countenances of the Indian Boys and Girls as Mr. Miller held up for them to name the pictures, animals, birds and reptiles familiar to them. The Bear, Wolf and Fox were recognized as old friends; and many a friendly "ugh" greeted the appearance of a snake, a frog and lizard, as well as the Pigeon, Hawk and Crow. The Beaver, Muskrat and Otter received instant recognition; and the answers of the children as to the names were greeted with pleased laughter by the Parents, who entered quite into the spirit of the exciting and interesting examination.

CHAPTER XIV.

MEANS OF SUPPLYING PUBLIC LIBRARIES, PRIZE BOOKS AND MAPS AND APPARATUS TO THE SCHOOLS, 1865.

CIRCULAR FROM THE CHIEF SUPERINTENDENT TO STATE SUPERINTENDENTS OF SCHOOLS IN THE UNITED STATES ON THE SUBJECT.

We are now considering, with a view to its improvement as far as possible, the system of providing Township and School Municipalities with Libraries, Prize Books, Maps, and Apparatus, for the Public and Separate Schools in Upper Canada.

You will greatly oblige this Department by giving me, at your earliest convenience, any information you may possess in regard to the system adopted in your State, and in your Cities, together with its advantages, or defects, and the means you employ to prevent the waste of public money in the purchase of worthless and unsuitable Books for School Libraries.

Our present System is briefly as follows:—

1. The Legislature allows a certain part of the School Fund to be applied to establish Public Free Libraries, to provide Prize Books to meritorious Pupils, and Maps and Apparatus for the Schools.

2. These Libraries are established, and Prize Books, Maps and Apparatus are applied for, either, or both, by the Municipal Councils of Townships, the Trustees of School Districts, (with us called Sections), and the Board of School Trustees of Cities, Towns, and Incorporated Villages.

3. The Local Municipal, or School, Authorities provide one half of the means to procure these Books, Maps, and Apparatus.

4. The Books are procured from England and the United States, by the Education Department, at the lowest prices, and the Maps, Globes, and Apparatus, are procured by the Department also, but are mostly manufactured in this Country by contract; and all Books, Maps, Globes, and Apparatus are furnished to the Local Municipal and School Authorities at cost, one hundred per cent. upon the amount contributed from local sources being also granted.

5. The Books are examined and sanctioned by the Council of Public Instruction for Upper Canada, and a classified Catalogue (of some thousands of Volumes) of them is prepared, and a copy furnished to each of the Local Municipal and School Corporations, who select and order whatever Books, Maps, and Apparatus they please from these Catalogues,—transmitting one-half the amount of the price of the Books, Maps, Globes, and Apparatus they desire, with a pledge that they will apply them to no other than School purposes. The Department furnishes no private individual with any Book, Map, Globe, or articles of School Apparatus.

6. The amount expended for these purposes depends upon the Local Municipalities and Trustees; and the maximum sum allowed by the Legislature to be expended for this service, has never reached in any one year more than Ten, or Twelve, thousand dollars,—the unexpended balance at the end of the year being added to the General School Fund.

7. Each of our Townships includes from ten to twenty-five School Sections, or districts, and the Prize Books procured by a Municipal Council are distributed by means of competitive examinations, open to all the Pupils of all the Schools of the Township,—thus exciting competition among the Schools as well as among their Pupils. The Prize Books ordered by Trustees are distributed among the Pupils of their School upon the daily record of good conduct, punctuality, diligence, recitations, and, to some extent, by competitive examination, as recorded by means of the issue to the successful competitors of Merit Cards of varying values. In all cases a special Committee of Examiners is appointed to conduct the competitive examinations and award the Prizes.

8. I herewith enclose for your acceptance and examination our Catalogues of Library Books, of Prize Books, Maps, Globes, and Apparatus, and also specimens of our series of Merit Cards. Since the printing of these Catalogues we have procured many additions; but before printing new Catalogues we wish to get all the information that can be obtained, in order to revise and improve our System of distribution, if possible.

9. I will, therefore, thank you for the expression of your views respecting it, and suggestions which your experience may enable you make in regard to it. I would also ask whether you have a uniform series of authorized Text-books for your Schools, and, if so, what means you employ to prevent your Schools from being canvassed by individual Booksellers and their Agents, in order to get other Books introduced, to the destruction of anything like uniformity of Text-books in the Schools. The Council of Public Instruction in Upper Canada has sanctioned a uniform series of Text-books for the Schools, but leaves it to private competition to supply them.

TORONTO, 8th September, 1865.

EGERTON RYERSON.

The replies to this Circular were chiefly on the subject of Text-Books in the Schools, which is referred to in paragraph number nine of the Circular. They fully bore out the remarks on the subject of the multiplicity of Text Books in a recent Annual Report of the Chief Superintendent of Education. The following, from the State of Pennsylvania, on this subject, states, in effect, what is somewhat of the normal condition of that question in the United States:

The School Law of Pennsylvania makes it the duty of the School Directors, or Controllers, to meet annually before the opening of the Schools to decide not only what branches of learning shall be taught, but what Books shall be used, and as "uniformity in Text-books is essential to successful teaching," it is obvious that this is one of the most important of their duties. There is nothing to prevent a change of Text-books every year, nor to prevent a different set of Text-books in each School District. And as the expense of providing such Books is thrown upon the Parents, (except when too indigent to furnish them), the door is opened for great abuses. When it is considered how ingenious and (often) unscrupulous are the shifts to which Publishers and Vendors of School-books resort, and how sharp is the competition to obtain a foot hold for a new series of Readers, Geographies, or Arithmetics, we may be pardoned for doubting whether the barriers which most Boards of Directors present to impositions in this form, is of much value. The wholesome provisions of the Law touching the sale of Books by School Officers are sufficiently peremptory, but those, who are familiar with the subject, need not be told how easily they may be evaded if the disposition exists. Directors have many interests outside of their School duties; and "log-rolling," as it is called, has found its way even into their precincts.

If the History were written, of the introduction to our Schools of Books out of the profits of which many a fortune has been made, it would disclose a network of wires which only very cunning hands know how to pull.

It was the conviction of several persons, many years ago, that the only way to check the growing evil of an endless variety and multiplication of Common School Text Books,\* was for the State to take the matter into its own hands; and we believe a plan was sketched with some care for accomplishing the object. It embraced only the six elementary branches (as we learn), which are contemplated by the School Law. The

\* "Many years since," says a Correspondent, "it became my duty to serve on the School Committee of a Country Town. There were 59 scholars enrolled, and the Book account stood thus—Arithmetics 29, and of 7 varieties, videlicet:

Daboll.....	7
Smith.....	7
Pike, Abridged.....	5
Colburn.....	3
Title page out, but different books.....	7

total, 52 books, thirteen varieties; Spelling books, eleven, and Grammars, four."

title, size and price of each Book was fixed upon an estimate. Proper persons were to be employed to make the Books and to adapt them to the Schools of the State, familiarizing the Pupils, by Reading Lessons, with its history; beginning their geographical inquiries at home, and making reasonably sure of a knowledge of things around them, in their daily life, however ignorant they might be of the interior of Africa, or of the Moon. The State was to own the copyright, plates, etcetera, to have the manufacturing done by contract, and the stock deposited in some central depot from which alone the Books could be supplied, and that at the mere cost of making and selling. The interdiction of the use of any other Books of the same class or kind in the Public Schools to be peremptory, and thus shut the door against all abuses and imposition in this form.

It is scarcely to be believed that one in ten of the persons to whom the duty of prescribing Studies and selecting Text-books is referred is in any way qualified for such a service. True, they are expected to consult with Teachers, but when it is considered how large a proportion of Teachers are novices, few of them having ever had occasion or opportunity to examine and compare Books, or experience to guide them to any just judgment of the requisites of a Text-book on any subject, we may well question whether their aid will express any more than a cipher added to a cipher.

Some time subsequently the following additional Circular was sent to the State Superintendents of Education in the United States and to other Educationists. It is somewhat chronologically in advance, but it refers directly to the subjects now under consideration. I also sent to the Local School Officers in the Province the same Circular as to the Superintendents, with a view to elicit their views on the Depository question. An explanatory statement of the case was also sent:—

I have the honour to submit the following matter for your consideration, and will thank you to favour this Department with such counsel, (in the interest of the Schools,) as you may be able to give in the matter.

I may briefly state that the policy of supplying the 5,000 Public and High Schools connected with this Department with Library and Prize Books, Maps and Apparatus from the Depository of the Department, having been questioned, the Chief Superintendent of Education for this Province is desirous of obtaining the views of experienced Educationists on the subject. With that view, he sends herewith a statement of the principles upon which these Books, Maps and Apparatus are supplied by the Department to the Schools receiving Legislative aid, together with other information on the subject. He will thank you, (after the perusal of these papers) to give him the benefit of your observation, and the results of your own experience in this matter, with a view to submit them to the Executive Government and to the Legislature.

A summary of the objections urged against the Depository, and of the replies to them, will be found on the fourth page of this Circular.

J. GEORGE HODGINS, Deputy Superintendent of Education.

DEPARTMENT OF EDUCATION, TORONTO.

GENERAL REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS, TO THE PUBLIC HIGH SCHOOLS OF ONTARIO.

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin*.

"Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed."—*Horace Mann*.

1 The Chief Superintendent of Education will add one hundred per cent. (out of the Legislative Grant) to any sum, or sums, not less than five dollars, transmitted to



this Department by the Municipal and School Corporations, on behalf of Public and High Schools, and forward Public Library Books, Prize Books, Maps, Apparatus, Charts and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose, or present, a written authority to do so, verified by the Corporate Seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, etcetera, to be sent, can always be made by the Department when so desired.

2. The one hundred per cent. will be allowed on any sum over ten dollars, and a mixed selection from each of the three classes of articles, videlicet: (1) Maps and Apparatus; (2) Library, and (3) Prize Books will be sent; but for five dollars received only one class of articles can be sent.

3. In order to prevent the introduction of improper Books into the Libraries, it is required that no Book shall be admitted into any Free School Library established under these Regulations which is not included in the authorized list of Public School Library Books.

#### FOUR KINDS OF FREE LIBRARIES MAY BE ESTABLISHED UNDER THE REGULATIONS.

Under the regulations of the Department, each Municipal Council can establish four classes of Libraries in the Municipality, as follows: City, Town, Village, and Township Councils can establish the first three classes, and School Trustees either of the first, or third, classes.

1. An ordinary Free Public, (or High,) School Library in each School-house for the use of the children and Ratepayers.

2. A General Free Public Lending Library, available to all the Ratepayers of the Municipality.

3. A Professional Library of Books on Teaching, School, Organization, Language and kindred subjects, available to Teachers alone.

4. A Library in any Public Institution, under control of the Municipality, for the use of the Inmates, or in the County Jail for the use of the Prisoners.

The Department cannot too strongly urge upon School Trustees, the importance and even necessity of providing, (especially during the Autumn and Winter months), suitable reading Books for the Pupils in their Schools, either as Prizes, or in Libraries. Having given the Pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

#### PROFESSIONAL BOOKS SUPPLIED TO SCHOOL INSPECTORS, TEACHERS AND INSTITUTIONS.

1. In the Catalogue are given the net prices at which Books and School Requisites may be obtained by the Public Educational Institutions of Ontario, including Sunday Schools, from the Depository in connection with the Department.

2. School Inspectors and Teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

#### LORD ELGIN'S EXPLANATION OF THE REGULATIONS OF THE DEPARTMENT FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS.

To the foregoing Regulations of the Department we desire to add the following explanation of the Regulations on this subject, in the words of the late Earl of Elgin, who was Governor-General of Canada, during the whole period of the establishment and maturing of the Normal and Library branches of the School System, who familiarized himself with the working of that System, and aided on every possible occasion in its development. On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies, an elaborate Report of his Canadian administration.

In that Report, he devotes several pages to a comprehensive view of the Upper Canada School System, including a minute account of the System of Public Libraries, and the general machinery and administration of the School Law and its results. . . . After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:

In the former of these years the Normal School, which may be considered as the foundation of the system, was instituted, and at the close of the latter, the first Volume issued from the Education Department to the Public School Libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it, I think, be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I desire to say a few words upon it. The term School Libraries does not imply that the Libraries in question are specially designed for the benefit of the School Pupils. They are, in point of fact, free Public Libraries intended for the use of the general population; and they are entitled School Libraries, because their establishment has been provided for in the School Acts, and their management confided to the School Authorities.

Public School Libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union. In most of the States, however, which have appropriated funds for Library purposes, the selection of Books has been left to the Committees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling Peddlers, who offer the most shabby Books at the lowest prices, have had the principal share in furnishing the Libraries. In introducing the System into Canada, precautions have been taken, which, I trust, will have the effect of obviating this great evil.

In the School Act of 1850, which first set apart a sum of money for the establishment and support of School Libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the Legislature under the following condition:—"That no aid shall be given towards the establishment and support of any School Library, unless an equal amount be contributed or expended from local sources for the same object;" and the Council of Public Instruction is required to examine, and, at its discretion, to recommend, or disapprove, of Books for School Libraries.

The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the General Regulations for the establishment and management of Public School Libraries in Upper Canada, the following rule:—"In order to prevent the introduction of improper Books into Libraries, it is required that no Book shall be admitted into any Public School Library, established under these Regulations, which is not included in the Catalogue of Public School Library Books prepared according to law;" and the principles by which it has been guided in performing the task of selecting Books for these Libraries, are stated in the following extract from the Minutes of its proceedings:—

"The Council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian Religion, should be admitted into the Libraries."

"2. Nor is it, in the opinion of the Council, compatible with the objects of the Public School Libraries, to introduce into them controversial works on Theology, or works of Denominational Controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the Evidence of Natural and Revealed Religion.

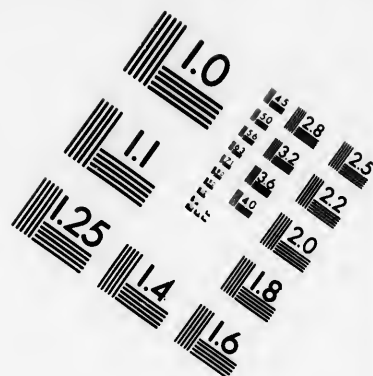
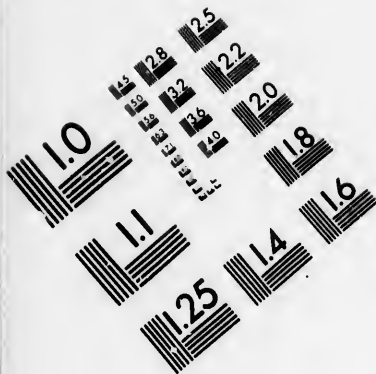
"3. In regard to works on Ecclesiastical History, the Council agrees on a selection of the most approved works on each side.

"4. With these exceptions, and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining Books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each Municipality to consult its own taste, and exercise its own discretion in selecting such Books from the General Catalogue.

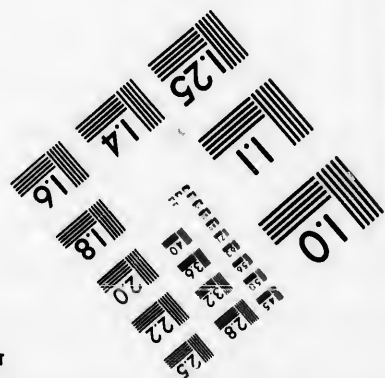
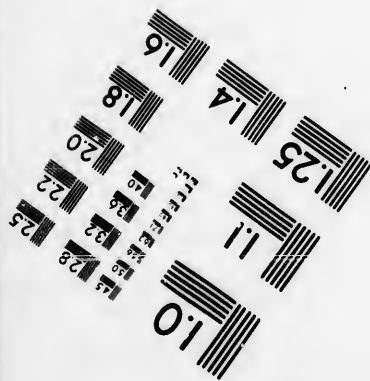
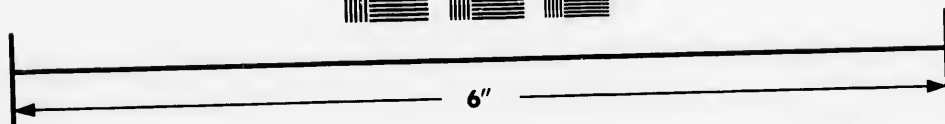
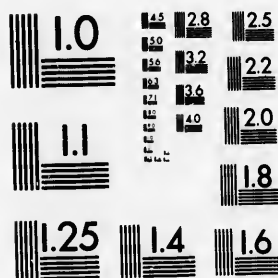
"5. The including of any Books in the General Catalogue is not to be understood as the expression of any opinion of the Council in regard to any sentiments inculcated or combated in such Books; but merely as an acquiescence on the part of the Council in the purchase of such by any Municipality, should it think proper to do so.

\* The first and part of the second of these paragraphs have been adopted verbatim in the School Law and Regulations of New Brunswick relating to Public Libraries.





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"6. The General Catalogue of Books for Public School Libraries may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear."

The Catalogue above referred to affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council or Public Instruction. The Chief Superintendent observes, that in the case of Libraries established up to the present time, the local Authorities have, in a large number of instances, assigned the task of selecting Books to the Chief Superintendent; that in some they have, by a Committee of one, or more, of themselves, chosen all the Books desired by them; and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the Library Grant.

#### SUMMARY OF OBJECTIONS TO THE EDUCATIONAL DEPOSITORY.

The principal objections urged by Booksellers against the Educational Depository are,—

- 1st. That it is an unjust interference with "the trade."
- 2nd. That it creates a "monopoly" injurious to them.
- 3rd. That if the Legislature supplies its Schools with Books and Maps, it ought, on the same principle, to supply other articles.
- 4th. That, even if the arrangement was a wise one in the infancy of the School System, when Booksellers were few, and facilities of supply did not exist, it is indefensible now, when these reasons for its establishment no longer exist.
- 5th. That if "the trade" can, (as it does,) supply Text Books, it can also equally well supply Library and Prize Books.

#### REPLY TO THESE OBJECTIONS.

Although it is difficult to condense replies to general objections like the foregoing, yet it is necessary to do so, as follows:—

- 1st. That the alleged interference of the Depository with the Book trade is the reverse of truth, as the "Trade Returns" will show. It has, on the contrary, largely developed this trade, by sending Books into every corner of the land, and thus created a taste for reading.
- 2nd. That the Educational Depository exists solely for, and in the interests of the Schools alone, and that it has never supplied private parties with Books, or interfered with private trade in any way; and that to abandon the principle of the Educational Depository would be either to confer a "monopoly" of high prices upon a few individual Booksellers, as in the United States, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious, as well as the good, as can be demonstrated by incontrovertible testimony and examples.\*
- 3rd. That the principle of the Depository is recognized and acted upon without question by the Imperial, Dominion and Provincial Governments, in their Stationery Offices, Queen's Printers, Post-Offices, Army and Navy Supply, etcetera.

\* NOTE.—FOUR REASONS WHY "THE TRADE" IS INCOMPETENT TO TAKE THE PLACE OF THE DEPOSITORY IN SUPPLYING OUR SCHOOLS.

To the statement that private Booksellers can supply the library wants of the Schools as well, or nearly as well as the Education Department, the reply is four-fold:—

- 1st. That a Department, specially charged with the care and oversight of the Schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.
- 2nd. That the experience of Educationists on this subject is, that Booksellers, through their Agents and Travellers throughout the rural parts, have, with some good Books, disposed of immense quantities of pernicious and worthless Books. See remarks on this subject on pages 80 and 88 herewith.
- 3rd. That if the right of supply is thrown open to Booksellers indiscriminately, the bad as well as the good will take advantage of the facilities thus afforded for flooding the Country with their own publications without check or restraint. To restrict the right of supply to one or more Publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all Vendors alike full permission to circulate such Books as they please,—bad as well as good.
- 4th. No private publishing house, even in the Cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety of Books, Maps, Charts and Apparatus, which are named in our Catalogue, and which would be necessary for circulation in our Schools. Nor could it supply them at the low prices at which they are now furnished to the Trustees.



4th. That, if the Government, under the authority of the Legislature, has a right to give money and provide trained Teachers for the Schools, it has also a right to give Books and Maps to them, and there is not a shadow of difference in the principle of the one gift and the other.

5th. That the entire Text-book trade is in the hands of the Booksellers, as the Books are all named and known, and no departure from the list can take place; but that with the large and constant influx of new Books, no such supervision could take place over the supply by Booksellers of Prizes and Library Books.

#### REPLIES TO THE FOREGOING CIRCULAR FROM THE UNITED STATES.

*The Honourable John G. Baird, Assistant-Secretary, Board of Education, State of Connecticut.*—A law was passed by the Legislature of Connecticut in 1856, by which any School District in the State, by raising \$10 for the purchase of "Library and Apparatus," could receive from the State Treasury \$10 more for the same purpose; also, by raising \$5 any subsequent year, could receive \$5 from the State. This law has since been modified, so that Districts having more than 100 Pupils in actual attendance can draw multiple appropriations. Under the "School Library Law" a large number of Districts every year receive the State appropriation. The Annual Reports of this Department from 1857 to the present time (except one year), have contained a statement of what has been done each year. The money thus obtained is usually expended in procuring Maps, Globes, Dictionaries, Gazetteers, and other works of reference. Occasionally a Library of Books for reading and circulation is established and maintained by annually drawing the State appropriation. There has been no complaint among Booksellers, so far as I am aware, on the ground that this action of the State interferes with their business. No large part of this amount can be considered as so much taken from the trade of any one Bookseller; in fact, the loss of trade to that class of people is practically *nil*, for those who procure Maps, etcetera, would have bought nothing, (usually,) except for the offer of State aid. In some cases the trade of Booksellers is positively increased. The second objection named in your Circular can have very little weight. The monopoly is too small in its proportions to trouble any Bookseller, or to profit essentially those who hold it. The third objection assumes that the State does the principal part. But the practical working in Connecticut show that those who receive the bounty raise for themselves several times as much. They are encouraged to help themselves. The fourth objection has no application in this State. As for the fifth, the Booksellers do supply a considerable part of the Books. The sixth does not apply here; the State pays a few hundred dollars each year, but so small a sum it would be absurd to call a "burden." The plan in force here works well, and no one finds any fault with it.

*The Honourable H. A. M. Henderson, Superintendent of Public Instruction, State of Kentucky.*—Kentucky has only made one experiment in the direction you indicate, namely, in the purchase of one copy of Collins' History of Kentucky for each School District, at \$4 each. This will cost the State School Fund \$25,000, and, in my opinion, be barren of all profitable results to Common Schools. I opposed this scheme. It might have been well for the State to pay this sum out of the general revenue, to encourage the publication of so full and entertaining a history of the Commonwealth, but the School Fund should not have borne this burden. It would have been much better to have expended this amount in supplying Schools with Maps, Charts, and other instructional aids.

*The Honourable H. B. Wilson, Superintendent of Public Instruction, State of Minnesota.*—I have carefully examined your two "Circulars" in respect to the scheme of distributing "Library Books, Maps, Charts, Apparatus," etcetera, and think it a most admirable one. For economy, convenience and general utility, I cannot see how a better plan could be devised. Our State is young in years, our system not yet fully

matured, and as yet our law has made no provision for Public District Libraries; but we are looking forward to the time for their establishment in every District throughout the State. There is nothing, in my judgment, that will conduce more to the prosperity and general intelligence of any people, than the placing within the reach of all classes of a community a well-selected Library. Your plan for accomplishing this end seems a most excellent one.

*The Honourable Abram B. Weaver, Superintendent of Public Instruction, State of New York.*—I have the honour to acknowledge the receipt of your Circular soliciting my opinion in regard to the policy of supplying the Public Schools with Apparatus and Library Books from a Government Depository. The testimony of School Commissioners and of others interested in the cause of education is, that one of the greatest defects of the District Library System of this State is the manner in which the Books are selected. They are purchased by the School District Trustees from Booksellers, and generally at the highest market price. In many cases the Trustees are men who are unfamiliar with Books, and who do not know what to select. The consequence is that Books find their way into the Libraries which ought not to be there, and which, if not positively bad, are not useful and instructive. The Library Funds are also wasted, to a certain extent, by paying for the Books the highest retail price. These defects would certainly be remedied under a system such as that which obtains in the Province of Ontario. In my judgment, such a System, honestly administered, is better than any other which has fallen under my notice.

*The Reverend Samuel C. Jackson, Secretary, State Board of Education, Massachusetts.*—Your School System and that of Massachusetts, in relation to the matter mentioned in your Circular, are so different that we really can give no advice of any value. We have no "observation" or "experience on this matter." We have no Public, or High School, Libraries, except such as are provided by local, individual and voluntary contribution. Our Law authorizes the School Committees of the several Municipalities to expend 25 per cent. of their share of the income of the State School Fund. This they do on their own judgment, and in their own way, responsible only to their constituents. With this exception, there is no "legislative aid" given for procuring Library and Prize Books, Maps, Charts, Tablets, etcetera. These are furnished by local taxation, or voluntary donation, independent of State aid, except as I have said, 25 per cent. of what is received from the School Fund, may be used for purchasing "Apparatus, Books of Reference, Charts, Maps, etcetera," at the discretion of the School Committee of each Town, or City.

*The Honourable Alonzo Abernethy, Superintendent of Public Instruction, State of Iowa.*—I have the honour to reply to your very courteous request for a statement of the results of my observation and experience, and of my views upon the scheme submitted to procure Books, Maps and Apparatus for the use of the Public Schools of your Province, that, in the absence of laws making provisions for these very useful and necessary aids to instruction in my own State, our Schools are, as yet, without any adequate supply of Libraries, Maps and Apparatus. In my judgment, if your system of furnishing the supplies is judiciously carried out, it will produce the following results: 1. The Schools will be better than they otherwise would be; 2. The supplies furnished will, as a general rule, be of better quality; 3. The expense will be greatly reduced, in proportion to the amount purchased. Since the scheme is for the public welfare, the objection that it interferes with the trade is not valid.

*The Honourable John M. Fleming, Superintendent of Public Instruction, State of Tennessee.*—The Circular Letter issued from your Office and requesting my views touching the advantages or disadvantages of your "Depository" Scheme, as set forth in the accompanying Documents, has just reached me. It would afford me much pleasure to offer any suggestions, or opinions, that could be of value to you, or the interests you represent; but inasmuch as any opinions I might express will lack the sanction of

"observation and experience," they can hardly be deemed worthy of notice. In Tennessee we have as yet no School System organized. I regret that I can render you no service, and offer you my best wishes for the continued advancement of the educational interests of your Province.

*The Honourable J. W. Simonds, Superintendent of Public Instruction, New Hampshire.*—I heartily approve of the plan, and have commended a similar plan for our State to aid the Free Schools.

*The Honourable Newton Bateman, Superintendent of Public Instruction, State of Illinois.*—I have had the honour to receive, from the Department of Public Instruction for Ontario certain printed documents concerning the policy pursued in that Province with reference to supplying the Public and High Schools connected with the Department, with Library and Prize Books, etcetera. In compliance with the request contained in the printed Letter of the Deputy Superintendent, prefixed to one of the said Documents, I have the pleasure to remark: 1. I consider the dissemination of good Books among the people, as a practical and powerful means of promoting the public intelligence and virtue. 2. I consider it as within the proper and legitimate province of the General Assembly, in devising a system of popular education, to recognize and provide for the establishment and maintenance of School Libraries, as an important and useful adjunct of every such System of Public Instruction. 3. I consider it of paramount importance that all Books of a licentious, vicious, or demoralizing character, or tending so, should be excluded from such Libraries, and to that end, I think that adequate discretionary authority should be vested in the proper administration to see that no vile or impure Book is allowed to have, or retain a place in any such Library; and that the watchful exercise of such authority should be enjoined as a grave official duty. 4. It seems well for assistance in the establishment and maintenance of such Libraries to be furnished from the general revenues of the State. In very many cases the limited means of the Districts prevent the entering upon such an undertaking; and the general adoption of the plan would be greatly facilitated by and from the Government. The money thus expended, would be the most serviceable of any of its disbursements. 5. As the State becomes more largely interested than any Town, or District, it is eminently proper that State supervision should be exercised over the lists of Books for which its money is expended; and the supervision may well be extended so as to ensure an economical expenditure of the funds, as well as to secure Books that are worth reading. 6. To the objections from the "Trade," I assign but little weight; and unless the expense of carrying on the Depository is greater than the difference of prices at which Books are furnished to the Depository by the Publishers, and the average prices at which the Districts could buy, the maintenance of the Depository is of advantage to the people of the Province. State undertaking to secure the education of the people, it is proper to adopt such courses as will lead to the maximum results with the means employed. The State does not undertake to prop up the different Trades. But as far as the Book trade is concerned, I should consider the scheme a help to it rather than a hindrance. The general prevalence of a taste for reading that must result from the fostering care of the Libraries, as given by the State, cannot be but increased. The liability to abuse presents itself to my mind as the greatest objection to the plan. The above indicates my views of the principles involved. In Illinois State, aid has not been directly given to the formation of District Libraries. A tax may be levied by the Directors, and surplus funds of the Districts may be used for the purchase of Books for Libraries. The results have not been altogether satisfactory, but it is believed that the idea of the Libraries is correct, and that the failure in securing desirable results must be attributed to some deficiency in the adjustment of the plan. Whether the precise scheme adopted in the Province of Ontario, would be suitable in this State, or in any one of the United States, I am not prepared to say, but it may be doubted. It strikes me that there are some reasons for thinking that it would encounter obstacles here that it does not in your case.

*The Honourable H. D. McCarty, Superintendent of Public Instruction, State of Kansas.*—Please accept my reply to your request for my experience and opinion in regard to an Educational Depository, which is briefly as follows:—

1. Having had no experience as to the working of an Educational Depository connected with the Department of Public Instruction, in this or any other State. I consider my judgment in this connection valueless.

2. As a matter of policy, and incentive to individual exertion on the part of Schools to secure Apparatus and Library Books, I heartily commend the system.

3. I heartily endorse the plan of furnishing under the Regulations named, all the articles mentioned in the list, except Prize Books, and Merit Cards used as gifts, as I am satisfied from observation and experience that prizes given as an incentive in Schools, work not only a negative good but a positive injury.

*The Honourable W. M. Bryant, City Superintendent of Public Schools, City of Burlington.*—I have to say that I have no experience in the management of Libraries on any such plan as the one adopted by you; but the consideration I have been able to give the subject has left me a very deep impression of the excellence and practicability of the plan you have determined upon. The reasons assigned in justification of its adoption appear to me thoroughly convincing; and even the single one of securing the distribution of the best, and only the best, literature would of itself, and though wholly unsupported by the other reasons adduced, be quite unanswerable. We have in our State (Iowa) a law authorizing the people of each School District to vote a tax for the support of a Public School Library, and have only to regret that, for the sake of general security throughout the State against the inevitable legions of impudent vendors of literary trash, we have not in our law such a wise provision as that which you have secured in the interests of truth and purity in your Province of Ontario. As a rule, I am extremely sceptical respecting the good to be derived from the exercise of Legislative guardianship over the people; but the provisions you have secured are so liberal as to disarm any such objection. It is a guardianship which encourages and guides while it does not circumscribe enquiry, which fosters and stimulates and in no proper sense discourages intellectual activity. Your plan, once firmly established, can hardly fail of proving a happy precedent to be at length generally followed.

*The Honourable Wm. R. Creery, City Superintendent of Public Instruction, Baltimore, Maryland.*—My opinion of the subjects of your Circular presented will be briefly stated. 1st. The Depository is one of the best education agencies that could be operated, and being conducted exclusively in the interests of the Schools, commends itself to my hearty approbation. 2nd. Our State Legislature and City Governments frequently aid public Institutions in the procurement of Books, Maps, Charts, etcetera, and thus they increase facilities for public instruction. A large and improved Map of the State of Maryland was furnished to the Public Schools of the whole State directly by the State Legislature. 3rd. I think your plan of distribution an excellent one. I wish we had the same arrangement for our Schools.

*The Honourable J. N. Larned, City Superintendent of Education, Buffalo, N. Y.*—In reply to the Circular note from your Office I would say that I have no knowledge of the working of the policy that you have adopted, in supplying Library Books, etcetera, from a Department Depository; but I have little doubt that it is more judicious and more satisfactory in result than the policy which we pursue in this State, of dividing by apportionment the money of the School Library Fund, and leaving it to be expended at will be local School authorities. I know that our School Library money is very far from being expended wisely always; that too much of it is wasted upon trashy and ephemeral Books, which would, undoubtedly, be excluded from the Catalogue of such a Depository as you maintain. No doubt, too, in the divided expenditure of the money, less is purchased with it than might be under your plan. There may be practical objections to a Depository policy of which I know nothing; but, judging only from an acquaintance with the working of the alternative policy, I should favour your system.

*The Honourable E. B. Hale, City Superintendent of Public Schools, Cambridge, Mass.*—The Circular requesting my opinion of the policy of supplying Schools with Books and Apparatus from the Depository of the Department is before me, and I have the honour to reply briefly: In the first place, I am obliged to confess that I have had no experience in this direction that would avail me in forming a judgment. In our own City, and indeed, throughout this Commonwealth, the principle of local taxation is the prevailing one, and the Municipality depends but little on the State for aid. To be sure there is a State School Fund divided between the various Cities and Towns, but the moiety which each received is small. It seems to me that the System which you have adopted is a most excellent one. You properly lay a proportionate share of the burden directly upon the Municipality, and at the same time, furnish to School officers the means of furnishing their Schools with necessary appliances, and at the lowest possible prices. It seems to me that the objections, as stated in your Circular, are not well taken, and that the replies are unanswerable. I should be glad if we had as good a system of which we could avail ourselves.

*The Honourable Henry Kiddle, City Superintendent of Public Instruction, New York.*—In reply to a Communication from the Deputy-Superintendent, asking my views in relation to the mode at present in use, of supplying the Schools of Ontario with "Library and Prize Books, etcetera," I would state, after a perusal of the Documents sent, explaining the matter in detail, as well as the objections which have been urged against it, that I see no force in such objections, and consider the plan adopted a most judicious one, and well calculated to promote the object of providing the Schools with Books and Apparatus, as well as to foster a proper local interest and public spirit in relation to education. The plan of furnishing the Schools from a Central Office, or Depository, has prevailed in this City for many years, and I have never known, during that period, that any objection has been brought against it. Our Book list is comprehensive, containing some of the publications of all the principal Publishers, and, therefore, the idea of its establishing a monopoly could not be entertained.

*The Honourable S. A. Ellis, City Superintendent of Public Instruction, Rochester.*—I have examined carefully the objections urged against your plan of rendering Government aid, in the supply of "Library and Prize Books, Maps, Apparatus, etcetera," for the Public Schools of Ontario, and your reply thereto, and confess that your arguments seem to me unanswerable. As the objections seem to come from the "Trade," allow me to say that, although for several years in the "Trade" myself, I am unable to understand how any one, who prefers the welfare of society to his own personal ends, can raise a serious objection to a plan which must form so valuable an adjunct to the Public School system.

*The Honourable A. P. Marble, City Inspector of Schools, Worcester, Massachusetts.*—Your system of distributing Books and Maps seems to me a most excellent one. In this City we have had no experience in precisely what you are doing; but we find in our own practice what confirms some parts of your plans. The School-office furnishes supplies for the City Schools at from 15 to 25 per cent. less than the cost of the same at the Book-stores. The same can be done for a whole State, or Province, with still greater economy I should suppose. As you are aware the Books for our Free Public Libraries are bought by the Trustees. In your plan I see an encouragement for the small Towns, and an aid in the selection of Books which can not but be beneficial. The subject of furnishing all children in our Public Schools Text-books at the public charge has been agitated of late in Massachusetts. Each Town, or City, has now the privilege of so doing. I expect good results from this custom. The same principle is involved as in the furnishing of the Books and Maps for Libraries. No money can be better expended for educational purposes than what you expend for the Libraries.

*The Honourable John Hancock, City Superintendent of Schools, Cincinnati.*—I think your plan a most excellent one for the encouragement of culture among the people

of your Province. I think also a similar plan would work great good for our rural School Districts.

*The Honourable A. J. Rickoff, City Superintendent of Instruction, Cleveland.*—Eighteen years ago, I visited your Normal School at Toronto, and then became acquainted with the working of your Depository for the supply of Maps, Apparatus, etcetera, and I have to say that the impression then made upon my mind, and my thoughts since have been entirely favourable to the plan. I should very much like to see it adopted in this State, so far as pertains to the supply of Maps and Apparatus, were it not that the frequent changes of School officers would interfere with its judicious and efficient management. We have no Public Libraries, except in the larger Cities. The objections urged by Book dealers are only such as might be expected from that quarter. Though the Depository seems to take the sale of Books from the trade; yet, greatly facilitating as it does the diffusion of good reading matter, it cultivates a habit of reading on the part of great masses of people, and in this way really promotes the interests of the trade, with which at first sight it seems to interfere. That the Depository can supply Books cheaper than the Trade would do, cannot be questioned; and that the selections made by its Managers with a view simply to the interests of the Schools and of the people is certainly a great advantage.

*Isaac M. Wellington, Esq., Principal High School, Detroit.*—My observation and experience are entirely in favour of the plan of the Ontario Department in aid of Public Instruction. I know of no valid objection against said plan, can see no force in those urged against it—and can name no radical improvement in it.

*O. R. Burchard, Esq., A.M., Editor and Publisher, "New York State Educational Journal," Buffalo, N. Y.*—In reply to the subject matter of your Circular I would say, that in my opinion the plan of furnishing necessary School Apparatus of all kinds by the State Government, at the lowest possible price, is a good one, because of the money saved, of the uniformity of Books which will be used, of the control over worthless and injurious Books which is thus given, and of the more general use which will be made of all kinds of School-room Apparatus under this system. In this State the influence of Book-publishers over local use of Books has many times been very injurious, and some of our States are now discussing State supervision of Text-books for Schools. From the Circular sent me I should say the "Educational Depository" is a good thing and should be continued.

*D. M. Knickerbocker, Esq., Editor "American Educational Monthly," New York.*—In reply to your favour I can only speak on general principles. The question seems to be, How can Books, Maps, etcetera, best be supplied to the Schools? In what way can the best Books be obtained at the cheapest rates? I see no surer way to get good Books than to submit their selection to the care of a Board of gentlemen fitted to judge and faithful to their duty. Such a Board, I am assured, now passes judgment on your School-books. Nor can I see a cheaper way of procuring Books than to buy in quantities, as you do, and sell to the Schools at the lowest possible rates. Since these two advantages are obtained by the Board of Ontario, and since there are no apparent drawbacks in the matter of expense, the Depository paying its own way, I can see no reason for a change. The complaints of the Trade should, it strikes me, not be regarded, since the question is purely one of utility for the Schools. If the Trade can supply better and cheaper Books than the Depository there may be some reasons for a change.

*Henry A. Ford, Esq., Editor and Publisher, "Michigan Teacher."*—I have your late Circular, and now reply. After some examination of the "Objections to the Educational Depository," and the "Reply," I am compelled to think the former quite flimsy, and the latter thoroughly effective, in fact, quite unanswerable. You are working an inestimable benefit to the Schools and educational Officers of your Province, by removing their supplies, to some extent, from the tricks and extortions of "the trade," and their outcry is simply the old one, "Great is Diana of the Ephesians!" Years ago, while acting as Superintendent of Education for one of our Counties, and before learning



of your practice, I was accustomed to supply Teachers and School-districts with professional Books and Apparatus at cost price; and there is no part of my work to which I recur with more satisfaction than to that. I commend your scheme without reservation, and would add the hope: *Esto perpetua!*

*Thomas B. Stockwell, Esq., "Rhode Island Schoolmaster."*—When your first Circular, relative to Libraries, etcetera, was received, our Editor, Mr. Brickwell, had just sailed for Europe on a short trip. I, therefore, deemed it best to leave the matter for him to attend to on his return, as he has a much fuller knowledge of the facts bearing on the case than I possess. Judging from your second Circular, however, that you are desirous of getting at some data as soon as possible, I have ventured to state one or two facts in connection with the question that may be of some value. When the Honourable Henry Barnard was School Commissioner of our State, he organized, or caused to be organized, free Public Libraries in nearly every Town in the State. In some of the Towns they have been preserved, in others abandoned. In hardly any case have they been fostered and increased as they ought, or as one would have expected. A movement has been inaugurated by Mr. Brickwell, our present Commissioner, to provide for the establishment of these Libraries. It has not yet, I believe, been fully organized, but will doubtless be so another Winter. Of the general advantage and value of such a course as your Circular explains, I think there can be no question, as it observes the golden mean between over-aiding on the one hand, and utterly withholding on the other.

*John A. Banfield, Esq., Editor of the "Kansas Educational Journal," Leavenworth, Kansas.*—In response to your inquiries, I cannot speak from experience. It seems to me, however, that you have fully answered the objections of "the trade," and I should think there could come no objections from other sources which would be worth responding to. By all means preserve the only guarantee you have of securing the introduction of "only wholesome" Books into School Libraries.

*Superintendent of the School Committee, Brunswick, Maine.*—I am free to confess that I like your plan of an independent agency for the supply of Library Books, Maps, etcetera, as it largely relieves School Committees from the unbecoming solicitations of the hosts of School Book Agents. More, it gives to Committees full control of the class of Books to be furnished. In Maine we have trouble enough in deciding upon the Text Books to be used, and should we adopt the system in force in your Department, we should be overrun with applications from the Booksellers.

I do not regard the five objections (1st to 5th) in the Summary of Objections to the Educational Depository, as having special weight.

## 2. REPLIES FROM NEW BRUNSWICK AND SOUTH AUSTRALIA.

*Theodore H. Rand, Esq., Chief Superintendent of Education, Province of New Brunswick.*—I have the honour to acknowledge the receipt of your Communication with enclosures. In reply:—1. The Board of Education of this Province, for many years, supplied Text Books and Apparatus by means of County Agencies. The Board owned the stock, and the Agents were allowed 10 per cent. on the sales. The articles were sold to any person, in any quantity and at uniform prices. The object of the Board in establishing these agencies appears to have been to bring School materials within reach of the people, and at moderate prices. In several of the Counties the agencies were satisfactorily conducted; in others much difficulty was experienced in consequence of the insolvency of agents, or business delinquencies. The Department was quite unable to control the business of the agencies, as a whole, in a satisfactory manner. Ere long, the ordinary Shops of the Country were able to supply the articles as cheaply as the agencies, and the latter were gradually wound up by the Board of Education. 2. Under the "Common Schools Act, 1871," the Text Books and Apparatus prescribed by the Board of Education are not supplied through any Departmental agency. Parents provide their children with Text Books through the ordinary Book Shops, but Trustees

have power to supply indigent Pupils with these Books free of charge; and, also, the children of any Person who, after notice, neglects or refuses to furnish the required Books. In this latter case a special rate is imposed upon the Parent, or Guardian. The general Apparatus is purchased, of course, by the Trustees. 3. During the last three years of my superintendency in Nova Scotia, the prescribed Text Books and Apparatus for the Schools of that Province were supplied to the Trustees, (to be held in trust as the property of the Section), through a central agency under the supervision of the Education Department at Halifax. The articles were sent out on the orders of the Trustees in any quantity, and at first at one-half, and later at three-quarters, the prime cost. A special discount was made in favour of poor Sections. This agency at once secured, what private enterprise had failed to do, the extensive circulation of the best School materials.

In view of my experience and observation in the matter of the supplying of Text Books and Apparatus, I have no hesitation in saying that I regard any Public System of education defective, which does not provide for the Departmental supply of all prescribed Text Books and Apparatus at reduced rates to the Trustees of Schools. It is a matter of as great moment as to secure the use of a uniform series of Books. There is no other possible way by which this educational vantage ground can be reached, which is so easy, speedy, and far-reaching. I regard the arrangements of the Ontario System in this behalf, as the right arm of efficient School administration.

In reference to School Libraries, my experience has not been extensive. The Education Department of New Brunswick has, since 1858, promoted the establishing of such Libraries,—paying fifty per cent. of the amount expended by Trustees (the sum of this per centage not exceeding Twenty dollars in any year). The Books are selected by the Trustees, at any Booksellers, (usually at a discount of ten per cent.), the list of the Books is presented for the approval of the Chief Superintendent, and the per centage is paid over. This plan works very well, and secures a very moderate increase of Libraries. I regard the plan pursued in Ontario as far superior, however, and calculated to confer a priceless boon upon all the people. I could only wish that the financial resources of the Education Department of New Brunswick would permit the immediate establishment of an agency similar to that of Ontario.

*Robert Kay, Esq., Secretary, South Australian Institute.*—I have the honour, by direction of the Board of Governors of this Institute, to acknowledge receipt of a Circular from your Department, asking for opinions relative to the supplying of Schools with Books, Apparatus, etcetera, by the Department.

I am directed to say in reply, that the Board referred your Communication to one of their Members who is Chief Inspector of Education for this Province, and that his reply was that he could not offer any opinion on the subject, as the system hitherto in use here is very different from yours. The Board of Education here supplies School Books only, and apparently the Booksellers do not care for the business, at any rate they raise no objection. The Board of Governors are, therefore, unable to offer any opinion which could be of any value to you.

*James Bath, Esq., Secretary, Board of Education, Adelaide, South Australia.*—I have the honour to acknowledge the receipt of your Circular, directing attention to the question of supply of Class, Prize and Library Books to Public Schools by the Education Department.

As requested, I beg in reply to state, that, during the twenty-one years the present Education Law has been in operation in this Colony, it has been found requisite, by the Education Board, to keep a dépôt for the supply of Books and Apparatus for the service of the Public Schools. A new law is about to supersede the present one, but that will also obtain a provision for the establishment and maintenance of a School Book dépôt.

In my opinion, such an Establishment is absolutely required in connexion with any Public School System, in order, (1) that a full and suitable supply of Books and Apparatus shall always be obtainable, and (2), that such Books and Apparatus shall be sold to the Trustees at the lowest possible charge.

## CHAPTER XV.

## THE CHIEF SUPERINTENDENT'S COUNTY SCHOOL CONVENTIONS IN UPPER CANADA, 1865.

CIRCULAR FROM THE CHIEF SUPERINTENDENT TO THE MUNICIPAL COUNCILLORS, LOCAL SUPERINTENDENTS, VISITORS, TRUSTEES, TEACHERS, AND OTHER SUPPORTERS OF PUBLIC SCHOOLS IN UPPER CANADA.

When I began, in 1844, to apply myself to establish and mature our present System of Public Elementary Instruction, it was part of my plan to visit foreign education Countries once in five years, in order to acquire information, to observe the nature, working and progress of Systems of Public Instruction, so that we might in our Educational System and institutions profit as much as possible by the example and experience of other enlightened Countries. It was also another part of my plan to visit each County in Upper Canada once in five years, in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our own System of Public Instruction, and the best means of improving and adapting it to the institutions and wants of the Country.

2. My last quinquennial tour was made in January, February and March of 1860; but my health did not permit me to undertake the great labour of another Tour last year; and the absorption of the public mind with the subject of Confederation and other exciting questions, seemed to render it inopportune for me to hold public County Conventions on School matters.

3. I purpose, in the course of the next three months, Providence permitting, to make my fourth and probably last visit to each County or union of Counties in Upper Canada, in order to hold a County School Convention of all School Officers and other friends of general education who may think proper to attend. The law makes it the duty of each Local Superintendent "to meet and confer with the Chief Superintendent of Education, at such time and place as he may appoint, when making an Official Visit to the County for the promotion of the interests of education." By law, all Clergymen, Judges, Members of the Legislature, Members of County Councils, Magistrates and Aldermen, are School Visitors. I will be happy to meet and confer not only with School Visitors and Local Superintendents, but also with as many Trustees, Teachers, and Friends of Education generally, as can make it convenient to attend—including, of course, such Trustees and other School Officers and promoters of Education, as reside in the Cities, Towns and Incorporated Villages in each County, within the limits of which a County Convention shall be held.

4. The object of each Convention will be:—

(1.) To consider any suggestions which may be made for the amendment of the Common School Law, for the improvement of the Schools, for the diffusion of Education, and for the extension and usefulness of Prize Books and Public Libraries.

(2.) To consider, especially, whether, or not, it would be desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and Incorporated Village; and whether the Township Council should not be such Board of School Trustees,—thus putting an end to the trouble and disputes arising from School Section divisions and alterations, the election of Section Trustees, and the levying and collecting of School Section Rates, etcetera—greatly simplifying the machinery of the School System, leaving to Parents a larger discretion as to the selection of a School for their children, and giving greater permanency to the situation of Teachers. In several of the neighbouring States, where the System of Township Boards of School Trustees has been established in the place of School Section Trustees, the advantage is said to be immense. The Township Board would, of course, appoint

for each School a Visiting Committee of three, who would visit the School from time to time, and report annually, or oftener, its state and progress to the Board.\*

(3.) It is also proposed to consider whether each Municipal Council should not be invested with power to bring to account and punish by fine, or requiring work on the roads, Parents who do not send their children, between seven and fifteen years of age, to some School at least four months in each year.

5. Such are the subjects on which I propose to ascertain the opinions and wishes of the Country, as far as possible; for, as the School System has been thus far remarkably successful, and the Country at large has so nobly sustained and extended it, I do not propose to recommend any change in any of the provisions of the School Law without consulting, as far as practicable, the School managers, Parents, and friends of Education in each County on the subject. I hope their attention, and that of the public press, will be directed to the above-mentioned subjects, and the results of their reflections and consultations given at the proposed Conventions.

6. If health and strength permit, I propose to deliver a short Address, (not Lecture,) at the opening of each County School Convention.

7. In order to afford the best opportunity possible for attendance by persons at a distance, each Convention will be held in the daytime, with two or three necessary exceptions. The Meeting of each Convention will take place at, (unless otherwise stated,) one in the afternoon, and the proceedings will commence precisely at half-past one, whether few, or many, be present. In two, or three, cases, the Meeting of the Conventions will take place at other hours of the day, arising from the impossibility, (on account of distances, or railroad arrangements,) of holding them at the usual hours, without giving more time to a County than can be afforded, in connection with the accomplishment of the Tour during the period of good winter roads.

8. The time and place of each of the proposed County School Conventions are as follows:—

COUNTY.	TOWN.	Day of the Week.	Day of the Month.	Hour of the Day.
Lincoln.....	St. Catharines.	Monday.....	Jan. 15.....	Half-past One, p. m.
Welland.....	Welland.....	Tuesday.....	16.....	Half-past One, p. m.
Haldimand.....	Cayuga.....	Wednesday.....	17.....	Eleven, a. m.
Norfolk.....	Simcoe.....	Thursday.....	18.....	Half-past One, p. m.
Brant.....	Brantford.....	Friday.....	19.....	Half-past One, p. m.
Wentworth.....	Hamilton.....	Saturday.....	20.....	Half-past One, p. m.
York.....	Newmarket.....	Monday.....	22.....	Half-past One, p. m.
Simcoe.....	Barrie.....	Tuesday.....	23.....	Half-past One, p. m.
Grey.....	Owen Sound.....	Wednesday.....	24.....	Seven, p. m.
Bruce.....	Walkerton.....	Thursday.....	25.....	Half-past One, p. m.
Huron.....	Goderich.....	Saturday.....	27.....	Half-past One, p. m.
Perth.....	Stratford.....	Monday.....	29.....	Half-past One, p. m.
Lambton.....	Sarnia.....	Tuesday.....	30.....	Half-past One, p. m.
Essex.....	Sandwich.....	Wednesday.....	31.....	Half-past One, p. m.
Kent.....	Chatham.....	Thursday.....	Feb. 1.....	Half-past One, p. m.
Middlesex.....	London.....	Friday.....	2.....	Half-past One, p. m.
Elgin.....	St. Thomas.....	Saturday.....	3.....	Half-past One, p. m.
Oxford.....	Woodstock.....	Monday.....	5.....	Half-past One, p. m.
Waterloo.....	Berlin.....	Tuesday.....	6.....	Half-past One, p. m.
Wellington.....	Guelph.....	Wednesday.....	7.....	Half-past One, p. m.
Peel.....	Brampton.....	Thursday.....	8.....	Half-past One, p. m.

\* At a School Convention held in the City of Toronto in July, 1907, one of the subjects discussed was the desirability of superseding the School Section divisions of a Township by a Township Board, (as here proposed by Doctor Ryerson, forty-two years ago). The scheme suggested by Mr. D. D. Mosher, Inspector of Schools in Sarnia, was "The abolition of Section School Boards, and the substitution of Municipal Boards, composed, perhaps, at first, of one Trustee from each Section, such a Board to become the Municipal Council, and to appoint one or more Members to represent the Township in the County Council, thus bringing the Municipal and School affairs as close as possible." Doctor Ryerson's scheme was Township School Boards, not necessarily Township Council School Boards. Thus history repeats itself!

COUNTY.	TOWN.	Day of the Week.	Day of the Month.	Hour of the Day.
Halton	Milton	Friday	9	Half-past One, p.m.
Ontario	Whitby	Monday	12	Half-past One, p.m.
Durham	Port Hope	Tuesday	13	Eleven, a.m.
Victoria	Lindsay	Tuesday	13	Seven, p.m.
Peterborough	Peterborough	Wednesday	14	Half-past 12, p.m.
Northumberland	Cobourg	Thursday	15	One, p.m.
Hastings	Belleville	Friday	16	One, p.m.
Prince Edward	Pictou	Saturday	17	One, p.m.
Lennox and Addington	Napanee	Monday	19	One, p.m.
Frontenac	Kingston	Tuesday	20	One, p.m.
Lanark	Perth	Wednesday	21	One, p.m.
Renfrew	Renfrew	Thursday	22	One, p.m.
Leeds	Brockville	Friday	23	One, p.m.
Grenville	Kemptville	Saturday	24	Eleven, a.m.
Dundas	Iroquois	Monday	26	One, p.m.
Stormont	Cornwall	Tuesday	27	One, p.m.
Glenarry	Alexandria	Wednesday	28	One, p.m.
Prescott and Russell	L'Orignal	Thursday	Mar. 1	One, p.m.
Carleton	Ottawa	Saturday	3	One, p.m.

9. I take it for granted, that, as on former occasions, in each of the places above mentioned, the Court House, or Town Hall, or some other convenient Building, can be procured for holding the County School Convention; and I must rely upon the kind co-operation of the Local Superintendent, aided by the Trustees in each County Town, to provide the needful accommodation for holding the County School Convention, and for giving due notice of the same.

10. The Newspaper Press in each County, is respectfully requested to give notice of the time, place, and objects of the School Convention for such County.

TORONTO, 26th December, 1865.

EGERTON RYERSON.

CHAPTER XVI.

REPORT ON THE GRAMMAR SCHOOLS IN 1865.

INSPECTOR'S REPORT, AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1865.

I have already placed in your hands detailed Reports for the year 1865, regarding the several Grammar Schools of Upper Canada, and I have now the honour to submit some Remarks and Suggestions of a more general character.

A. *The New Law—its effect on the Number of the Schools.*—It was generally anticipated that the recent changes in the Grammar School Law, with the Regulations of the Council of Public Instruction, would greatly diminish the number of the Grammar Schools. Some feared this as an evil; others looked forward to it as a benefit; but no diminution has taken place in the number of the Schools as yet. Since the beginning of the present year I have visited above eighty localities where Grammar Schools were in operation last year, and in only two of these have the Schools been closed. The Schools which have become extinct were all along utterly wretched. An average attendance of ten classical Pupils is now required, in order that a School may be entitled to a share of the Government Grant. Formerly there were several Schools which did not come up to this average; but, through the exertions of Teachers and Trustees, large

numbers of recruits,—male and female,—have been obtained for the Latin Classes, so as to save the Schools from perishing. This recruiting has probably been carried too far; multitudes of Children appear to have been pressed into the study of Latin, solely for the purpose of meeting an emergency.

B. *The Non-Classical Course in the Grammar Schools.* When the Bill, recently passed, was before Parliament, a cry was raised in favour of admitting non-classical Pupils to the Grammar Schools. To meet the views of those who did not wish to make the Grammar Schools purely classical Institutions, Girls have been allowed to take French, without Latin; and a Course of Study, extending over two years, has been provided for those Boys who, having already obtained such an English education as may be got in good Common Schools, desire to pursue the study of the higher English branches with French and Mathematics. From the first I was satisfied that there was no real demand in the Province for such a Course of Study as this Curriculum for Boys, and the event has proved the correctness of my opinion. In the Grammar Schools, —more than 80 in number,—in which, since the passing of the new Law, I have examined Pupils with a view to their admission according to the Regulations of the Council of Public Instruction, seven Boys in all have come forward to be examined for the course of higher English, French and Mathematics; and of these only three have passed the prescribed Entrance Examination.

C. *The Study of Latin by Girls in the Grammar Schools.*—I have been frequently asked whether I considered it desirable that Girls should study Latin in the Grammar Schools. It is, in my opinion, most undesirable; and I am at a loss to comprehend how any intelligent person, acquainted with the state of things in our Grammar Schools, can come to different conclusion. Those who advocate the study of Latin by Girls in the Grammar Schools, rest their case on the argument that, by the testimony of the most competent Judges, nothing is so fitting to develop fully the minds of Boys as classical study, and that the training which is best for developing the faculties of Boys must be best for developing the faculties of Girls. But this reasoning is plausible rather than solid. There is a very considerable diversity between the mind of a Girl and that of a Boy; and it would be rash to conclude that, as a matter of course, the appliances which are best adapted for bringing the faculties of reflection and taste to their perfection in the one must be the best also in the case of the other. I do not doubt the capacity of Girls to learn Latin and Greek; nor do I doubt that, if they did learn these languages, the exercises would be beneficial. But I am not sure that, for the proper development of their minds, a different Course of Study might not be preferable. The question, however, in this general form, is a difficult one; and for what I have in view at present it is not necessary that I should enter into the discussion of it. I look at the subject in the particular aspect in which it presents itself in our Canadian Grammar Schools. What we have to do with, practically, is the special enquiry: Is the study of classics, as pursued by the Girls attending our Grammar Schools, the best training which could be given them, in the time which they are able to devote to education? It seems to me that this question must be answered decidedly in the negative. The grand advantages of classical study are, first, the thorough insight which it affords into Languages generally, and into the modes of our thinking, as exemplified in Language; secondly, the special light which it sheds on the formation of the English and other modern languages; and thirdly, the cultivation of the taste. Now, as far as the last of these benefits is concerned, classical study, as pursued in our Grammar Schools, is of no advantage to Girls whatever. Since I became Inspector I have not met with half a dozen Girls in the Grammar Schools of Canada,—I cannot at present recall more than three,—by whom the study of Latin has been pursued far enough for the taste to be in the least degree influenced by what has been read. Aesthetically, the benefits of Grammar Schools to Girls are *nil*. With respect to the two other advantages of classical study which have been named, the same remark applies, to a very great extent. The mass of the Girls learning Latin in the Grammar



Schools have scarcely the beginning of a perception of the relation between the Latin Language and their own Mother Tongue; and all the insight which they have obtained from their classical studies into the modes of our thinking, as exhibited in language, could have been equally well got from the English. It may, perhaps, be said that, although they have, for the most part, made but little progress in Latin up to the present time, a fair proportion of them may be expected to pursue the study to a point where its advantages can be reaped. I do not believe that three out of a hundred will. As a class, they have dipped the soles of their feet in the water, with no intention or likelihood, of wading deeper into it. They are not studying Latin with any definite object. They have taken it up under pressure, at the solicitation of the Teachers, or Trustees, to enable the Schools to maintain the requisite average attendance of ten classical Pupils, or to increase that part of the income of the Schools which is derived from Public Sources. In a short time they will leave School to enter on the practical work of life, without having either desired, or obtained, more than the merest smattering of Latin, and their places will be taken by another band of Girls who will go through the same routine. It may, perhaps, be urged that these remarks are as applicable to as large a number of the Grammar School Boys, as they are to the Girls. I admit that they are; and I draw the conclusion that such Boys, equally with the Girls in the Grammar Schools, are wasting their time, in keeping up the appearance of learning Latin. It would be unspeakably better to commit them to First Class Common School Teachers, under whose guidance they might have their reflective and æsthetic faculties cultivated through the study of English, and of those branches which are associated with English, in good Common Schools. This would, of course, diminish the number of the Grammar Schools in the Province; but that might not be a very grievous calamity,—especially if it led to the establishment of first class Common Schools in localities where inferior Teachers are now employed.

D. *The Education of Grown up Girls and Grown up Boys together.*—As far as I can see, no evil arises from having little Girls and little Boys taught in School together. But in many of our Canadian Grammar Schools, Girls of 15, 16, or 17 years of age are associated with Boys of the same ages. This feature in the Grammar School System has been often strongly objected to,—apart altogether from the question, whether the studies most proper for grown up Girls are the same as those which are most proper for grown up Boys,—on the ground of its moral tendency. I think it right to state the impression in regard to this subject, which have been left on my mind by what I have had an opportunity of observing.

In Schools conducted by Teachers possessing weight of character, I have no reason to believe that the general moral tone of the Pupils is injuriously affected by Boys and Girls being taught together. Perhaps, on the contrary, the result is beneficial. Schools of the kind described, partake somewhat of the character of families, or of well regulated social circles, within which the free intercourse of young persons of different sexes with one another is universally admitted to be salutary.

But out of a hundred Grammar School Teachers, there will necessarily be a few who do not possess weight of character; and, under their rule, there is a danger of grown up Girls suffering as respects the formation of their moral character, from attending School along with grown up Boys. In the rough sports of Boys, where not the slightest impropriety is intended, Girls are liable to be subjected to a familiarity of treatment, which is apt insensibly to blunt their instinctive feelings of delicate reserve. I remember one instance, in which, on entering the School unexpectedly, during the interval of recess, when the Teacher was not present, I saw some big Boys chasing, and even dragging, big Girls, about the Room, in simple innocent amusement, no doubt, but still in a manner which, probably the Parents of the Girls would not have been delighted to behold. And a far more serious thing is, that, under Teachers who are without due weight of character, Girls who may have enjoyed no domestic advantages, and who do not understand the beauty of a "meek and quiet spirit," are in danger

of being drawn, by the feeling that they are playing their part in the presence of Boys, into an unfeminine rudeness of behaviour towards their Teacher. To the credit of our Schools, I will say, that I found that this evil, manifesting itself in an extreme degree was observed in only a single instance, but shades of it appeared elsewhere. In the instance to which I refer, a class of Girls, about 14, or 15 years of age, when questioned by their Teacher, answered him with an undisguised carelessness, amounting to contempt. They were ignorant of their Lessons, but seemed to assume that as they were young Ladies, he had no right to presume to be displeased with them; they were pert and bold. It may perhaps be said that this offensive vulgarity had not any connection with the presence of Boys in the School, but was a result simply of the incompetency of the Master, and of the absence of proper domestic training at home; but I am of a different opinion. A Girl, who is destitute of refinement of nature, more readily becomes insolent, or sullen, at having her self-love wounded in the presence of Boys, than she would if surrounded merely by Companions of her own sex. And, at any rate, the important practical point remains, that when a Girl does so far forget herself as to be disrespectful to a Teacher, this is a vastly greater evil in its permanent effects on her character, when the fault is committed before Boys, than it would be under other circumstances.

E. *The Examination for Entrance into the Grammar School.*—By a clause in the new Law, it is the duty of the Inspector to admit Pupils into the Grammar Schools. The qualifications required for entrance into the ordinary, or Classical, Course are as follows:—

The Pupil must be able to read intelligently, to spell, to write a fair hand, to work questions in the simple rules of Arithmetic, and he must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

In giving effect to this provision of the Law, I have examined about 2,000 Children individually, and I have been startled at the ignorance of the rudiments of English Grammar displayed by a large number of those whom I have examined. As specimens, I may refer to the last six Schools which I have inspected. In the first, of thirty-one Pupils examined, I was obliged to exclude thirteen from the Grammar School Roll. In the second, I was obliged to reject twenty-two out of thirty-one; in the third twelve out of eighteen; in the fourth, ten out of nineteen; in the fifth, ten out of twenty-three; and in the sixth, which is under the care of a more than ordinarily accomplished Teacher, all of whose advanced Pupils passed the examination, I had to reject fifteen out of fifty.—the whole number examined. The following Table shows the results of the examination in Toronto, Hamilton, Woodstock and London:—

School and Number Examined.	Rejected.	Passed.
Toronto.....Between 80 and 90	40	Between 40 and 50.
Hamilton.....56	18	38
Woodstock.....30	22	8
London.....55	24	31

The rejection was, in every case, on account of ignorance of the rudiments of English Grammar. The sentences which the Pupils were unable to parse were such as the following: "The Mother loved her Daughter dearly;" "John ran to School very quickly;" "She knew her Lesson remarkably well." In no case did I reject a Pupil merely for a single mistake, which might have been committed through inadvertence, or agitation; but only when it became manifest that the Pupil was unable to parse the sentence with ordinary decency. This reveals a state of things in the Elementary Schools of the Country which calls for anxious investigation. I have no means of knowing whether the majority of the Pupils whom I was obliged to reject received their

early training in the Common Schools of the Province, or in Private Schools; but there can be no doubt that a large number of them must have attended the Common Schools. I would respectfully suggest that, in some way, or other, the attention of the Common School Trustees should be directed to the facts which I have brought out; and that it should be impressed upon them that they are morally bound to see that the education given in the Schools, of which they are the Guardians, is really worthy of the name. I have been told, that in a considerable number of the Common Schools, English Grammar is looked upon as of no importance, in comparison with such branches as Arithmetic, Algebra and Natural Philosophy. But I am slow to believe that there can be more than a very few Persons connected with Education, whether as Teacher or Trustees, who are so stupid as to entertain such an idea.

*F. Abuse of the Union of the Common with the Grammar Schools.*—In my Report for last year, I expressed the opinion, to which I still adhere, that, as a general rule, a Grammar School must be injuriously affected by having the Common School united with it. Without repeating the arguments formerly adduced against Union Schools, I wish to call attention to an abuse which I found prevailing in such Schools last year, and which still exists to a considerable extent. I refer to the fact that Grammar School Masters are sometimes required, besides performing their own proper duties, to undertake the instruction of a number of Common School Children. For instance, in a School, which I recently inspected, out of fifty-two Pupils, who were on the roll for the Term immediately preceding my visit, twenty-two were Common School Pupils, constantly present in the Grammar School Master's Room, and receiving the whole of their instruction from him. I was told, in explanation of this state of things, that the Common School, which met in a separate part of the Village, was overcrowded, and that the Common School Teacher had more work than he was able to perform, and consequently that, unless the more advanced Common School Children were allowed to be handed over to the Grammar School Teacher, it would be necessary to engage an additional Common School Teacher. The abuse to which I refer cannot be too strongly condemned. It is impossible for a single Teacher, especially for one of the ordinary, or of an inferior, stamp, to conduct the entire education of thirty Pupils in all the varied subject of a Grammar School Course, and, at the same time, to conduct the entire education of twenty-two other Pupils in all the varied subjects of a Common School Course. The almost inevitable consequence of attempting such a thing, is to make the Grammar School instruction a shallow form. And this is the least evil that results. It is incomparably more important for a locality that it be furnished with a good Common School than that a Grammar School be maintained in it. But where the advanced Common School Pupils are systematically withdrawn from the care of the Common School Teacher, the likelihood is, that only Common School Teachers of an inferior grade will be employed. The Trustees, assuming that sufficient provision for teaching the higher English Branches exists in the Grammar School, will be satisfied with engaging a Second, or Third Class, Teacher for the Common School. The result, on the whole, is that the younger Common School Children are left to receive, from a poorly qualified Teacher in the Common Schools, what can hardly be anything else than a poor education, while the more advanced Common School Children receive for the most part an excessively flimsy education in the Grammar School, where the Master is bound to devote his chief attention to Grammar School subjects. I make these remarks, because some Trustees, with whom I have lately met, appear to be of opinion that, under the existing Law, they are not at liberty to require the Grammar School Master to do the work of a Common School Teacher. Now, I do not doubt that in Union Schools arrangements may legitimately be made, within reasonable limits, for the two Schools co-operating in the work of instruction; Grammar School Pupils, on the one hand, receiving lessons in certain branches from Common School Teachers; and Common School Pupils, on the other hand, being admitted into some of the Grammar School Classes. But it is not right, and I do not believe that it is consistent with the spirit

of the Regulations of the Council of Public Instruction, that a Grammar School Master, who has abundant work of his own to do, should be burdened besides with the entire care of a crowd of Common School Children.

G. *Christian Morals.*—In the Programme of Study issued some time ago, by the Council of Public Instruction, a place is given to Christian Morals. I have been asked what this means. Although I am not the interpreter either of the Grammar School Law, or of the Regulations of the Council, it is my duty to confer with Teachers and Trustees in regard to the Studies pursued in the Grammar Schools; and it may not be improper to state the explanation which I have been in the habit of giving, of the part of the Programme referred to.

I take it for granted that it was not intended that the doctrines of the Christian Religion should be formerly taught in the Grammar Schools. A School Trustee, with whom I lately met, and who attaches importance to Religious Instruction, was disposed to think that, by assigning a place in the Programme to Christian Morals, the Council has conferred upon Trustees the power of making instruction in the leading Doctrines of Christianity a regular part of the Grammar School Course; for, (he argued,) how can Christian Morals be taught except on the basis of Christian doctrine. But surely there is no difficulty in distinguishing between moral duties binding on Christians,—the forgiveness of injuries, truth, purity, courtesy, obedience to Parents, reverence for the Creator, and the like,—and the Christian doctrines from the which the sacred Writers have deduced many peculiar and powerful motives to the discharge of these duties. An attempt to teach the latter as part of the regular Course of Grammar School Study, would be in direct opposition to a fundamental principle of our School System. But there is no reason why the former should not be taught.\* The inculcation of Christian Morality involves no interference with individual Religious liberty, does not lie open to the charge of sectarianism, and is not fitted in any way to provoke jealousy. It is not only a necessary, but even the most important part of the training which the State is entitled, with a view to the general well being of society, to prescribe for Pupils attending the Public Schools.

SPECIAL NOTE ON MORAL DUTIES.

\* In an extended Correspondence with the Honourable Sir Oliver Mowat, while Premier in 1902, and the Editor of this Documentary History on the subject of the "Manners of School Children," I said:—

"In addition to the foregoing Regulations, (in regard to Discipline in Schools), I suggested, [and the suggestion was approved by the Chief Superintendent of Education]—as an addition to these Regulations—a list of twenty subjects, under the head of 'Moral Duties,' one of which might be taken up, at the pleasure of the Master of the School, as a topic of a pleasant 'talk' with his Pupils once a week on Friday afternoons. This would enable the Master in an easy conversational way to inculcate on the minds of his Pupils the importance of these moral duties, and the reason why they should be observed and practised. The twenty subjects which I suggested were appended to the Course of Study, and were as follows:—

1. Love and Hatred—their characteristics.
2. Obedience—willing and forced.
3. Truth Falsehood and Disimulation.
4. Selfishness and Self-denial.
5. Gentleness, Kindness and Cruelty—in word and deed.
6. Cleanliness and Tidiness.
7. Loyalty and Love of Country.
8. Generosity and Covetousness.
9. Order, Punctuality, and the reverse.
10. Perseverance, and the lack of it.
11. Patience and Impatience.
12. Justice and Injustice.
13. Self-control and its opposite.
14. Contentment and Querulousness.
15. Industry and Indolence.
16. Self-conceit and its opposite.
17. Destructiveness and Carefulness.
18. Tale-telling—when right and when wrong.
19. Forbearance and Sympathy, due to Misfortune and Deformity.
20. Tendency of one fault to give rise to another.

These, in addition to the following, which were prescribed in former Regulations, were added to the list of 'Friday Talks of the Master with his Pupils.'

1. Principles of Honesty and Dishonesty.
2. Respect to Superiors
3. Obedience to Persons placed in Authority."

NOTE.—These Regulations and the list of "Moral Duties" were in force during the Administration of Doctor Ryerson, up to the end of 1876. On the revision of the Regulations by the Honourable Adam Crooks, Minister of Education, that part relating to the "Friday Afternoon Talks" and the list of Moral Subjects on duties were omitted.

In July, 1907, the subject of the "Manners of School Children" has again been discussed by a prominent gentleman of Toronto in Letters to the Public Press. It, too, has taken up the subject, and has quite endorsed the movement, and also the statement of the case in the Letters on the subject by this Gentleman.

It will be conceded by all, that, if Children grow up ignorant of the duties of Morality, or without being educated to appreciate the beauty and excellency of virtuous conduct, any other instructions they may have received will go but a short way to fit them for leading useful and happy lives. That Boys and Girls should hate what is mean, should be offended with every form of grossness, should feel a sympathetic admiration for instances of generous self-sacrifice, is of unspeakably more consequence than that they should be able to demonstrate the propositions of Euclid, to speak French, or to construe Cicero and Homer. An observant and intelligent Friend, conversing with me on this subject, expressed to me his opinion, that the great defect of the Schools in this Country, both of the Grammar and of the Common Schools, is, that a sufficient amount of direct effort is not put forth in them, to form the minds of the Pupils to an appreciation of "whatsoever things are lovely, whatsoever things are of good report;" and he pointed out to me a paper in *The Spectator*, (Number 337, of March the 27th, 1712), in which the general idea which I have endeavoured to express is brought out, and hints are, at the same time, given as to the means by which a Teacher, who has a right conception of his high functions, and is in earnest in seeking to discharge them, may imbue the souls of his Pupils with sincere and enlightened virtue.

After admitting, "that, in most of our Public Schools, vice is punished and discouraged, whenever it is found out;" and remarking that "this is far from being sufficient, unless our youth are, at the same time, taught to form a right judgment of things, and to know what is properly virtue," the writer in *The Spectator* goes on to say, that:

Whenever they read the lives and actions of such men as have been famous in their generation, it should not be thought enough to make them barely understand so many Greek, or Latin, sentences; but they should be asked their opinion of such an action, or saying, and obliged to give their reasons why they take it to be good, or bad.\* By this means, they would insensibly arrive at proper notions of courage, temperance, honour and justice. There must be great care taken how the example of any particular Person is recommended to them in gross; instead of which they ought to be taught wherein such a man, although great in some respects was weak and faulty in others. For want of this caution, a Boy is often so dazzled with the lustre of a great character, that he confounds its beauties with its blemishes, and looks even upon the faulty part of it with an eye of admiration.

In giving this quotation, I do not wish to convey the idea, that a Grammar School Master, who, perhaps, finds the time which he can devote daily to Latin and Greek too short for instructing his Pupils in these languages, should regularly spend a portion of that time in discussing with his Pupils the questions of morality which the Lessons are fitted to suggest. There is a wise way of doing a thing, and there is a foolish way of doing it. A hint, or a question admitting of being answered in a few words, may be fitted to make a deeper impression, and so may be more truly valuable than a lengthened exhortation. Where a Teacher possesses a genuine appreciation of moral excellence, along with an ordinary measure of practical wisdom, he will be able, without any undue expenditure of time, to give a healthy practical bearing to his instructions in those branches where character comes into view. In the passage quoted from *The Spectator* reference is made only to the study of classics. But I should rely more for purposes of moral training on the English, than on the Classical, parts of our Grammar School Course; and it may not be amiss to remark, that, in order that the lessons in English Reading may naturally and easily be made occasions of instruction in Christian Morals, the English Reading Books used in the Schools should contain a considerable number of interesting selections, exhibiting human character in its various phases. recording in particular those actions of great and good men, which show how life is made sublime.

I quote another passage from *The Spectator*.\*

\* It was with such a object that, in the School Regulations quoted in the preceding "Special Note," Friday afternoons were set apart for "talks" with his Pupils by the Teacher on the Moral Subjects named in that Note.

To carry this thought yet farther, I shall submit it to your consideration, whether, instead of a theme, or copy of verses, which are the usual exercises, as they are called in the School phrase, it would not be more proper that a Boy should be tasked, once, or twice, a week, to write down his opinion of such Persons and things as occur to him in his reading; that he should censure, or approve, any particular action, observe how it might be carried to a greater degree of perfection, or how it exceeded, or fell short of, another. He might, at the same time, mark what was moral in any speech, and how far it agreed with the character of the Person speaking. This exercise would soon strengthen his judgment in what was blamable, or praiseworthy, and give him an early seasoning of morality.

On the details in this passage,—the number of Compositions to be required of a Pupil, and the like,—nothing need be said. Details must be arranged by Teachers, according to the circumstances of the Schools. But the essential idea of the passage, is that the written Compositions of Pupils might, to a large extent, be made the means of training in Christian Morals, is undoubtedly a good one. Of course, the means in question would be available chiefly in the case of Pupils who were somewhat advanced; which harmonizes with the circumstances that, in the Programme of Grammar School Studies, prepared by the Council of Public Instruction, the subject of Christian Morals is formally introduced only in the last two years.

The above remarks may serve as suggestions of the way in which an earnest Teacher, even where no special Text Book of Christian Morals is used, may endeavour to open the minds of his Pupils to an understanding of what constitutes moral excellence, and to draw their hearts to the love of it. No Text Book on this subject has yet been sanctioned by the Council of Public Instruction; and there might be a difficulty in finding one altogether unobjectionable. An abstract exposition of the various branches of duty is not what is desired. To be of much benefit to young persons, a Treatise on Morals would require to exhibit virtue in living concrete embodiment.

H. *Roman Catholic Separate Schools.*—Besides inspecting the Grammar Schools, I have visited a considerable number of Roman Catholic Separate, (Common,) Schools in Upper Canada. I have not been able to inspect many of them minutely. In some cases it has not been in my power to do more than examine the Register, and take a glance at the general appearance of the School. My only reason for referring to the Roman Catholic Separate Schools in this Report, is, that I wish to put on record the fact, that some of them are undoubtedly giving a good education to the Pupils attending. Not a few of the Schools which I visited are of a low type; the Buildings mean; the instruction, poor. But others are of a better class, and some are decidedly excellent. For instance, a short time ago, after having inspected the Grammar School in Hamilton, where I found a large number of the junior Pupils sadly defective in the rudiments of English Grammar, I visited the Roman Catholic Separate School on Peel Street, and minutely examined the more advanced Girls on the very same sentences which had puzzled so many of the Pupils in the Grammar School. The Girls examined, for the most part, appeared to be between twelve and thirteen years of age, and they parsed the sentences which I gave them in a perfectly accurate and most intelligent manner. Their knowledge of English Grammar was better than that possessed by the three-fourths of the Hamilton Grammar School Pupils. The Roman Catholic Separate School in Cobourg, when I visited it in September, 1865, was in an admirable state, under a vigorous and efficient Teacher. I also formed a very favourable opinion of the Head Master of the Brockville Separate School, which I visited in September, 1865, and I was pleased with the appearance of the most advanced division of the Boys' School in Kingston.

TORONTO, 1865.

G. P. YOUNG, Inspector.

#### THE GRAMMAR AND COMMON SCHOOLS IN OSHAWA, 1865.

The United Board of Grammar and Common Schools in Oshawa reports as follows:—  
*The Grammar School.*—There is, at present, only one Scholarship established in our School. This is of the annual value of \$40, payable quarterly, and is maintained



at the expense of the County Council. This Body has, with commendable liberality, established fifteen such Scholarships, each of the annual value of \$40, to be awarded by competition among the Pupils of the Common Schools of the County, who may have attended one, or more, of such Common Schools for at least three, out of the twelve, months preceding the Examination, and who may never have held a Certificate of Qualification as a Teacher, or had attended a Grammar School. The Council has also divided the County into eleven Sections, and set apart one, or more, of the Scholarships to each. The first Examination, therefore, is to be held during the next Easter Vacation in each of the Sections aforesaid, and a further oral Examination of all the Competitors, at the Easter Examination, is to be held in each of the said Sections, at such time during the month of July, (next,) as may be determined by the Board of Examiners, at which oral examination the names of the successful Competitor, or Competitors, for the Scholarships shall be declared. These Sections generally correspond with one, or more, Townships, and it is presumed that the great majority of the Schools will be represented at this July Meeting, which is to be held upon what is known in this part of the County as the "pic-nic principle." This may thus be made the great educational Meeting of the year, and by it a great impetus, it is hoped, may be given to the cause of education in this County. This System, besides establishing in a measure that connection between our Common and Grammar Schools, contemplated by law, affords to the more advanced Pupils in our Common Schools a distinct object towards the attainment of which their efforts should be directed, excites a healthy emulation among them, among their Teachers, and among the several Schools, of the different Sections and of the County; and affords a portion, at least, of the aid that may be necessary to enable many a gifted and deserving Pupil to attend one, or other, of our County Grammar Schools. The Board has much pleasure in sending to you a copy of the County By-law herewith. Owing to a portion, in fact, the chief part of the former Programme of Grammar School Studies having been optional, it was found difficult to establish any systematic classification. The new Programme wisely, in the opinion of the Board, obviates this difficulty. Since August, when our School was organized under it, it has been as strictly followed as the circumstances incidental to the change have allowed. The effect of the late Grammar School Regulations has been to increase the number studying Latin three-fold; and, as a matter which the Board feels to be more important, to lead to the study of this language being entered upon at an early age. The best authorities, both in England and the United States, urge that the study of Latin should be commenced at as early an age as ten, (or even earlier,) since the memory is then more active, while the reasoning powers are not much developed. The Honourable Mr. Philbrick, Superintendent of Schools, in Boston, makes the following remarks, apposite to this point, in his last Report:—

Protracted experience and observations seem to have settled the question, that the large amount of memory work requisite for the acquisition of the Latin and Greek Grammars, is, as a general rule, accomplished more successfully and satisfactorily by the Pupils who begin at the age of ten, or twelve, than by those who commence at the age of fifteen, or sixteen. Besides, the English Branches are learned much more easily in connection with the ancient languages, or, after having made some progress in them, than previous to commencing them. This advantage is due to the mental discipline which the study of the Greek and Latin tongues affords.

The Board heartily congratulates the Chief Superintendent on the great reform, which he has, after protracted effort, succeeded in effecting in our Grammar Schools, as evinced by the present admirable Programme of Studies, with the accompanying Regulations, and the late Grammar School Amendment Act. Our School is governed mainly by a system of records. Three Books are kept, one for attendance, one for punctuality and deportment, and one for Scholarship. They exhibit an account of all the relations that each Pupil has sustained to the School. The fact that such records are kept, is of itself sufficient to prevent the great majority of misdemeanours, which usually occur in Schools such as ours. In truth we have none of what may be called

punishable offences. The aim is to remove the occasion of faults. In addition to conduct being noted and made to appear in the Report, which is furnished to Parents monthly, thereby securing their co-operation, the system upon which the daily recitations are conducted, contributes largely to produce this result. This is the same as that introduced into the late Model Grammar School, by the present excellent Principal of Upper Canada College. The general results of all the relations of the Pupils to the School are thus furnished to each Parent, or Guardian, monthly, with a view, among other things, to secure his co-operation in resisting the beginnings of evil. The Principal also states in each Report, the character of the application of the Pupil, and is accustomed, when making out the results of the Month upon the Blackboard, to point out and commend publicly those who have made progress. Every Pupil is thus made to feel that a creditable position in the School can be obtained only by good conduct, as well as by diligence and ability, as every demerit mark will materially affect the average of Scholarship, which determines his standing in the Class, and he is thus led, as far as possible, to correct his faults by perceiving the consequences of them.

#### BISHOP OF HURON'S REPORT ON THE SCHOOLS OF LONDON, C. W.

*Report of the Right Reverend the Bishop of Huron, Local Superintendent of the London City Schools.*—Having been absent in England for the greater part of the past year, and being much engaged with other duties since my return, I have not had time to visit all the Schools in the City. I have, however, twice visited the Central School, once in company with Colonel Burrows, R.A., who expressed himself much pleased with the order of the School, and the proficiency of the several classes examined in our presence. On my second visit, I was accompanied by the Reverend Arthur Sweatman, M.A., Principal of the London Collegiate Institute, and he expressed the great satisfaction which he experienced from his visit to the various Classes, and his high opinion of the order maintained, and the proficiency exhibited by the Scholars. I was also present at the half yearly Examination of the Grammar School Department, under the charge of the Reverend Benjamin Bayly, and I am led to believe that great good will result from the union which has taken place between the Grammar and Common Schools. On the whole, I think the Board of Trustees have much reason to rejoice in the present state of the Schools, and, if sound Religious Instruction formed a more prominent part of the teaching, I think the Schools would be all that could be desired. This most desirable object, I think, may be attained. I have had some conversation with the indefatigable Principal upon this subject, and I hope, with his assistance, to be enabled to accomplish this without in any way violating the principles on which the Common School Law is based. It gives me much pleasure to devote the salary of the Office of Superintendent of the Schools for the purchase of Prizes to be bestowed on the Children at the Annual Examination.

### CHAPTER XVII.

#### ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1865.

TO HIS EXCELLENCY THE RIGHT HONOURABLE VISCOUNT MONCK, GOVERNOR GENERAL OF CANADA.

*May it please Your Excellency:*

I have the honour to present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1865. There has been an

increase in both the Receipts and Expenditures and the Attendance of Pupils and the time of keeping open the Schools, during every year, without exception, of the more than twenty years which it has been my duty to report them; and the increase of last year is a large advance on that of any preceding year.

1. *Table A.—Receipts and Expenditures of Common School Moneys.*

*Receipts.*—1. The amount apportioned from the Legislative Grant for Salaries of Teachers in 1865, was \$165,972,—decrease, \$2,253. There had been an increase of \$10,152 the preceding year.

2. The amount apportioned and paid from the Legislative Grant for the purchase of Maps, Apparatus, Prize Books and Libraries was \$10,041,—increase, \$1,214.

3. The Legislative Grant is apportioned and paid to each Municipality, upon the condition that such Municipality provide, at least, an equal sum by local Assessment; but such Municipality is empowered to provide as large an additional sum as it may think proper, for the education of youth within its own jurisdiction. The amount provided by Municipal Assessment, in 1865, was \$308,092,—increase, \$3,710, and \$142,120 in excess of the Legislative Grant.

4. *Trustees' Rate on Property.*—The elected Trustees of each School Section have the same discretionary power as each Municipality to provide, by Rate on Property, means for the support of their Schools. The means thus provided by Trustees, by Rate on property, amounted to the large sum of \$711,197,—increase, \$51,816,—the largest increase for one year ever reported under this head.

5. *Trustees' Rate Bills on Pupils.*—Whether a Rate Bill shall be imposed on Pupils, or whether the School shall be Free, is determined in each School Section by the Rate-payers at the Annual, or a special, Meeting called for that purpose; and, also, what shall be the amount of the Rate Bills in Cities, Towns, and incorporated Villages; the Board of Trustees decide whether the Schools shall be Free, or not. In no case can a Rate Bill be imposed exceeding Twenty-five cents per month for each Pupil. The amount of Rate Bills imposed upon and collected from Pupils, was \$60,696,—increase, \$1,059.

6. The amount received from the Clergy Reserve Fund and other sources, was \$90,131,—decrease,—\$15,165. The Clergy Reserve Fund is at the discretionary disposal of the Municipalities, and many of them have nobly applied it to School purposes. The annual sums paid to Municipalities from this Fund are, of course, diminishing.

7. The amount available from balances of 1864, (not paid at the end of the year,) was \$198,869,—increase, \$20,430.

8. The total Receipts for Common School purposes, for 1865, was \$1,545,000,—increase, \$60,813; the largest increase of any one year since the establishment of the School System, and all from local sources,—the voluntary action of the Country, as the Apportionment of the Legislative Grant was a little less the last year preceding.

*Expenditures.*—1. For Salaries for Teachers, \$1,041,052; a very large increase in the Salaries of Teachers.

2. For Maps, Apparatus, Prizes, and Libraries, \$22,571,—decrease, \$578.

3. For School Sites and Building School Houses, \$127,672,—increase, \$11,615.

4. For Rents and Repairs of School Houses, \$41,534,—increase, \$4,531.

5. For School Books, Stationery, Fuel, and other expenses incurred by Trustees, \$123,048,—increase, \$10,896.

6. Total expenditure for all Common School purposes, for 1865, \$1,355,879,—increase, \$70,561.

7. Balance of School Moneys not expended at the end of the year, \$189,121,—decrease, \$9,748.

II. *Table B.—School Population, Pupils attending Common Schools, and in different Branches of Instruction.*

Although the old Statute requires the legal Returns of School population to include Children between the ages of 5 and 16 years, the School Law confers the equal right of attending the Schools upon all Persons between 5 and 21 years of age.

1. The School Population, (including only Children between the ages of 5 and 16 years of age,) was 426,757,—increase, 2,192. Whether this small reported increase of School population arises from any defects in the Returns, or from other causes, I am unable to say.

2. The number of Pupils between 5 and 16 years of age attending the Schools, was 361,617; increase, 10,692. The number of Pupils of other ages attending the Schools, was 22,035,—increase, 1,265. The whole number of Pupils attending the Schools was 383,652,—increase, 11,957. The reported increase of School population in the previous year was 12,198, but the increase of Pupils attending the Schools was only 10,887; so that, while the absolute increase of School attendance, in 1865, is larger than that of 1864, the increase of School attendance, as compared with the increase of School Population, is considerably larger.

3. The number of Boys attending the Schools, was 204,320,—increase, 6,296. The number of Girls attending the Schools, was 179,332,—increase, 5,661. A larger number of Girls than Boys attend Private Schools. The number of indigent Pupils reported attending the Schools, was 4,409,—decrease, 356.

4. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several Branches taught in the Common Schools. With the three slight exceptions named, there was a gratifying increase of Pupils in all the higher Branches taught.

5. I deeply regret to observe that the number of Children reported as not attending any School, was 42,141,—increase, 1,658, although, under the same head, during the previous year, there was reported a decrease of 4,492. The Local Superintendents refer to this Return as the opinion of the Trustees in the several School Sections, and as indicating the number not attending the Common School, rather than the result of careful enquiry as to the absolute non-attendance of Children at any School. But making due allowance for this, yet, judging from statements and remarks in the Reports of Local Superintendents themselves, there is much to regret, to humble, to excite concern, and to demand increased exertion on this subject. The number returned under the same head, of persons between the ages of 4 and 21 years, in the State of New York, as stated in the last received official School Report is 394,336, after deducting the number reported as attending Private Schools; the whole number of Children in that State between the ages of 4 and 21 years, reported in 1864, being 1,307,822,—the number reported as attending the Public Schools being 881,184,—the number reported as attending the Private Schools, being 32,302; the number, not accounted for, is 394,336. There are, of course, very many between the ages of 4 and 21 years, who do not attend any College, or School, who have, at least, received a Common School education, or some instruction in the Common School. But allowing for this, there must be a vast mass of ignorance, fruitful soil for the growth of Fenianism and other forms of vice and lawlessness. The safety and best interests of our Country, and Christian duty demand that the dark record of 42,141 Children not attending any School should disappear from our Annual School Reports, and that the attendance of Pupils at School should equal, or nearly equal, our School population.

III. *Table C.—The Religious Denominations, Certificates, and Annual Salaries of Teachers.*

*Male and Female Teachers.*—According to this Table, in the 4,303 Schools reported as open, there were 4,721 Teachers employed,—increase, 96; Male Teachers, 2,930,—decrease, 81; Female Teachers, 1,791,—increase, 177. This shows a considerable increase

in the number of Female Teachers employed. It is the general opinion of Educationists that Female Teachers are best adapted to teach small Children, having, as a general rule, most heart, most tender feelings, most assiduity, and in the order of Providence, the qualities best suited for the care, instruction and government of infancy and Childhood. Some United States Superintendents argue strongly in favour of employing Female Teachers in the Common Schools, and even, in fact, in the higher Public Schools. In the State of Massachusetts, of the 7,352 Teachers employed in the Public Schools in 1864, 1,210 were Males, and 6,142 were Females. In the State of New York, of the 26,888 Teachers employed in the Public Schools in 1864, 5,707 were Males, and 21,181 were Females. In Canada, I think the tendency is to undervalue female teaching, and, therefore, also the Salaries of Female Teachers. In the neighbouring States, the tendency seems to be quite the reverse,—to underestimate the comparative value of male teaching, and to unduly exalt that of females. The New York State Superintendent points, with undisguised pleasure to the fact, that “nearly eight-tenths of the Teachers employed in the Schools of the State are Females.” But I think there are many Male Teachers as painstaking to instruct, encourage, govern, and secure the attention of little Children, through their affections, as much as Female Teachers. Yet, I concur in the following remarks of the New York State Superintendent:—

To teach and train the young seems to be one of the chief missions of Woman. Herself highminded, the minds of those with whom she comes in daily contact unconsciously aspire. Gentle herself, she renders them gentle. Pure herself, she makes them pure. The fire which truly refines the ore of character can be kindled only by her hand. Woman is more deeply read than Man in the mysteries of human nature, at least, in that of Children. It might, perhaps, be nearer the truth to say, that her superior knowledge in this respect is intuitive. Better her discipline of love than her reformatory theories and austere rules and stringent systems. Her persuasive reproofs far exceed his stern menaces and cold logic.

In England, the proportion of Female to Male Teachers is rapidly increasing.

2. *Religious Persuasions of Teachers.*—The Teachers are reported to be of the following Religious Persuasions:—Church of England, 828,—decrease, 26; Church of Rome, 534,—decrease, 10; Presbyterian, 1,416,—increase, 19; Methodists, 1,308,—increase, 22; Baptists, 271,—increase, 44; Congregationalists, 77,—decrease, 3; Lutherans, 19,—increase, 2; Quakers, 25,—increase, 9; Christians and Disciples, 44,—increase, 12; reported Protestant, 90,—increase, 14; Unitarians, 4,—increase, 2; other Persuasions, 40,—increase, 23; not reported, 65,—decrease, 12. The employment of so many Roman Catholic Teachers in the Public Schools is worthy of remark, in connexion with the provisions for Separate Schools and the Roman Catholic ecclesiastical hostility against the Public Schools, evincing, practically the comprehensive equity of the Public School System, and the liberality with which it is carried out; especially when it is considered that three-fourths of the Roman Catholic Children taught in the Common Schools of Upper Canada are taught in the Public Schools, they being chiefly preferred by the parties concerned to the Separate Schools.

3. *Teachers' Certificates.*—The number of Normal School Teachers holding Provincial Certificates employed, was 564, of whom 213 were First Class, and 351 Second Class,—decrease, 10. The number of Teachers employed under Certificates by County Boards were, First Class, 1,483,—increase, 87; Second Class, 2,040,—decrease, 14; Third Class, 483,—increase, 13; not classified, 145,—increase, 21; whole number of Teachers holding legal Certificates, 4,575,—increase, 76.

4. The number of Schools in which the Teachers were changed during the year, was 786,—increase, 97. This is a great evil both to Teachers and Pupils, and a serious impediment to the progress of the Schools.

5. *Annual Salaries of Teachers.*—The highest Salary paid to a Teacher in a County was \$630; the lowest, \$84. The highest Salary paid in a City was \$1,350; the lowest, \$200. The highest Salary in a Town, \$1,000; the lowest, \$140. The highest in a Village, \$600; the lowest, \$270. The average Salaries of Male Teachers in Counties, without Board, was \$260; of Female Teachers, \$169. In Cities, of Male Teachers, \$522;



of Female Teachers, \$241. In Towns, of Male Teachers, \$447; of Female Teachers, \$265. In Villages, of Male Teachers, \$387; of Female Teachers, \$192. There is a small increase on the preceding year in the average Salaries of Teachers.

IV. *Table D.—School Sections, Schools, School Houses, School Visits, School Lectures, Time of Keeping Open the Schools.*

1. *School Sections.*—The whole number of School Sections reported for 1865, was 4,385,—increase, 78. The whole number of Schools reported was 4,303,—increase, 78.

2. *Free Schools.*—The number of Free Schools reported was 3,595,—increase, 136. Number of Schools partly free, with a Rate Bill of twenty-five cents per month or less, 708,—decrease, 48. Thus 3,595,—or all the Common Schools in Upper Canada, except 708,—are entirely Free,—wholly supported by Rate on property, with no Rate Bills, or Fees required from the Pupils,—and that the result of the fifteen years' experience, discussions, and voluntary action of the Rate-payers in the several School Sections.

3. *School Houses.*—The whole number of School Houses reported was 4,339,—increase, 93; of which 594 are Brick,—increase, 65; Stone, 357,—decrease, 9; Frame, 1,719,—increase, 65; Log, 1,645,—decrease, 26. Number not reported, 24. The whole number of School Houses built during the year was 127,—43 Brick, 10 Stone, 55 Frame, 19 Log.

4. *School Visits.*—By Local Superintendents, 10,370,—increase, 378, an average of more than two visits a School; by Clergymen, 7,630,—increase, 553,—a noble and voluntary work, and most gratifying fact; by Municipal Councillors, 1,736,—decrease, 104; by Magistrates, 2,566,—increase, 239; by Judges and Members of Parliament, 408,—decrease, 603,—much to be regretted; by Trustees, 19,404,—decrease, 142,—ought not so to be; by other persons, 31,970,—increase, 5,580,—a gratifying increase. Whole number of School Visits, 74,084,—increase, 5,901.

5. *School Lectures.*—The number of School Lectures delivered by Local Superintendents during the year was 2,887,—decrease, 39; by other persons, 388,—increase, 62; whole number of Lectures delivered was 3,275,—increase, 23. It is a duty of a Local Superintendent to deliver, at least, one lecture in each School Section during the year. It appears from the Returns, that, while there were 4,303 Schools open, there were only 2,887 Lectures delivered by Local Superintendents,—less than three-fourths as many as there were Schools open, and showing a neglect of a duty prescribed by law.

6. *Time of Keeping Open the Schools.*—The legal Holidays and Vacations include only about one month of the year,—too small a portion of time. The average time of keeping open the Schools during the year, including Holidays and Vacations, was eleven months and seven days,—average increase, four days for each School. The actual average time of teaching, or keeping open the Schools, was, therefore, about ten months. The average time the Schools were kept open in the State of Massachusetts was seven months and nineteen days. The average length of time of keeping open the Schools in the State of New York was a little over seven months.

7. *Recitations.*—The number of Schools in which Recitations of Prose and Poetry are practised was 1,881,—increase, 77. This is a very useful exercise; it promotes the habit of accurate learning by heart, improvement in Reading and Speaking, and as an agreeable and often an amusing diversion. It ought to be practised weekly, or monthly, in every School.

8. *Public School Examinations.*—The number of Public School Examinations was 7,709,—increase, 92. This, although an increase on the preceding year, is less than an average of two for each School, while the law requires that there should be a quarterly Public Examination of each School, and that the Teacher should give notice of it to the Trustees and Parents of the Pupils, and to the School Visitors resident in the School Section.

9. *School Prizes and Merit Cards.*—The number of Schools in which Prize Books, etcetera, are reported as having been distributed for the reward and encouragement of meritorious Pupils was 1,321,—increase, 61. The importance of this comparatively new



feature of the School System can hardly be over-estimated. A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost prices, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipalities to procure these Prize Books for the encouragement of Children in their Schools. A series of lithographed Merit Cards, with appropriate Illustrations and Mottoes has been prepared by this Department, and are supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally, weekly, to Pupils meriting them. One class of Cards is for Punctuality; another for Good Conduct; a third for Diligence; a fourth for Perfect Recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head, will, at the end of the Quarter, or Half year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this System of Merit Cards worthy of special notice. The one is, that it does not rest upon comparative success of single examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalry and a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the Mottoes on each Card are all taken from the Sacred Volume, and the Illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The Prize Book system, and especially in connexion with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.\*

V. Table E.—Text Books, Maps, and Apparatus used in the Schools.

1. *General Remarks on the uniformity of Text Books in the Public Schools.*—There is perfect unanimity among Educationists in both Europe and the United States, as to the importance of a uniform series of Text Books for the Public Schools, and as to the evils of a variety of Text Books,—rendering classification of Pupils and comparisons of Schools, and judgment of their progress impossible,—reducing the value of Teachers' labour, impeding the progress of the Pupils, and causing much additional expense to Parents. In the last Report of the Massachusetts State Board of Education, the Agent of the Board remarks,—

Diversity of Text Books still needlessly multiplies Classes in some of the Schools. In a School in one Town, I recently found seven Classes in Geography, where, with uniformity of Books, they might be reduced to three, to the great improvement of the Schools. This case illustrates an evil not uncommon, which would at once be remedied, if Committees would execute the Law on the point.

In the last School Report of the State of New York, it is stated,—

It would be needless to undertake to enumerate the kinds, qualities, condition, or character, of the Text Books. Indeed, in this respect there is the greatest need of reform. It is not unfrequently the case that half a dozen Arithmetics, three, or four, unlike series of Readers, as many Treatises on Geography, a like number of Spelling Books, and two, or three, Grammars, are found in one School. Proper classification is impossible, and the time of the Teacher is fritted away in going over the same subject with small Classes, in each of which are several Text Books. I know of no plan

\* See local testimony on this matter on page

to remedy this defect among our Schools, unless the Legislature shall pass an Act leaving the choice of Text Books to the Department. Something ought to be done in this matter, as it is a serious drawback to progress.

In former Reports I have spoken of the steps and means taken to remove the great evil of various and foreign Text Books from our Canadian Schools, and to introduce a uniform and superior series of Text Books into the Schools. In my last Report, I gave a summary account of the principal facts of this procedure, and stated the manner in which a desideratum had been supplied, and a widely-felt want had been provided for by the preparation and adoption of a Canadian Geography and History, and the adaptation of the National Arithmetic to Canadian Currency and Schools. It only remains for the series of National Readers to be revised and adapted to our Schools; and this is being done by two of the most accomplished and experienced Instructors of youth in Upper Canada,—the Reverend Doctors McCaul and Ormiston; and steps are being taken by which every Text Book sanctioned by the Council of Public Instruction shall not be the property, or monopoly, of any individual, but shall be public property to publish and sell, as well as to purchase. Thus, the enterprise and emulation and rivalry will not be to get up, and try to get foisted into the Schools a variety of Text Books, and thereby to cause additional expense to Parents of Pupils, and impair and paralyze the efficiency of the Schools, and inflict upon them the evils experienced by the diversity of Text Books in the neighbouring States, and from which our Schools have been rescued; but the enterprise and emulation will be the printing and sale of rival editions of the same Text Books, so that, in all cases of free competition in manufacturing the same article, there will be the security to the public for cheapness and excellence.

The only objection made to the National Series of Text Books now almost universally used in our Schools, relates to the Readers; and the chief objection to them is, that they are "behind the times," as advancement has been made in some matters of science alluded to in them since they were written; an objection quite trivial and scarcely deserving a moment's consideration. For, in the first place, a Reader is not intended to be a Book of Science, any more than the Holy Scriptures, which would be regarded on some matters of Science "quite behind the times" by certain publishers of new Books, and their Agents. The object of a School Reader is not to teach Science, but to teach the Pupil to read,—and the less the Learner is diverted from that one object, while learning to read, the better. Secondly, a careful examination by men of Science, as well as of experience in teaching, has resulted in attesting that the matters of defective Science objected to in the National Readers, relate to merely two, or three, trivial points of no practical importance, and not affecting the value and usefulness of the Book, as Readers. The real objection is not that they contain too little Science, but too much, more reading exercises on scientific subjects than are necessary, and which a Teacher is not required to Teach, at least from a Reader, and especially since there are other specially prepared and authorized Text Books, on the elements of both Chemistry and Natural Philosophy, as far as can be taught in any Common School. In the third place, the National Readers still hold their place against all competition, not only in Ireland, but in England and Scotland, where new Readers are published every year. I have two editions of these Readers before me, published only last year, and by first class Publishers, the one in England and the other in Scotland. It is not a little absurd to see certain persons in a Canadian Village and Common School,—without any pretensions to science, or learning, professing to criticize the National Readers as "behind the times" while first class Publishers in England and Scotland are re-producing them, and First Class Teachers prefer them to all other late publications in both England and Scotland. The Readers consist mostly of extracts from standard Authors, whose Words will never grow old, while the English Language continues to be read and spoken, any more than Euclid and many other School Books will ever grow old.

If, therefore, the National Readers were perpetuated unchanged in our Schools, they would not be less beneficial than they have been; and it would be much better thus to continue them than to incur the evils of admitting a diversity of Readers in the

Public Schools. There is not a monopoly in the printing, or sale, of the National Readers in Canada. They have been printed and stereotyped upon the reasonable expectation on the part of the Publishers that good faith would be kept with them by the Government Authority selecting them for the Schools; and providing for, and authorizing, their publication in the Country.

Frequent, or sudden, changes in the Text Books of the Public Schools are alike injurious to the Public Schools and to the Publishers; and it is better to be too slow than too fast in either changing, or adopting, Text Books for the Schools. The object of the Public Schools is the public good, and not private speculation. The object of the Legislature, in providing for the establishment and support of Public Schools,—like providing for a militia and soldiery,—is the safety and welfare of the Country; and all the requisites for the efficiency of the one, as well as the other, are but means to that end; and as it is not left to any and every individual Gunsmith, or Tailor, to get up and sell as he can the Tools and Clothing for the Regular, or Militia, soldiery, but the Government must use the right and every possible care and deliberation to select and provide arms and clothing for the defenders of the Country, so must the same authority and equal care be employed to provide for the Public Schools,—the best police for the Country,—the Text Books, or Tools, that are required for the highest efficiency of the Schools. It is not for an individual Author, or Publisher, to say that his productions are the best, and, therefore, must be received into the Schools as fancy may dictate, and the importunity of individual speculation may persuade, any more than for the Gunsmith, or the Tailor, to say that his productions are the best, and, therefore, must be admitted into the Army, as the fancy of each Officer, or Soldier, may dictate, or as the Gunmaker, or Clothes-maker may persuade. Nor would the efficiency of the Army be more impaired by diversity of Arms and Clothing, than would the efficiency of the Schools by diversity of Text Books. Individual enterprise may be employed in both cases,—in supplying the Country's Defenders with Arms and Clothing, as well as the Country's Schools with Text Books and Apparatus; but, in the one case, as well as the other, the articles supplied must be those which have been selected and approved by public authority.

Of all the Text Books of the Schools, the Readers are the most universally used, and uniformity in them is most essential to the classification of Pupils and the estimate of their progress. Diversity in the Readers of a School is inadmissible, as much as diversity of Text Books in a Military School, or on any branch of Science taught to a Class in a School. But to obviate, as far as possible, any and every objection to the National Readers, and to render them as truly Canadian as they are truly National, the Council of Public Instruction, as stated, have referred them to a special Committee including the most able and experienced Instructors of youth in Canada, for thorough revision and adaptation to our Country; and the revised edition of them, as is the present, will be open to every Publisher to print and dispose of them as he may think proper, as will soon be the case with all Text Books sanctioned by the Council of Public Instruction.

2. *Readers.*—Of the 4,303 Schools reported, the National Readers are used in 4,223, —increase, 121. They are, therefore, used in all the Schools but 80. I question whether there is an example in any Country,—certainly none in America,—where there is such a complete uniformity in the Text Books Readers of the Public Schools; and that without any compulsion, from the excellence and truly national character of the Books, and the absence of all monopoly in the publication and sale of them. In the presence of such facts it would seem almost incredible, that attempts should be made by private speculation to destroy this uniformity and efficiency of this essential branch of Public School Instruction in order to get privately got up Books introduced into the Schools,—thus inflicting upon the Schools all the evils complained of by our American neighbours from a diversity of Text Books, and all simply to advance the interests of a single private publishing company.

3. *Spelling Books.* Mavor was used in only 58 Schools,—increase, 7; Canada Spelling Book was used in 367 Schools,—increase, 183; Sullivan's, (National,) Spelling Book Superseded was used in 3,099,—increase, 115. This Spelling Book is as much superior to any of the other Spelling Books used, as the number of Schools in which it is used is greater. Various Spelling Books are reported as used in 392 Schools,—decrease, 212.

4. *Arithmetics.*—Sangster's improved Editions of the smaller and larger National Arithmetics to the currency and statistics of Canada, are now mostly used in the Schools. The original Irish National Arithmetics are reported as still used in 806 Schools,—decrease, 372. Sangster's National Arithmetic was used in 3,437 Schools,—increase, 428.

5. *Grammars.*—Sullivan's Grammar was used in 519 Schools,—decrease, 135; Kirkham's Grammar was used in 360 Schools,—decrease, 143; Lennie's Grammar was used in 2,639 Schools,—increase,—142; various, including Bullion's, 751,—increase, 341. Two Canadian editions have been issued of Bullion's excellent Grammars, authorized by the Council of Public Instruction, the one entitled Introduction to the Analytical and Practical Grammar of the English Language, with Exercises in Analysis and Parsing; the other is entitled Revised Edition of Bullion's Analytical and Practical Grammar of the English Language, containing, in addition to other new matter, a section on the structure of words; a vocabulary of Saxon, Latin and Greek Roots; extensive selections in Prose and Poetry for Analysis, and a complete course of instruction and exercises in English Composition. These are doubtless the best Grammars for the use of our Schools.

6. *Geographies.*—Since the withdrawal of permission by the Council of Public Instruction for the use of Morse's American Geography, its use has rapidly declined. Morse's and various Geographies were used last year in 417 Schools,—decrease, 417; Sullivan's National Geography, (very defective in respect to Canada and British America,) was used in 686 Schools,—decrease, 229; Lovell's Canadian Geography was used in 2,863 Schools,—increase, 674. In my last report I stated the manner in which Lovell's Easy Lessons in Geography, (for small Pupils,) and his General Geography were prepared and published, with the then approval and eulogies of all parties, to meet a wide-felt and hitherto unsupplied want in our Canadian Schools. Well have they, and are they, supplying those wants; and it is gratifying to find their use in the Schools is becoming so nearly universal.

7. *Histories.*—These are not specially stated; but the History of England is reported as having been taught in 1,557 of the Schools,—increase, 124; and the History of Canada in 832,—increase, 194.

8. *Book Keeping* was taught in 1,757 Schools,—increase, 65.

9. *Mensuration* was taught in 915 Schools,—increase, 29.

10. *Algebra.*—Colenso's Algebra was used in 873 Schools,—increase, 23; Sangster's Algebra, (a new Canadian School Book, designed to supersede Colenso's,) was used in 216 Schools,—increase, 216; various Algebras were used in 431 Schools,—decrease, 116.

11. *Geometry.*—The Irish National Geometry was used in 249 Schools,—increase, 6; Euclid was used in 1,104 Schools,—increase, 169; various in 59 Schools,—decrease, 18.

12. *Maps, Globes and Apparatus, etcetera.*—The whole number of Maps supplied to the Schools up to this time was 24,417,—increase, 458. Whole number of Schools using Maps, 3,265,—increase, 78. Whole number of Globes supplied to the Schools, 1,136,—increase, 52. Whole number of Schools using Blackboards, 3,964,—increase, 258. Sets of Apparatus supplied, 284,—decrease, 3. Tablet Lessons supplied, 1,039,—decrease, 71. Magic Lanterns supplied, 64,—increase, 10. School Museums of Natural History supplied, 30,—decrease, 13.

13. *Schools Opened and Closed with Prayer, and in which the Bible is read.*—The number of Schools in which the Daily Exercises were opened and closed with Prayer was 2,889,—increase, 183. The number in which the Bible and Testament were read, 3,036,—increase, 84. The Religious reading, instruction and exercises are, like Religion itself, a voluntary matter with Trustees and Teachers of the Schools; and no Child

can be compelled to be present at any Religious reading, Instruction, or Exercise, against the wish of his Parents, or Guardians. The Council of Public Instruction provide facilities, and make recommendations on the subject, in accordance with the Religious convictions of the Authorities of each School, whether Roman Catholic, or Protestant, but do not assume the authority of enforcing, or compelling anything in respect to Religion. In some of the Schools the readings and Prayers are according to the Roman Catholic Church; in other, and the great majority of places, these exercises are Protestant. The proportion of three-fourths of the Schools, in which Religious Exercises of some kind are practised, is a gratifying indication of the prevalent Religious principles and feelings of the Country.

VI. Table F.—Roman Catholic Separate Schools.

Besides the facts that the Public Schools are Non-Denominational and that equal protection is secured to the Roman Catholics with any and every other Religious Persuasion, and besides the facts, that upwards of three hundred Roman Catholic Teachers are employed, and about forty-five thousand of the sixty thousand Roman Catholic School-going Children are taught in the Public Schools, the Legislature has made provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools. In 1863, the Legislature passed a Separate School Act which was accepted by the Authorities and Representatives of the Roman Catholic Church as a final settlement of the question, as far as related to Upper Canada.

1. The number of Separate Schools reported was 152,—increase, 5.

2. *Receipts.*—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to the average attendance, as compared with that of the Public Schools in the same Municipalities, was \$9,365,—increase, \$570. The amount apportioned and paid for the purchase of Maps, Apparatus, Prize Books and Libraries, —upon the usual condition of an equal sum being provided from local sources,—was \$263,—increase, \$75. The amount provided by Rates on the Supporters of Separate Schools was \$23,788,—increase, 3,287. Amount subscribed and paid by Supporters of Separate Schools, and from Fees and other local sources, \$12,802,—increase, \$136. The whole amount provided from all sources for the support of Separate Schools was \$46,219,—increase, \$4,069.

3. *Expenditure.*—For the payment of Teachers, \$33,953,—increase, \$2,973. For the purchase of Maps, Apparatus, Prize Books and Libraries, \$721,—increase, \$48. For other purposes, \$11,544,—increase, \$1,048.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 18,101,—increase, 736. The average attendance of the Pupils at the Schools was 8,518,—increase, 292.

5. The average time the Separate Schools were kept open was 11 months.

6. The number of Teachers employed in the Separate Schools was 200,—increase, 10. Of these 81 were Males,—decrease, 2; and 118 were Females,—increase, 12.

7. The same Table shows the subjects taught in the Schools, and presents a gratifying increase in all the higher subjects of a Common School education, as also the increased number of Schools in which Maps, Blackboards, etcetera, are used.

VII. Table G.—The Grammar Schools, Receipts, Expenditure, Pupils.

1. *Schools.*—The whole number of Schools reported, was 104,—increase, 9.

2. *Grants.*—The amount of the Legislative Grant and Fund apportioned and paid for Salaries of Head Masters and Teachers was \$53,205,—increase, \$8,260. This increase of aid was obtained with the intention of increasing the efficiency of the Grammar Schools established, but the Bill introduced and intended to be come an Act at the same time with the increase of the Grant, not having passed the Legislature,



no additional restrictions were enforced to prevent the multiplication of Grammar Schools without due provision being made for their support. The result was, that several new Schools in small places were established, and the increased Grant, therefore, contributed to multiply feeble Schools, rather than add to the efficiency of those already established. This evil has, however, been remedied by the amended Grammar School Act, passed last year, and which came into operation at the beginning of the current year.

3. *Maps and Apparatus, etcetera.*—For the purchase of Maps, Apparatus, Prize-Books and Libraries, there was apportioned and paid out of the Legislative Grant the sum of \$1,058,—increase, \$399. This Apportionment was paid on the condition of an equal sum being provided from local sources.

4. *Receipts.—Amount received from Local Sources.*—The amount received from Municipal Grants, \$14,963,—decrease, \$950. From fees, \$18,542,—decrease, \$810. (No Reports have yet been received from the Grammar Schools at Merrickville, Conseccon, and Thorold; and the Reports of several other Grammar Schools are incomplete). From Balances of the previous year, and other sources, \$12,885,—increase, \$2,910. Total receipts for Grammar Schools from all sources, as reported, \$100,654,—increase, \$9,809.

5. *Expenditures.*—For Head Masters' and Teachers' Salaries, \$81,562,—increase, \$8,303. For Building, Rent and Repairs, \$5,251,—decrease, \$888. For Maps, Apparatus, Prize Books and Libraries, \$2,229,—increase, \$630. For Fuel, Text Books and Contingencies, \$5,197,—increase, \$379. Total expenditures for Grammar School purposes, \$94,240,—increase, \$8,424.

Balances on hand at the end of the year, \$6,413,—increase, \$1,384.

6. *Pupils.*—The number of Pupils attending the Schools during the year 1865 was 5,754,—increase, 165. The number of Pupils whose Parents reside in the City, Town, or Village, in which the Grammar School is situated, was 4,228,—increase, 33. Number of Pupils whose Parents reside out of the Corporation of the Grammar School, but in the County, 1,229,—increase, 146; number of Pupils resident in other Counties than that of the Grammar School which they attend, 297,—decrease, 19; number of Pupils reported as pursuing the Grammar School Course of Studies, 5,158,—increase, 105; of those admitted 2,111 are reported as having passed the regular Entrance Examination in force in 1865.

#### VIII. Table H.—Number of Pupils in the Various Branches of Instruction.

This Table shows not only the subjects taught in the Grammar Schools, but the number of Pupils in each. For minute statistical details, the Table is referred to. In the different branches of English there were 5,666,—increase, 241; in the several classes and subjects of Latin, 3,669,—increase, 844; in Greek, 735,—increase, 9; in French, 1,733,—increase, 4; total in Arithmetic, 5,491,—increase, 104; total in Algebra, 2,468,—decrease, 35; total in Euclid, 1,857,—increase, 92; in the first four Rules of Arithmetic, reduction and fractions, 1,461,—decrease, 52; in higher rules of Arithmetic, 4,030,—increase, 156; in the first four rules of Algebra, 1,165,—increase, 298; in higher rules in Algebra, 1,303,—decrease, 334; in Euclid, Books I and II, 1,149,—increase, 131; in Euclid, Books III and IV, 708,—decrease, 39; total in Geography, 5,281,—increase, 318; in Ancient Geography, 1,221,—decrease, 125; in Modern Geography, 4,996,—increase, 256; in Canadian Geography, 3,562,—increase, 596; total in History, 4,532,—decrease, 117; in Greek and Roman History and Antiquities, 1,209,—decrease, 202; in other Ancient History, 856,—decrease, 19; in English History, 3,639,—decrease, 194; in Canadian History, 1,696,—increase, 208; total in Physical Science, 2,429,—decrease, 482; in the Elements of Natural History, 931,—increase, 322; in the Elements of Natural Philosophy and Geology, 1,851,—decrease, 334; in the Elements of Physiology and Chemistry, 898,—decrease, 735; Total in writing, 4,962,—increase, 176; who write well, 2,563,—decrease, 231; who write indifferently, 2,399,—increase, 407; in Book



Keeping, 1,265,—increase, 17; in Drawing, 555,—decrease, 120; in Vocal Music, 718,—decrease, 184. I may remark that during the year 1865 the revised Programme of Studies for the Grammar Schools was gradually introduced into many Schools, although it did not come into general operation until 1866. This circumstance will account for the large increase of Pupils in Latin, and a decrease in some other branches,—the younger Boys taking Latin and deferring some other subjects to a more advanced period of the Course. The year 1865 was a year of transition; the full effects of the change will not be seen until the Reports of 1866 shall have been received.

IX. Table I.—Grammar School Masters—Miscellaneous Information.

This Table contains the Return of the name, College, Degree, and Salary of each Head Master of a Grammar School, and the date of his appointment; the number of Teachers employed in each School; the kind of School House, title, and value of School Property; the number of Schools in which the Bible is read and Prayers daily are offered; number of Schools united with Common Schools; number of months each School is kept open; number of Schools furnished with Maps, Globes, Blackboards, and complete sets of Apparatus; estimated value of Library Books, Apparatus and Furniture; number of School in which Gymnastics and Military Drill are practised; number of Pupils who have obtained Prizes at Examinations during the year, or who have matriculated at any University, and with what honours, or who have been admitted into the Law Society. The Table is referred to for information on all these subjects in regard to each Grammar School in Upper Canada.

X. Table K.—Meteorological Observations in the Grammar Schools.

Instead of giving many Abstracts from the Observations for 1865, at the Meteorological Stations, I desire to offer the following explanatory remarks: The Consolidated Grammar School Act provided that the Head Master of each Senior County Grammar School in Upper Canada should take certain Observations, in accordance with prescribed Instructions, and that the County Councils should defray the cost of the necessary Instruments. Abstracts of the Observations were to be forwarded by the Observer, monthly, to the Chief Superintendent of Education at Toronto. The Senior Schools, (i. e. those situated in the County Town of each County,) had, under a previous Enactment, been especially privileged by a preference over the Junior Schools in the distribution of the Grammar School Fund. As the Law did not connect the increased Grant with the performance of the duty of recording Meteorological Observations, and as many of the County Councils neglected to make any appropriation for the purchase of the necessary Instruments, although in all cases, one half of the cost was paid by the Department, the result ensued that several of the Senior Schools were never provided with the Apparatus, and many of those Stations, for which the Instruments were provided, made the Returns in a desultory and unsatisfactory manner, which rendered the publication of a connected series impossible. There were, however, Observers, to whom this remark does not apply, and who continued to send valuable Abstracts which are preserved in the Education Office.

In 1865, the Grammar School Improvement Act, for the passage of which efforts had been annually made, was at length passed, and contained the following Section:—

11. Each of the Grammar School Meteorological Stations, at which the daily Observations are made, as required by Law, shall be entitled to an additional Apportionment out of the Grammar School Fund, at a rate not exceeding Fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly Abstracts thereof are furnished to the Chief Superintendent of Education, according to the Form and Regulations of the Department of Public Instruction, but the number and locality of such Meteorological Stations shall be designated by the Council of Public Instruction, with the approval of the Governor-in-Council.

Under this provision, His Excellency the Governor-in-Council, on the recommendation of the Council of Public Instruction for Upper Canada, has authorized the establishment of Meteorological Stations at the following Grammar Schools:—Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke.\*

Of these, all but Goderich have applied for and obtained the required Instruments, and are in working order. It is hoped that all the ten Stations will shortly be in a position to send regular and accurate Returns of their Observations; and, as provision has been made for remunerating the Observers for their work, those Gentlemen may fairly be expected to give the necessary time and attention to the subject.

It will be seen, from the subjoined extracts from Correspondence on the subject, that the Smithsonian Institution at Washington, which collects and publishes a vast quantity of valuable Meteorological Records, has, with great generosity, forwarded to this Department a copy of its last Annual Report, and of the large Volumes of Meteorological Results, as a Gift to each of the Grammar School Stations in Upper Canada. These Books, (which are being sent to the Stations, as opportunity offers,) will, no doubt, be examined by each Observer, with great pleasure and attention, and it is hoped that a new encouragement will be felt in performing a work which is shown to be so important, and which is now being energetically carried on by great numbers of scientific men in all parts of the World. The following Instruments are used at each Station:—

One Barometer, one Maximum and one Minimum Thermometer, Wet and Dry Bulb Thermometers, one Rain Gauge and Measure, one Wind Vane.†

Observations are taken at 7 a.m. and at 1 and 9 p.m. daily except Sundays. The Self-registering Thermometers are read at 9 o'clock, p.m. The Rain is measured in the Gauge at 1 o'clock p.m.

Full Abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly Report of certain Observations, which are prepared for publication in any local Newspaper, which the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observer's Reports are arranged and preserved for further investigations.

The following is the Correspondence with Doctor Joseph Henry, Secretary of the Smithsonian Institution at Washington, to which reference is made above:—

I have the honour to state, in reply to your Letter of the 10th ultimo, that the Legislature of the Province has, at the instance of the Chief Superintendent of Education, authorized the establishment of a Meteorological Station in every County in Upper Canada, in connection with the Department of Public Instruction, the Observers being the Head Masters of Grammar Schools. The following Instruments were obtained from England for each Station: Barometer by Negretti and Zmra; Dry and Wet Bulb Thermometers by the same; and maximum and minimum Thermometers by the same and by Casella. These Instruments were compared with Standards at the Kew Observatory, by Mr. Glaisher, and again at the Toronto Observatory, by Mr. Kingston. They are excellent Instruments, and may be relied on. Each Station is also supplied with a Wind Vane and Rain Gauge. Full Instructions and Tables, together with Forms for periodical Reports, are provided for the Observers.

As some of the Counties have hesitated to pay for the Instruments, and, in others, the Observations were not duly taken, it was deemed necessary in 1865 to obtain further Legislation and new Regulations on the subject. Although some Observers faithfully performed their duty, under the former system, it was found that more satisfactory results would be obtained by restricting the number of Stations and making a pecuniary allowance to Observers for their labours. Our Stations are now ten (10) in number, situated

\* For an Outline Map, showing the position of the original as well as these Meteorological Stations, see page 148 of the Twelfth Volume of this Documentary History.

† These Instruments were supplied by Messieurs Negretti and Zmra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the Stations, together with Registers and Forms for Abstracts, from the Educational Depository, Toronto.

at the most favourable points between Longitude 83° West, and Latitude 42° and 46° North. The Observers are educated men, and Graduates of Universities. Arrangements have also been made for the careful examination and comparison of the Records of the Observations at this Office. The results will appear monthly in our official *Journal of Education*.

I send, herewith, copies of some recent Regulations which we have issued to our Stations.\*

As our Meteorological Establishments are now being placed on a most satisfactory footing, we may hope to contribute information of a permanent value, and your Institution would confer a favour on this Department by sending us as complete a series of its Meteorological Reports for our Observers,—with any papers bearing on the subject,—as it may be able to afford.

TORONTO, March 26th, 1865. J. GEORGE HODGINS, Deputy Superintendent of Education.

The following was the Reply received to this Letter:—

We are much interested in your Letter of the 26th ultimo, in which is contained an account of the improvements lately made in your system of Meteorology. I had prepared some remarks in regard to this subject for insertion in the Annual Report for 1865, which I am now enabled to render more definite, by the facts you have given me.

\*1. DEPARTMENTAL REGULATIONS FOR THE METEOROLOGICAL STATIONS OF UPPER CANADA.

Each Observer, at the Grammar School Stations, is required,—

- I. To adhere strictly to the directions contained in the Book of "General Instructions for making Meteorological Observations.
  - II. To follow carefully the instructions in the "Synopsis of Daily Routine of Observations."
  - III. To keep accurately the following Registers:
 

First Book.	}	Form A—The Ordinary Daily Registry Book.
		Form B—The Daily Register of certain Quantities for the Month.
		Form C—Monthly Abstracts of Meteorological Observations.
Second Book.	}	Form D—The Monthly Abstract continued.
		Form E—The Annual Summary of Meteorological Observations.
Third Book.		The Meteorological Record Book, Upper Canada.
  - IV. To transmit punctually to the Education Department, at the close of each Month, duly certified, the following Abstracts,—of which Forms are issued for that purpose:
    1. Form C.—Monthly Abstract of the Daily Record of Meteorological Observations.
    2. Form D.—Monthly Abstract of the Daily Record of Barometer, Temperature, Auroras, Meteors, etcetera;—and at the end of the year, as above.
    3. Form E.—Containing an Annual Summary of Meteorological Observations at the Station.
  - V. To receive back and promptly return, duly corrected, any of the Abstracts, or Forms, returned for correction. (N.B. These Returns are to be prepaid by the sender with a one cent stamp, as authorized by the Honourable the Postmaster General.)
  - VI. All Instruments and Registers, after the first supply has been furnished, are to be procured from this Department at the cost of each Station. The Monthly and Yearly Forms to be transmitted to the Department are supplied gratuitously to the Observers on their application.
  - VII. One-third of the maximum sum allowed by law to each Station will be paid by the Department at the end of the first half year, on receipt, at the times specified, of the foregoing, and such other Abstracts as the Department may require, provided they are found to be correct and prepared in accordance with the Instructions which have been issued on the subject. The remaining two-thirds of the allowance will be paid at the end of the second half year, on receipt of the Monthly and Yearly Abstracts, on the same conditions as above.
- N.B. The omission to take and record Observations during any one Month, or portion of a Month, will subject the Station to a loss of Thirty Dollars;—or the failure to transmit regularly to the Department the required Monthly, or Yearly, Forms, will subject the Station to the loss of the allowance for the half-year during which the omission, or failure, takes place.

SYNOPSIS OF THE DAILY ROUTINE OF OBSERVATION.

- HOURS OF OBSERVATION: Seven a.m.; One p.m.; and Nine p.m.
- I. BAROMETER. 1. Gently tap the tube. (Section I., Article 1, page 5, of the General Instructions for Making Meteorological Observations at the Grammar School Stations in Upper Canada, 1857.)
  2. Read the attached Thermometer.
  3. Adjust the Cistern.
  4. Adjust the Index.
  5. Read the Scale and Vernier.
  - II. THERMOMETER. 1. Read the Dry-bulb Thermometer. (Section I., Article 2, page 7 of General Instructions.)
  2. Read the Wet-bulb Thermometer. (Section I., Article 7, page 10, of General Instructions.)
  3. Repeat the reading of the Dry-bulb Thermometer. (Section I., Article 7, page 11, of the General Instructions.)
  - III. WIND AND CLOUDS. Note the direction and velocity of the Wind; the amount of cloudiness; the general appearance of the sky, including the class, distribution, and motion of the clouds, (See note below), with the state of the Weather generally.
- NOTE.—(1) In the column headed "Clouds in motion," in Monthly Abstract, Form C, instead of describing the class of clouds, Observers should enter the point of the Compass from which the clouds are moving. If the clouds seem to be stationary, write "calm," if there be no clouds, write "clear." As in the case of Wind, the direction will be indicated by the nearest of the eight principal points. Attention is called to the fact that, in many instances, Observers, instead of invariably entering the letters which indicate the Wind's direction in the column headed "Wind direction," have, here and there, supplied their places by a blank or stroke (—), thus leaving the direction uncertain. This substitution of a stroke for the proper letters should be avoided, and if the Observation has been omitted the fact should be notified on the paper.
- SPECIAL. 1. At 1 p.m. measure the Rain in the Gauge (Section I., Article 8; Section III.)
  2. At 9 p.m. read the Maximum and Minimum Thermometers, and re-set them, (Section I., Articles 4, 5, page 8.)

I shall also publish your Letter as a part of the Appendix to the Report, and will add to it the recent Regulations which you have adopted.

We shall make up a package of such of our Meteorological publications as have escaped the fire, and among the number will send a copy of the large Volumes of "Meteorological Results" for each of your ten Stations.

There is a prospect, now that the Civil War has ceased, and the number of permanent Military Posts of the United States are to be increased, at which Observations are to be taken, that we shall be able to re-organize our combined system of Observations on an improved and more reliable basis.

JOSEPH HENRY, Secretary of the Smithsonian Institution.

WASHINGTON, April 3rd, 1866.

I purpose to insert in my future Annual Reports, the monthly results of the Meteorological Observations taken at the ten Stations now authorized by Law. In the meantime, I give in this Report, the results of the Observations for 1865, taken at the Stratford Grammar School Station—the most perfect of any reported for the last year. [Not inserted; but they can be seen in the Appendix to the House of Assembly Journals].

#### XI. *Table L.—Operations of the Normal and Model Schools.*

This Table presents a condensed statistical view of the operations of these important Institutions since their establishment in 1847. They were not designed to educate young men and women, but to train Teachers, both theoretically and practically, for the general work of conducting the Schools of the Country. They are not constituted, as are most of the Normal Schools in Europe, and many in the United States, to impart the preliminary education requisite for teaching, as well as for other transactions of business. That previous preparatory education is supposed to have been attained in the many Public, or Private, Schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools therefore is, to do for the Teacher what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer,—to teach him, theoretically and practically, how to do the work of his Trade, or Profession. No inducements are presented to anyone to apply for admission to the Normal School, except those who wish to qualify themselves for the profession of teaching; nor is anyone admitted except those who declare, in writing, their intention to pursue the profession of teaching, and that "their object in coming to the Normal School is better to qualify themselves for their profession,"—a declaration similar to that which is required for admission to Normal Schools in other Countries. Nor is any Candidate admitted without passing an entrance Examination equal to what is required for an ordinary Second Class Teacher's Certificate by a County Board. The great majority of Candidates are those who have been Teachers, and who possess County Board Certificates of Qualification,—many of them First Class Certificates.

The Model Schools, (one for Boys, and the other for Girls, each limited to 150 Pupils, each Pupil paying a dollar per month, while the Common Schools of the City are free), are appendages to the Normal School. The Teachers-in-Training in the Normal School, divided into Classes, spend some time each week in the Model Schools, where they first observe how a Model School, teaching Common School subjects, is organized and managed, how the several subjects are taught, and they, at length, act as Teachers themselves, and as Assistants, under the observation and instruction of the regularly Trained Teachers of the School, who also report, from day to day, the attention and aptitude of each Teacher-in-Training for teaching, governing Pupils, commanding the attention of Pupils, etcetera.

#### XII. *Table M.—Other Educational Institutions in Upper Canada.*

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered, in order to form a correct idea of the state and progress of education in the Country. Table M contains

an abstract of the information collected, respecting these Institutions,—omitting the names of Cities, Towns and Villages where they are established. Whole number of Colleges, 16; number of Students, 1,820; amount of Annual Income, or Legislative Aid, \$150,000; amount received from Fees, \$44,000. Number of Academies and Private Schools, 260,—increase, 5; number of Pupils, 5,966—increase 148; number of months open 10; number of Teachers, 410—increase, 34; amount of Fees received, \$50,899,—increase, \$2,128; total number of Colleges, Academies and Private Schools, 276,—increase, 5; total number of Students and Pupils, 7,786,—increase, 148; total amount received and expended from all sources, \$244,899,—increase, \$2,128. The information respecting these Institutions cannot be considered complete, as it is only obtained and given voluntarily.

XIII. *Table N.—Free Public Libraries, Prize Books, etcetera.*

These Libraries are managed by the local Municipal Councils and School Trustees, under General Regulations, established, according to Law, by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers, both in Europe and the United States, at as low prices as possible; and a carefully prepared classified Catalogue, of about four thousand Works, (which, after Examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section and to the Council of each Municipality. From this select and comprehensive Catalogue, the Municipal, or School, Authorities, desirous of establishing, or increasing a Library, select such Books as they think proper, and receive from the Department not only the Books at cost prices, but an Apportionment of one hundred per cent. upon the amount which they provide for the purchase of such Books. None of these Books are sold by the Department to any private parties, except to Teachers and Local Superintendents for their professional use.

The number of Volumes sent out for free Public Libraries during the year was 3,882, on the subjects of History, Zoology, Physiology, Botany, Phenomena, Physical Science, Geology, Natural Philosophy, Manufactures, Chemistry, Agricultural Chemistry, Practical Agriculture, Literature, Voyages, Biography, Tales and Sketches of Practical Life, School Teaching and Management, besides 44,601 Volumes of Prize Books, to encourage and reward meritorious Pupils in the Schools. The number of Volumes for Public Free Libraries thus procured and sent out by the Department during the thirteen years that this branch of the School System has been in operation is 212,365,—an average of 16,105 Volumes per year. These Volumes are on several subjects, as follows:—History, 36,927 Volumes; Zoology and Physiology, 14,289; Botany, 2,617; Phenomena, 5,655; Physical Science, 4,420; Geology, 1,893; Natural Philosophy and Manufactures, 12,132; Chemistry, 1,449; Agricultural Chemistry, 756; Practical Agriculture, 8,730; Literature, 20,676; Voyages, 16,940; Biography, 24,315; Tales and Sketches of Practical Life, 58,992; School Teacher's Library, 2,574,—total, 212,365. The number of Volumes procured and sent out as Prize Books in the Schools during the nine years that this branch of the School System has been established, is 210,448, besides 9,293 Volumes to Mechanics' Institutes; making a grand total of upwards of 430,000 Volumes.

XIV. *Table O.—Maps, Apparatus, Prize Books, supplied by the Department to Grammar and Common Schools, during 1865.*

The amount expended in supplying Maps, Apparatus and Prize Books for Schools, one-half being provided from local sources,—was, \$20,222,—increase, \$2,962. In every case, the articles are supplied on the voluntary application of School Authorities, who provide and transmit one-half of the amount required for the purchase of the Maps required. The following is a summary Statistical Statement of what has been done in this Branch of the Department to provide for the wants, and promote the efficiency of the Schools.

RECAPITULATION.

Year.	Local Contributions.		Money.		Maps of										Apparatus.			Object Lessons		Prizes Book
	\$	c.	\$	c.	World.	Europe.	Asia.	Africa.	America.	British North America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus.	Other School Apparatus.	Historical and other Lessons (in sheets).	Number of Volumes.	
Total for 1855	2,327	76½	4,655	53	135	142	108	94	106	116	95	41	467	48	546	7,690	.....	.....		
Total for 1856	4,660	43½	9,320	87	136	266	201	185	222	277	196	78	192	103	1,540	13,300	.....	.....		
Total for 1857	9,059	14	18,118	28	245	437	353	316	376	421	515	330	886	261	2,724	25,831	2,557	2,557		
Total for 1858	5,905	14	11,810	28	131	227	203	177	201	234	260	143	406	139	2,024	12,350	8,045	8,045		
Total for 1859	5,952	51	11,905	02	204	261	224	189	252	223	263	173	284	135	1,164	9,418	12,089	12,089		
Total for 1860	8,416	08½	16,832	17	218	324	260	259	280	236	401	167	339	188	1,946	12,746	20,194	20,194		
Total for 1861	8,125	57	16,251	14	156	283	228	214	244	201	357	192	349	169	1,339	9,268	26,931	26,931		
Total for 1862	8,096	89	16,193	78	154	215	195	174	190	184	245	138	317	135	200	8,555	29,760	29,760		
Total for 1863	7,945	03	15,890	06	109	172	124	117	140	177	138	133	206	106	36	166	4,974	32,880	32,880	
Total for 1864	8,630	14	17,260	28	157	224	187	181	193	234	183	239	366	163	46	323	10,206	33,381	33,381	
Total for 1865	10,111	40	20,222	80	105	164	140	131	149	153	145	163	271	65	43	179	9,019	44,601	44,601	
Grand Total for 11 years.	\$79,230	10½	\$158,460	21	1,750	2,715	2,223	2,037	2,353	2,516	2,798	1,322	4,143	1,452	12,151	123,367	210,448	210,448		



I think it proper, at the same time, to repeat the following explanatory observations:—

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even in the material,) in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, etcetera. All of this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the copies and Models, purchasing certain quantities of the Articles, when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these Articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to Schools and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private Families as well as to Municipal and School Authorities all over the Country. It is also worthy of remark that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and Books procured, so that it does not cost either the Public Revenue, or the School Fund a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a Branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to public expense."

XV. *Table P.—The Superannuated or Worn-out Teachers of Common Schools.*

This Table shows the age and services of each Pensioner, and the amount which he receives. It appears that 227 Teachers have been admitted to receive aid; of whom 59 have died before, or during, the year 1865; 9 were not heard from; 5 resumed teaching, or withdrew from the Fund.

2. The system, according to which aid is given to worn-out Common School Teachers, is as follows:—

The Legislature has appropriated \$4,000 per annum in aid of Superannuated, or Worn-out, Common School Teachers. The allowance cannot exceed \$6 for each year that the Recipient has taught a Common School in Upper Canada. Each Recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 in any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing from the time of his beginning to teach, or with 1854, (when the System was established,) if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of \$5 for that year, in order to be entitled to share in the Fund when worn out.

3. The average age of each Pensioner in 1865 was 74½ years; the length of service in Upper Canada was 21½ years. No time is allowed to Applicants except that which has been employed teaching a Common School in Upper Canada; although their having taught School many years in England, Ireland or Scotland, or in the British Provinces, has induced the Council, in some instances, to admit Applicants to the list of worn-out Common School Teachers, after teaching only a few years in this Country,—which would not have been done, had the Candidate taught here, altogether, only a few years of his life. The Reports in former years contained the names of the Parties, on whose testimony the application, in regard to each case was granted, together with the County of each

Peusioner's residence. That part of the Table has been omitted to save expense in printing, although the record is preserved in the Department.

XVI. *Table Q.—Distribution of the Legislative Grant, together with the Sums raised as an equivalent, and other Moneys provided by Municipalities and Trustees.*

This Table presents a complete view of all the Moneys which have been received and expended, (and from what sources derived,) in connection with the Normal, Model, Grammar and Common Schools of Upper Canada. It may be seen at a glance on this Table that the public money has not been expended in any favoured localities, but has been expended in the Counties, Cities, Towns and Villages throughout the Province, according to population, and upon the principle of co-operation, in all cases. The people of Upper Canada provided and expended, in 1865, for Grammar and Common School purposes, \$1,667,842,—increase on the Receipts and Expenditure of the preceding year, \$69,735. This is irrespective of Colleges, Academies and Private Schools

XVII. *Table R.—Educational Summary for 1865.*

This Table exhibits, in a single page, the number of Educational Institutions of any kind, (as far as I have been able to obtain returns), the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1865 was 4,686,—increase, 91; the whole number of Students and Pupils attending them was 397,692,—increase, 12,270; the total amount expended in their support was \$1,717,206,—increase, \$80,226; the amount of balances unexpended at the end of the year was \$195,535, decrease, \$8,363. The total amount available for educational purposes in 1865 was \$1,912,741,—increase on the year preceding, \$70,863.

XVIII. *Table S.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1865, inclusive.*

It is only by comparing the character and number of Institutions of Education at different periods, the number of Pupils attending them, and the sums provided and expended for their support that we can form a correct idea of the educational progress of the Country. By reference to this brief but important Table, the Reader can ascertain the progress of Education in Upper Canada in any year, or series of years, since 1841, so far as I have been able to obtain Returns. I will take a few items for the last ten years as an illustration. In 1855, the School Population of Upper Canada, between the ages of 5 and 16 years of age, was 297,623; in 1865, it was 426,757,—increase 129,134. In 1865 the number of Grammar Schools and Pupils were respectively 65 and 3,726; in 1865, the numbers were respectively 104 and 5,754,—increase of Schools, 39, of Pupils, 2,028. The number of Common Schools in 1855 was 3,284; the number in 1865 was 4,151,—increase, 867. The number of Common School Pupils in 1855 was 222,979; the number in 1865 was 365,552,—increase, 142,573,—an average increase of 14,257 Pupils per year, while the average increase of School population was 12,913 per year. The number of Free Schools in 1855 was 1,211; the number in 1865 was 3,595,—increase, 2,384, or an average increase of 238 Free Schools per annum. The amount provided and expended for Common School purposes alone, in 1855 was \$899,272; the amount provided and expended in 1865 was \$1,355,879,—increase, \$456,607, or an average annual increase of \$45,660.

XIX. *The Educational Museum.*

Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries and every possible agency of instruction,—should, in all its parts and

appendages, be such as the People can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired, in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government, as part of the system of popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the People.

It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agriculture and other Implements, of specimens of the Natural History of the Country, casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the Busts of some of the most celebrated characters in English and French history; also copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. These objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed that, as "people of taste, going to Italy, constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity, or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of *Rafaële* and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by means of Models, Objects and Publications collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable in numbers before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

#### XX.—*Reports of Local Superintendents of Common Schools.*

I need do little more than repeat the remarks I made under this head in my last Report.

1. *Value of these Extracts.*—I refer to Appendix A for extracts from Reports of Local Superintendents of Schools in Townships, Cities, Towns and Incorporated Villages,

—a most important and essential part of my Report,—as containing a practical exposition of the actual working of the School System in nearly five hundred Municipalities in Upper Canada. The Local Superintendents, in many Townships, and in several Villages, Towns, Cities, and even Counties, have made no remarks in transmitting their statistical Reports. It may, however, be fairly assumed that what is stated in the Extracts given, is applicable to all the Municipalities. The value attached to the Local Reports, in the oldest and most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from Local Reports.

2. These Extracts show the inner life and practical working of the School System. These Extracts from Local Reports, which I have given impartially, as is clear from the diversity of sentiment in them, contain the language and sentiments of Persons appointed and paid by the local and elected and Municipal Corporations. They state, from personal observation and experience, the working of the School System, its obstacles and defects, and the views and feelings which more, or less, prevail among the People in the various Sections of the Province. These Extracts also exhibit the inner and practical life of the People in several respects, especially in new Settlements, as well as that of the School System; the various hindrances to its operations, from newness of Settlements and poverty in some instances, from ignorance and indifference in others; the noble way in which People exert themselves, generally, to educate their Children. The different working and results of the same School System, and of the same measure in the different Townships, Cities, Towns, and Villages, show how far the obstacles to its progress arise from any defects in the System itself, or from the disposition, intelligence, or circumstances, of the People, and of their elected Trustees. These Extracts further illustrate the local voluntary character of the School System, which, like the Municipal System, is a power and agency given to the People to manage their own affairs in their own way, doing, or spending, much, or little for the education of their Children, as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a social help to those who endeavour to help themselves in the great work which lies at the foundation of the Country's freedom and progress.

3. In addition to the foregoing considerations, these Extracts from Local Reports present several other important facts connected with the operation of the School System.

*First.—Importance and Office of County Boards.—Progress.—*Third Class Certificates should be limited, and given only in extreme cases. They exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the examination of Teachers and give them Certificates of Qualification. It is essential to the elevation of both the Teachers and the Schools that there should be the highest possible standard of the qualifications of Teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their examination of Teachers in the subjects of the official Programme, and give Certificates of Qualification to Teachers who pass any sort of examination, they send forth into their respective Counties, with their endorsement, Teachers unfit to take charge of their Schools, unable to teach many of the more advanced Pupils in the recognized subjects of a Common School Education; they thus wrong individuals, who are taxed for the support of the Schools, degrade the office of the Teacher, and bring a really unqualified Teacher into competition with one well qualified, to his injury and to the great injury of the Schools themselves. If, on the contrary, County, or Circuit, Boards are thorough in their examinations, and will give a Certificate of Qualification to no Teacher who does not come up fully to the prescribed standard, and will not give a Third-class Certificate to any Teacher, except from one Board Meeting to another, and only for one School, and that only on the application of the Trustees of such Section, satisfying the Board of their inability to employ a Teacher of higher qualifications,—if County and Circuit Boards will thus act intelligently and patriotically for their respective Sections of

County, the office of Teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy Members, and the efficiency of the Schools will be proportionably promoted. No programme of examination, however high, can elevate the character and qualifications of Teachers without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction. They are the practical Guardians of the Schools, so far as the character and qualifications of Teachers are concerned. It is a maxim founded on experience that the "Teacher makes the School," and it is the County and Circuit Board that (legally) "make the Teacher." I earnestly hope the County Boards will advance in the noble cause which so many of them seem to have pursued during the last year, and the Schools will soon be freed from the nuisance of an incompetent Teacher, who often obtains a Second, or Third, Class Certificate through the laxity of some County, or Circuit, Board, and then sneaks from one School Section to another endeavouring to supplant some really competent and efficient Teacher, by offering to teach at a lower salary; and when such supplanter meets with Trustees as mean as himself, a really worthy Teacher is removed to make way for an unworthy one, to the great wrong of the more advanced Pupils and their Parents, and to the great injury of the School. Such a Teacher is unreasonably dear at the lowest price; and if any Corporation of Trustees can yet be found to sacrifice the interests of the Children committed to their Trusteeship by employing such a Teacher, it is to be hoped that no County, or Circuit, Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a Teacher.

*Second.—Evils of Rate-bills.*—It is not possible for any person to read these Extracts from Local Reports without being impressed with the serious loss to the School, and many Children of any Section, by the continuance, or re-establishment, of a Rate-bill School. Whatever may be the Reader's view on the abstract question of Free and Rate-bill Schools, the perusal of these Extracts from local Reports must convince him that the Free School has immensely the advantage of the Rate-bill School; that whatever other means may be employed to secure the education of all the youth of the land, the Free School is the one absolutely essential means to accomplish that all-important end.

*Third.—Evils of employing cheap Teachers.*—These Extracts illustrate the evil of employing what are miscalled cheap Teachers. It is well known that one Horse at a cost of One hundred dollars is cheaper than one at Fifty dollars; that one Clerk at a salary of Five hundred dollars is cheaper than one at Two hundred and fifty dollars,—that one Coat at Ten dollars is cheaper than another at Five; so it is with Teachers; one Teacher at a salary of from Five to eight hundred dollars is often cheaper than another at half that salary, by teaching Children how to learn, as well as what to learn; by aiding them to form proper habits, as well as to make rapid progress. Yet, many Trustees are so deluded by a narrow minded selfishness that they act differently in the employment of Teachers from what they do in the employment of Clerks, or even Labourers, or in the purchase of the common articles in use,—they sell the priceless time and habits of Children,—not to say their principles and the social interest of their neighbourhood, for the sake of a few dollars in the Salary of the Teacher. In a United States School Report it is justly observed:

We have learned to distrust cheap things, as likely to prove most costly in the end. Contractors for cheap clothing have earned, and received, the just maledictions of the Government, while no man probably feels himself the richer for the service of this class of operators in the Market. Cheap Literature and cheap ornaments are enormously expensive at any price; but of all things, we believe cheap Teachers,—cheap as to their attainments and qualifications for the duties of the School Room,—are the most expensive luxury with which Parents ever indulged their Children. We would not deny that the merits of a Teacher are not to be measured by his Salary. Moreover, we do not forget that the most accomplished and successful Teacher was once a beginner, labouring as faithfully for the improvement of his Pupils as he does now, with five, or ten times the amount of his former Salary. But this is no reason why we should adopt a system that makes the small sum at which a Teacher can be had his chief recommendation. This is trifling with a trust that is second to none in importance. If we are sick, let us invite the novice to experiment upon our case, at the cost of health and its



blessings; if we have a fractured bone, let us commit it to the hands of one unskilled in surgery, at the expense of a life long deformity; but let us not commit the welfare of the rising generation to a mere adventurer in the art of teaching, even although he may be secured at moderate wages.

*Fourth.—Evils of changing Teachers.*—These Extracts from Local Reports illustrate also the evil of frequently changing Teachers. It is true that an incompetent Teacher, or a Teacher of bad manners, or bad morals, (if there be any such,) should be changed as soon as possible, and as soon as possible removed from the ranks of Teachers; but a faithful and efficient Teacher should be retained as a rare and valuable treasure. No College, or private School, would be considered worthy of confidence that changed its instructors once, or twice, a year; nor can any Common School prosper, or be efficient under such a System. In a Massachusetts local School Report, the Committee, while urging the retaining of the same Teachers for a number of Terms, remarks:—

The Schools of other Townships are reaping the benefit from this plan, and the course is an obvious one, for each Teacher has a way of his own, and must spend about half a term tearing down the superstructure of his predecessor, and rearing another, which perhaps is not superior to the one superseded, and a great loss of time to the School is the result.

*Fifth.—Prizes to Pupils in the Schools.*—I refer likewise to these Extracts from Local Superintendents' Reports, for illustrations of the System of School Libraries and Prizes. In some instances but little benefit appears to be derived from the Libraries, while, in the great majority of cases, the most salutary influence is exerted by them. In but one, or two, instances is objection expressed as to the distribution of Prize Books, as a reward of merit to Pupils in the Schools, and, in but four instances, is doubt expressed as to the beneficial influence of it. In these exceptional cases, the evil, if any, has doubtless arisen from an exceptional mode of distributing the Prizes,—being the act of the Teacher, or of Persons equally liable to the suspicion of partiality. But, where the examination for the Prizes for proficiency are so conducted as to give no room for the suspicion of favouritism, and where the record is so kept, and so adjudged, in regard to Prizes for punctuality and good conduct, as to be equally above any reasonable suspicion of unfairness, the distribution of Prizes, as rewards to Pupils proficiency and good conduct, must exert the most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the local Reports, as it is the universal experience of the Colleges and best Schools in both Europe and the United States. It is the order of Providence, in every day life, that while the slothful hand hath nothing, the diligent hand maketh rich; and merit and attainments are the professed grounds of all Prizes and Rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encourage diligence and good conduct in Schools, by the distribution of Prizes, (and these Prizes consisting of good Books, obtained at half price), as the rewards of successful diligence and good conduct, is to object to the principle of Holy Scripture, and the rule of Providence, as well as the universal practice of civilized mankind in all other matters of common life. The distribution of Prize Books in the Schools is the means of diffusing a great deal of useful and entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favour of diligence and good conduct among the Pupils of the Schools. In some Schools this influence may be more limited than others; but it will always be more, or less, felt for good, where the System is properly administered. There are, indeed, many murmurers and envious Persons against the wisdom, and even equity of the distribution of Divine Providence; and it would be surprising, indeed, if there were not some who would be dissatisfied and envious at the distribution of rewards and distinctions among the Pupils of the Schools; but this is no more an argument against the system of rewards and distinctions in the Schools, than in the Divine and human government of mankind.

*Sixth.—Religious Character of the School System.*—Furthermore, two of these local Reports may be referred to as illustrating the Religious aspect of the Common School



system. By the extracts generally, it will be seen that Religious Exercises obtain in a majority of the Schools, and some Religious Instruction is given in many of them. In the City of Hamilton, the Clergymen of the different Religious Persuasions have, for several years, given Religious Instructions to the Pupils of their respective Congregations, every Friday afternoon, from three to four o'clock, and with the most beneficial results. Last year two of the Clergymen of the Church of England, in the City of Toronto, have pursued the same course, in connection with two of the City Schools. What is thus done by Clergymen in the Cities, Towns, Villages, and I may add, Townships, of Upper Canada, and in connection with all the Schools,—thus illustrating the harmony of the School System with the Religious Denominations of the Country, and the Religious interests of the Pupils of the Schools, so far as their Parents and Pastors desire to promote those interests in connection with the Schools.

#### XXI. *Report of the Inspector of Grammar Schools.*

In [this Volume] will be found the Report of the Reverend G. P. Young, A.M., the Inspector of Grammar Schools. Mr. Young's Report furnishes a practical illustration of the great benefit of his inspection of the Grammar Schools, and of the salutary change and improvement which the amended Grammar School Act, in connection with such inspection, is calculated to effect in the character and operations of the Schools. It is to be hoped that this Report will be carefully read by every Grammar and Common School Trustee and Teacher throughout Upper Canada. I think every one who reads it must be impressed with the following facts:—

1. That the union of the Common and Grammar Schools is, as a general rule, an evil to both. The provisions of the Law permitting the union of Grammar and Common Schools, arose from the absence of any other means to provide for the support of Grammar Schools. That reason no longer exists, at least to the extent that it has done in past years, as the Grammar School Amendment Act of 1865 requires that a sum equal, at least, to one half the Grammar School Apportionment shall be provided from local sources, (besides proper School House accommodation), for the Salaries of Teachers. Sufficient time has not elapsed to develop the results of these provisions of the Law. But it is easy to see, from the Inspector's Report, that the efficiency of both the Grammar and Common School is greatly impaired by the union of the two. I hope the facts and remarks of this Document will impress local Boards of Trustees and Municipal Councils with the great advantage of having the Grammar and Common Schools under different Masterships and otherwise separate,—whether, under the management of the same Board, or not,—each exclusively pursuing its respective and appropriate work.

2. Another fact which the Inspector's Report brings to light is the defective manner in which the elementary Grammar of our own English language is taught in the Common Schools of even some of our Cities and Towns. I trust that the statement thus made will draw attention to this branch of Common School instruction throughout the Province.

3. The perusal of the Report must also impress Trustees and Parents with the unadvisableness,—to say the least,—of having large Boys and Girls massed together in the same day School, a subject which merits the most serious consideration of the Parents concerned, and is ably discussed by the Inspector.

The evil of pressing Girls to learn a little Latin, in order to make up the average number of ten Latin Pupils in the School, is a temporary evil, and will soon cure itself. But the circumstances connected with this fact, as here stated by Mr. Young, show how largely the Grammar Schools have been perverted to Common School purposes, and what benefits will arise in the improved efficiency of both the Grammar and Common Schools from the entrance examination by the Inspector, which is required for admission to the Grammar Schools, and the thorough manner in which this Officer discharges the onerous duties imposed upon him.

XXII. *Military Drill in the Schools.\**

What I said in my last Report on this subject may be repeated this year with renewed emphasis.

It is a well-known maxim, that "To be prepared for war is one of the most effectual means of preserving peace." The events of the last four years have drawn the attention of the Legislature and of the whole Country to this important subject. Military Exercises to some extent have formed a part of the Gymnastic instruction in the Normal and Model Schools; but, during the last two years, a Military Association has been formed among the Teachers-in-Training in the Normal School, and the Government has furnished them with the requisite Arms, on application, through Brigade Major Denison, who has visited, inspected and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent,) have, with praiseworthy intelligence and public spirit, introduced a regular system of Military Drill among the senior male Pupils of their Schools. The Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing Military Drill among the Pupils of their Central School, and the great success of it. The system of Military Drill can be introduced into the Schools of all the Cities, Towns, and Villages in Upper Canada, and perhaps in some of the larger Rural Schools; and the military training of Teachers in the Normal School, together with the large number of Persons who are being taught and certificated in the Government Military Schools, afford great facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighbouring States this subject is engaging the anxious attention of the Government and Legislature; the Military Drill is likely to become a part of the System of Education in all of the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last Session, passed a Resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of Scholars, about the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman,) to investigate the subject, and to enquire into the result of an experiment which has been tried for two, or three, years in one of the Towns of the State—the Town of Brookline. The result of the enquiry is thus stated:—

The Boys in the older Class can already be selected from their playmates by the improvement of their forms. Habits of prompt, instant and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a Soldier can be taught to the Boys during the time of their attendance at the Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State.

The Committee adds the following remarks, which are applicable to Upper Canada as they are to Massachusetts:—

The Public Schools are maintained at the public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid the defence of the Government whenever and however assailed. Surely, then, there is no incongruity, no want of reason in introducing into the Schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties which the Citizen owes to the State.

\* As to the value of Military Drill in the Schools as an aid to School discipline, see pages 93, 118, 236 of the preceding Volume of this History.

But can this be done without detriment to progress in other branches? Can it be done without loss of time? The Committee is satisfied that it can, and that thereby a large amount of practical knowledge and discipline in military affairs may be attained; and at the same time a very great saving of time and labour be effected which, under a system of adult training, would be withdrawn from the productive industry of the Country.

E. A. Meredith, LL.D., Assistant Secretary of the Province, read before the Literary and Historical Society of Quebec, in April, 1864, and has published in pamphlet form, an instructive and suggestive Paper on "Short School Time, and Military, or Naval, Drill, in connection with an efficient Militia System." This Paper embodies much curious and useful information, and many facts as to the success and effect of fewer School hours each day than those usually occupied in the Schools.

(NOTE. This Paper of Doctor Meredith is given in a subsequent part of this Volume.)

### XXIII. *Concluding General Remarks.*

I need not repeat the observations with which I concluded my last Report on School Discipline, Free Schools, and Compulsory Attendance of Vagrant and Neglected Children at School, together with the legal provisions of some Countries on the subject. I concluded that Report with observing, that,—

"Several provisions of the School Law were preparatory to a more natural state of things. From the experience of the past, the advance of society and the improved Municipal organization of the Country, I think the School Law may, in several respects, be simplified, and that the great principle of it, while inviolably maintained, may be more comprehensively and simply applied. But I purpose, and hope to be able, in the course of a few months, to make an official Tour of Upper Canada, and to confer at County Meetings and otherwise with Persons of all classes who have practical experience of the School System in each County, on the various questions relating to its working and possible improvement, when I shall be prepared to submit the results of that Conference with the People to the consideration of the Government and Legislature during its Session for 1866."

During the months of January, February and March of 1866, I made my fourth official Tour of Upper Canada, holding a Public School Convention in each County, and conferring on the various questions relating to the working, and possible improvement, of the School Law, as above indicated. It was exceedingly gratifying to witness the deep interest everywhere evinced for the advancement of universal education in the Country, the strong attachment to the School System, and the jealousy with which any proposition to interfere with it in the slightest degree was viewed. A copy of the Minutes of these Conventions will be found in Appendix D.\* The result of these free and numerous consultations, I embodied in a short Draft of Bill, which I submitted for the consideration of Government, with an explanatory Memorandum. This Draft of Bill and Memorandum will be found in Appendix E.† In view of the near approach of the Confederation of the British North American Provinces, and transfer of all matters relating to Education in Upper Canada to an Upper Canadian Legislature, it has been thought advisable to submit the further consideration of our School Law to a purely Upper Canadian Legislature, especially as there is no pressing necessity for immediate legislation on the subject. In the meantime I hope to be able to make another and final examination of the School System of other educating Countries, in order to improve the efficiency of our own School System in every possible way.

TORONTO, July, 1866.

EGERTON RYERSON.

\* They will be reprinted in a separate Chapter of this Volume.

† It will also be reprinted in a subsequent separate Chapter of this Volume.

BALANCE SHEET OF THE EDUCATION DEPARTMENT FOR THE YEAR 1865.

Receipts.				Service.				Payments.									
Cash Receipts for the year 1865.		Letters of Credit from the Finance Department. 1865.		Over expenditure on the 31st of December, 1865.		Totals.		Over expended on the 1st of January, 1865.		Cheques issued in 1865.		Deposited to the credit of the Receiver General, 1865.		Balance unexpended on the 31st of December, 1865.		Totals.	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
124	87	156,827	13	157,063	00	156,638	00	111	00	157,063	00	914	00	157,063	00		
738	93	9,704	00	9,704	00	230	06	9,365	50	105	51	2	93	9,704	00		
1,717	51	500	00	9	00	3	00	649	00	596	93			1,245	93		
		12,634	67	405	72	18,428	40	1,475	90	3,670	50			18,428	40		
		23,668	36	2,536	89	41,369	96	4,210	59	15,164	71			41,369	96		
484	23	5,400	00			6,216	31			4,078	78			6,216	31		
1,543	06	500	00			2,048	06			1,828	41			2,048	06		
1,290	00	1,000	00			2,327	77			1,634	68			2,327	77		
935	0-	2,000	00	166	66	3,101	66			2,716	66			3,101	66		
2,395	00	55,527	00			57,923	00			53,205	00			57,923	00		
\$9,227	60	19,321	06	267,761	16	3,118	27	\$4,440	65	266,318	59	24,836	77	3,832	08	299,428	69

TORONTO, 1866.

ALEXANDER MARLING, Accountant.

STATEMENT OF DEPOSITORY TRANSACTIONS FOR THE YEAR 1865.

Value of Stock on hand 1st January, 1865, at selling prices:

	\$	cts.
Maps and Apparatus .....	36,680	78
	\$	cts.
Text Books .....	6,504	70
Library Books .....	20,081	74
Prize Books .....	14,683	93
	<u>\$41,270</u>	<u>37</u>
	77,951	15
Average at 20% off selling prices .....	<u>15,590</u>	<u>23</u>
	62,360	92
Deduct 5% for depreciation .....	3,118	05
	<u>\$59,242</u>	<u>87</u>
Net value .....		
Paid for importations from 1st January to the 31st of December, 1865 .....	\$9,522	76
Paid for Books in Montreal .....	891	25
Paid for purchases in Toronto for 1865 .....	7,132	42
	<u>\$17,546</u>	<u>43</u>
Total payments for Stock .....		
Paid for freight, packing, fuel, insur- ance, salaries and all other expenses in 1865 .....	\$4,446	23
Returned .....	2	00
	<u>4,448</u>	<u>23</u>
	<u>\$21,994</u>	<u>66</u>
	\$81,237	53
Value of Stock sent out, (at selling price), during 1865:—		
Library Books .....	\$2,400	36
Maps, Apparatus and Prizes .....	20,222	80
Text Books and articles at net prices .....	3,863	13
	<u>\$26,486</u>	<u>29</u>
Value of Stock to be accounted for .....	\$54,751	24
Stock on hand at selling prices, 31st December, 1865:—		
Maps and Apparatus .....	\$32,967	46
Text Books .....	\$6,153	84
Less special depreciation 10% .....	615	38
	<u>5,538</u>	<u>46</u>
Library Books .....	18,553	49
Prize Books .....	15,793	71
	<u>\$72,853</u>	<u>12</u>
20% off .....	14,570	62
	<u>\$58,282</u>	<u>50</u>
5% depreciation .....	2,914	12
	<u>\$55,368</u>	<u>36</u>

ALEXANDER MARLING, Accountant.

TORONTO, 1866.

\$1,440 65 266,318 59 24,836 77 3,832 08 299,428 69  
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Brought forward .....	\$55,368
Value of Stock, as noted on the preceding page .....	54,751 24
Actual profit on year's business, after paying all expenses ...	\$617 12

*Memorandum.* With respect to the above Financial Statement, it may be observed that the Prize Book Stock may be regarded as almost entirely good and saleable. Most of the Apparatus is also good, but the Barometers are altogether in excess, the stock of these being fully \$1,000 too heavy, as the Meteorological Stations are not yet fully equipped. The Text Books are not very good Stock, as they are chiefly in the hands of Booksellers, but it is probable a market could be found for them.

TORONTO, December 31st, 1865.

ALEXANDER MARLING, Accountant.

## CHAPTER XVIII.

### INCORPORATION OF THE SEPARATE SCHOOL LAW OF 1863 IN THE CONFEDERATION RESOLUTIONS OF 1865.

In February, 1865, the Government of the day submitted to the Legislature the Series of Resolutions in regard to the Confederation of the several British North American Provinces, which had been adopted at a Meeting of Delegates at Quebec in October, 1864. Among these Resolutions was the following:

The Local Legislatures shall have power to make laws respecting the following subject:—Education; saving the rights and privileges which the Protestant, or Roman Catholic, minority in both Canadas, may possess, as to their Denominational Schools, at the time when the Union of the Provinces goes into operation.

When these Resolutions came up for adoption by the House of Assembly, a prolonged discussion took place, not only on the policy of the Scheme of Confederation itself, but also on the expediency of adopting the specific Resolution relating to the incorporation into the proposed Confederation Scheme of the principle of the Separate and Dissident Schools contained in the specific Resolution on the subject.

From the number of Speeches delivered in both Houses of the Legislature on the Scheme of Confederation I have selected for insertion in this Volume only those which relate specifically to the expediency of adopting the Resolution relating to Separate and Dissident Schools. I have not inserted (as a rule) any which discuss, except incidentally, the principle of Separate Schools, *per se*, as that principle was fully discussed when the Separate School Bills of 1860, 1861, 1862, and 1863 were before the Legislature. A good deal of discussion took place on the subject of giving to the supporters of Dissident Schools in Lower Canada, and those of Separate Schools in Upper Canada, equal rights and privileges before the Confederation took place. This I have also inserted.



The general consensus of opinion, in both Houses of the Legislature, on the subject (even among those who were strongly opposed to Separate Schools) was, that it was wise and expedient to incorporate in the Scheme of Confederation the Resolution relating to these and Dissident Schools.

SPEECHES RELATING TO THE SEPARATE AND DISSIDENT SCHOOL QUESTION DELIVERED DURING THE "CONFEDERATION DEBATES" AT QUEBEC IN 1865.

(*Inverted in the order in which the Speeches appear in the printed Volume of Confederation Debates*).

*The Honourable James G. Currie, in the Legislative Council:*

In 1849, the Legislature made provision for the support of Common Schools in Canada, and had set aside one million acres of the best Lands for that noble purpose. . . . In 1863, the Government of the day assented to Mr. R. W. Scott's third Bill, to amend the Taché Separate School Act of Upper Canada, passed in 1855. . . . A Mass Meeting was held in Toronto to condemn the Bill. . . . Other Meetings were held elsewhere to protest against the Bill. When it was brought up from the Assembly to the Upper House, nobody rose to move its first reading. At length when Sir Etienne Taché, who, it will be remembered, introduced the Upper Canada Separate School Bill of 1855, which passed into law, was about to assume this responsibility, Mr. McCrea, the newly elected Councillor for the Western Division, came to the rescue.

The Speaker then very improperly suggested Mr. J. A. Aikins as the Seconder, an offer which the Member for the Home Division promptly declined. No one else appearing, Mr. Letellier, a French Canadian, seconded the motion. At length the Bill passed the Second reading of the Legislative Council,—11<sup>1</sup> for, and 13 against it, being the Upper Canada vote. Thus, in spite of every temptation, Upper Canada stood true to her School System. . . .

But notwithstanding many evidences of dissatisfaction in Upper Canada with the Bill, it became law, and it remained for the present Government by this Confederation scheme, to perpetuate the law. He was surprised that the Government, constituted as it was, should become parties to such a scheme.

They had not yet done with this School Question. They proposed to protect the Protestant minority of Lower Canada, and a Petition was on the Table of the House, embodying what was desired. This was proof enough that the people were not satisfied; and whether the scheme of Confederation be adopted or not, the Government should bring in a Measure to do the Petitioners justice. Then from Upper Canada the Roman Catholics asked to be placed in a position precisely similar to that which the Protestants of Lower Canada were seeking, and, if each of these minorities were suffering injustice, why should not their complaints be redressed before the Confederation took place? Let these measures precede Confederation, and let not Parliament be asked to proceed blindfold. . . .

*The Honourable George Brown, President of the Executive Council,—*

In Confederation, the people of Upper Canada will have the entire control of their local matters, and will no longer have to betake themselves to Quebec for leave to open a Road, to select a County Town, or appoint a Coroner. But I am told that to this general principle of placing all local matters under local control, an exception has been made in regard to the Common Schools. The clause in the proposed Confederation scheme, complained of, is as follows:—

6. Education; saving the privileges, which the Protestant, or Catholic minority in both Canadas may possess, as to their Denominational Schools, at the time when the Union goes into operation.

Now, I need hardly remind the House that I have always opposed, and continue to oppose, the system of sectarian education, so far as the public chest is concerned. I have never had any hesitation on that point. I have never been able to see why all the people of the Province, to whatever Religious Sect they may belong, should not send their children to the same Common Schools to receive the ordinary branches of instruction. I regard the Parent and the Pastor as the best Religious Instructors,—and, so long as the Religious faith of the children is uninterfered with, and ample opportunity is afforded to the Clergy to give Religious Instruction to the children of their flocks, I cannot conceive any sound objection to Mixed Schools. But, while, in the Conference on Confederation and elsewhere, I have always maintained this view, and always given my vote against sectarian Public Schools, I am bound to admit, as I have always admitted, that the sectarian system, carried to the limited extent it has yet been in Upper Canada, and confined, as it chiefly is, to Cities and Towns, has not been a very great practical injury. The real cause of alarm was, that the admission of the sectarian principle was there, and that, at any moment, it might be extended to such a degree as to split up our School System altogether. There are but a hundred Separate Schools in Upper Canada, out of some four thousand, and all Roman Catholic. But, if the Roman Catholics are entitled to Separate Schools, and to go on extending their operations, so are the Members of the Church of England, the Presbyterians, the Methodists, and all other Religious Sects. No candid Roman Catholic will deny this for a moment; and in this lay the great danger to our educational fabric, that the Separate School system might gradually extend itself, until the whole Country was studded with nurseries of sectarianism, most hurtful to the best interests of the Province, and entailing an enormous expense to sustain the hosts of Teachers that so prodigal a System of Public Instruction must inevitably entail. Now, it is known to every honourable Member of this House, that an Act was passed in 1863, as a final settlement of this sectarian controversy. I was not in Quebec at the time, but, if I had been here, I would have voted against that Bill, because it extended the facilities for establishing Separate Schools. It had, however, this good feature, that it was accepted by the Roman Catholic Authorities, and carried through Parliament as a final compromise of the question in Upper Canada. When, therefore, it was proposed that a provision should be inserted in the Confederation scheme to bind that compact of 1863, and declare it a final settlement, so that we should not be compelled, as we have been since 1849, to stand constantly to our arms, awaiting fresh attacks upon our Common School System, the proposition seemed to me to be one that was not rashly to be rejected. I admit that from my point of view, this is a blot on the scheme before the House; it is, confessedly, one of the concessions from our side that had to be made to secure this great measure of reform. But, assuredly, I, for one, have not the slightest hesitation in accepting it as a necessary condition of the scheme of union, and doubly acceptable must it be in the eyes of honourable Gentlemen opposite, who were the authors of the Separate School Bill of 1863. But, it was urged that although this arrangement might perhaps be fair, as regards Upper Canada, it was not so as regards Lower Canada, for there were matters of which the British population have long complained, and some amendments to the existing School Act there were required to secure them equal justice. Well, when this point was raised in the Conference at Quebec, Gentlemen of all parties in Lower Canada at once expressed themselves prepared to treat it in a frank and conciliatory manner, with a view to removing any injustice that might be shown to exist; and, on this understanding, the educational clause was adopted by the Conference. . . .

I am further in favour of this scheme because it will bring to an end the sectional discord on the Separate School question between Upper and Lower Canada. It sweeps away the boundary line between the Provinces, so far as regards matters common to the whole people,—it places all on an equal level,—and the Members of the Federal Legislature will meet at last as citizens of a Common Country. . . .

*The Honourable T. D. McGee, in the House of Assembly:*

I have no doubt, whatever, that with a good deal of moderation and a proper degree of firmness, all that the Protestant minority in Lower Canada can require, by way of security to their Educational System, will be cheerfully granted to them by this House. I, for one, as a Roman Catholic, will cordially second and support any such amendments, properly framed. I will merely add in relation to an observation of my friend, (Honourable Mr. Brown,) on the subject of the Roman Catholic Separate Schools of Upper Canada, that I accepted for my own part, as a finality, the amended Act of 1863. I did so, because it granted all the Petitioners asked and I think they ought to be satisfied. I will be no party to the re-opening of the question; but I say this, that if there are to be any special guarantees, or grants extended to the Protestant minority of Lower Canada, I think the Catholic minority in Upper Canada ought to be placed in precisely the same position,—neither better nor worse. . . .

*The Honourable Billa Flint in the Legislative Council:*

One thing in particular, I find, has not been spoken of by any Member on the floor of this House. I refer now to the Sixth clause of the Confederation Resolutions with reference to Education. Now, honourable Gentlemen, it strikes me it was decidedly wrong, on the part of the Delegates at that Conference, to place anything in reference to the education of the people of Upper and Lower Canada in this scheme. I will give my reasons for it, and I think those reasons are good. I think it should be left fully and entirely to the people of Upper and Lower Canada to decide what is best with reference to this matter. We see already that both in Upper and Lower Canada each party is actively engaged endeavouring to press upon the attention of both Houses of Parliament the necessity of granting them greater privileges than they already enjoy. They seem to be determined to have nothing less for their Roman Catholic education than a full staff of Officers, together with Model and Normal Schools, and all the paraphernalia which attach to the present Common School System in each Province. That, which in Upper Canada was regarded as a finality in School matters, is now scouted at, and the advocates of Separate Schools go so far as to insist upon having a College; and the object is no doubt to place themselves in a position to be wholly independent of the proposed local Government of Upper Canada. So far, as I am individually concerned, in reference to Schools, I would far rather that the School System was worked out in both Provinces on the principle of the Common Schools. I see no reason why, in any neighbourhood, a portion of the children should be sent to one description of School, and a portion of the children sent to another description of School. I believe it is wrong in principle, and that the children of our common Country should grow up together, and be educated together. In our Public Schools there is nothing which would have the effect of preventing any person from sending their children to them. These are my views in reference to Schools. I believe that the effect of giving exclusive rights to certain parties has had a tendency to weaken the good feelings which should subsist between all classes of the community, and which is now seen in the demand from both sections of the Province for different systems of education.

*The Honourable James G. Currie in the Legislative Council:*

By the 6th Subsection of the Confederation Resolutions, the local Legislatures of each Province are to have the control of "Education"; "saving the rights and privileges which the Protestant or Catholic minority in both Canadas may possess," as to their Denominational Schools "at the time when the union goes into operation." I do not know whether the representations which have been made in some portions of the Country are correct—that under this Section, the Roman Catholics would be entitled to no more Schools than they have at the time of the passing of the Act? Will the Commissioner of Public Works please explain?

*The Honourable Alexander Campbell in the Legislative Council:*

By this Section of the Resolution it is affirmed that the principle of action, with reference to those Schools, which may be in existence at the time the Confederation takes effect, shall continue in operation.

*The Honourable James G. Curry, in the Legislative Council:*

But suppose no alteration is made in the Common School Law of Upper Canada,—and, as I understand, none is promised,—would the Roman Catholics be entitled to establish more Separate Schools?

*The Honourable Alexander Campbell in the Legislative Council:*

The present Act would continue to operate, and the Honourable Gentleman knows what are the rights of Roman Catholic Schools under that Act. . . .

*The Honourable Luther H. Holton in the House of Assembly:*

Before the debate is resumed, I would enquire whether it is the purpose of the Government to bring down the promised Measure on the subject of education in Lower Canada, before the House is invited to pass finally the scheme of Confederation, now under discussion? I need not say to honourable Gentlemen, that this is a matter which is regarded with a great deal of interest by a very large portion of the people of Lower Canada; and, I think, that before my honourable friend for Montreal Centre, (the Honourable John Rose,) proceeds to take part in this debate, the position of the Government upon that question should be clearly defined. . . .

*The Honourable Attorney General Cartier, in the House of Assembly:*

The question has already been answered, but the Government are ready to answer it again, if the honourable Gentleman so desires.

*The Honourable Luther H. Holton, in the House of Assembly:*

Will my honourable friend allow me to interrupt him? Perhaps it would be well, while he is asking questions of the Government, to elicit an answer to the question I have put once, or twice, touching the proposed measure of the Administration on the subject of education in Lower Canada, as it affects the English-speaking minority. Perhaps he will ascertain whether it will be submitted to the House before the final passing of the Confederation scheme.

*The Honourable John Rose, in the House of Assembly:*

Now, Sir, I come to the question adverted to by the honourable Member for Chateauguay, in reference to the educational Measure relating to Lower Canada, which the Government has promised to bring down to the House. I believe this is the first time almost in the history of Lower Canada,—and I call the attention of my honourable friends from Upper Canada to the fact,—that there has not been any excitement, or movement, or agitation, on the part of the English Protestant population of Lower Canada, in reference to the Common School question. It is the first time in the history of the Country that there has been any serious apprehension aroused amongst them regarding the elementary education of their children. I am not aware that there has ever been any attempt in Lower Canada to deprive the minority of their just rights, in respect to the education of their youth. I do not state this simply as my own opinion, or as the result of observation, which I have made alone. I have received Letters from those who have been cognizant of the Educational System in Lower Canada for many years, confirmatory of this, in the strongest degree. It was also observed and commented upon by the three Commissioners who came out from England to this Country in 1837, and who, in their Report to the Home Government, said it was one of the most remarkable circumstances that came under their notice, that they found two races, speaking different languages, and holding different Religious opinions, living together in harmony and having no difference, or ill-feeling, in respect to the education of their children. Now we, the English Protestant minority of Lower Canada, cannot

forget, that, whatever right of separate education we have, it was accorded to us in the most unrestricted way, before the Union of the two Provinces in 1840, when we were in a minority and entirely in the hands of the French population. We cannot forget, that, in no way, was there any attempt to prevent us educating our children in the manner we saw fit and deemed best; and I would be untrue to what is just, if I forgot to state, that the distribution of State Funds for educational purposes was made in such a way as to cause no complaint on the part of the minority. I believe we have always had our fair share of the Public Grants, in so far as the French element could control them, and, not only the liberty, but every facility, for the establishment of Separate Dissident Schools wherever they were deemed desirable. A single person has the right, under the law, of establishing a Dissident School, and obtaining a fair share of the Educational Grant, if he can gather together fifteen children, who desire instruction in it. Now, we cannot forget, that, in the past, this liberality has been shown to us, and that whatever we desired of the French majority, in respect to education, they were, if it was at all reasonable, willing to concede. We have thus in this, also, the guarantee of the past that nothing will be done in the future unduly to interfere with our rights and interests, as regards education, and I believe that everything we desire will be as freely given by the Local Legislature, as it was before the Union of the Canadas. But, from whence comes the practical difficulty of dealing with the question at the present moment? We should not forget that it does not come from our French-Canadian brethren in Lower Canada, but that it arises in this way,—and I speak as one who has watched the course of events and the opinion of the Country upon the subject,—that the Protestant majority in Upper Canada are indisposed to disturb the settlement made a couple of years ago, with regard to Separate Schools, and, rather to hope, that the French majority in Lower Canada should concede to the English Protestant minority there, nothing more than is given to the minority in the other section of the Province. But still, it must be conceded, that there are certain points where the present Educational System demands modification,—points in which the English Protestant minority of Lower Canada expect modification. I would ask my honourable friend, the Attorney General East, whether the System of Education, which is in force in Lower Canada at the time of the forthcoming proclamation in regard to Confederation, is to remain and be the System of Education for all time to come; and that whatever rights are given to either of the Religious sections shall continue to be guaranteed to them? We are called upon to vote for the Resolutions in ignorance, to some extent, of the guarantees to be given by subsequent legislation, and, therefore, my honourable friend will not take it amiss if I point out to him where the Protestant minority desire a change, with a view of ascertaining how far the Government is disposed to meet their views by coming down with a Measure, in which these changes may be embodied. The first thing I wish to mention has caused a good deal of difficulty in our present System, and that is, whether non-resident proprietors shall have the same right of designating the class of Schools to which their taxes shall be given as have actual residents. That is one point,—whether a person living out of the School district, or Townships, shall not have the same privilege of saying that his taxes shall be given to a Dissident School, as if he resided upon the property. A second point is, with reference to Taxes on the property in incorporated companies. As it is now, such Taxes go in a manner which is not considered satisfactory to the minority of Lower Canada. What I desire to ascertain is, whether some equitable provision will be made, enabling the Taxes on such property to be distributed in some way more satisfactory to the Taxpayers or Companies paying Taxes,—perhaps, in the same way that the Government Grant is. Some have urged that it should be left to the Directors of such Companies to indicate the Schools to which such Taxes should be given, while others think that each individual Shareholder of the Company should have the right to say how the Taxes on his property should be applied. I am inclined to think the latter method would be found utterly impracticable. I confess it is an extreme view,



and I do not think we could expect that. But I do think there ought to be some more equitable way of appropriating the Taxes on such property. These are two points, of perhaps inferior importance to the third, and that is, whether a more direct control over the administration and management of the Dissident Schools in Lower Canada will not be given to the Protestant minority; whether, in fact, they will not be left, in some measure, to themselves. I am quite well aware that this is a question that concerns both Roman Catholics and Protestants, for I believe that about one-third of the Dissident Schools are Roman Catholic Schools.

*The Honourable Mr. Holton:*

Dissident, on account of language.

*The Honourable Attorney General Cartier:*

Well, not on account of language; there is no difficulty on account of that.

*The Honourable John Rose:*

The question relates to all Dissident Schools, from whatever cause they may have been led to dissent. The remedy can be made to apply equally to all. I do not ask what precise Measure will be brought down, but I do think the Protestant Taxpayer ought to have more control than they now possess. . . .

*The Honourable Attorney-General Cartier:*

Now, with regard to the third enquiry, I am ready also to answer my honourable friend from Montreal Centre, that it is the intention of the Government that in the proposed law, there will be a provision, that will secure to the Protestant minority in Lower Canada such management and control over their Dissident Schools as will satisfy them. Now, with regard to my honourable friend from Chateauguay, (Mr. Holton,) who said that there were Dissident Schools on account of language.

*The Honourable Luther H. Holton:*

The honourable Gentleman must have misunderstood what I said. The honourable Member from Montreal Centre, (Mr. Rose,) was saying that there were Dissident Schools on account of Religion. I merely suggested that there might be Dissident Schools, on account of language. There was nothing in the law to prevent it. There might be Roman Catholic Dissident Schools in Municipalities where the majority of the People was Protestant.

*The Honourable Attorney-General Cartier:*

The honourable Member for Chateauguay, (Holton,) has the laws of Lower Canada in his possession. Well, he will not find there that there is any such thing as Roman Catholic, or Protestant, Schools mentioned. What are termed in Upper Canada "Separate Schools," come under the appropriate words, in Lower Canada, of "Dissident Schools." It is stated that where the majority is of either Religion, the Dissident minority,—either Roman Catholic, or Protestant,—have the right to establish Dissident Schools. In the Cities, the majority, being Roman Catholics, the Dissident Schools are Protestant, but, in the Townships, the majority is sometimes Protestant, and then the Dissident Schools are Roman Catholic.

*Mr. J. H. Pope:*

What will be the provision made, where the population is pretty sparse, as in some parts of my County? Will you allow the minority of one Township to join with a neighbouring Township for the purpose of establishing a Dissident School?

*The Honourable Attorney-General Cartier:*

Yes. There will be a provision enabling the minority to join with their friends in a contiguous Municipality, in order to make up the requisite number.

*The Honourable John Sandfield Macdonald, in the House of Assembly:*

While the Government is in a communicative mood, I think it is of some importance that we should know whether it is the intention of the Government to extend the same rights and privileges to the Roman Catholic minority of Upper Canada that are to be given to the Protestants of Lower Canada



*The Honourable Attorney-General Cartier:*

I cannot do my own work and the work of others. The Honourable Attorney-General for Upper Canada is not present, but I have no doubt that, on some future occasion, he will be able to answer my honourable friend from Cornwall.

*The Honourable John Sandfield Macdonald:*

In the absence of the Honourable Attorney-General West, perhaps the Honourable President of the Council, (Mr. George Brown,) will be kind enough to give us the desired information?

*The Honourable George Brown:*

If my honourable friend wants an answer from me, I can only say that the provisions of the Common School Bill relating to Upper Canada have not yet been considered by the Government. As soon as a Bill is framed, there will be no delay in laying it before the House.

*The Honourable Charles Alleyne:*

I sincerely hope that the Government may feel disposed to grant to the Roman Catholics of Upper Canada the same privileges they have just promised to the Protestants of Lower Canada.

*The Honourable John Rose:*

The manner and spirit in which the Government have given explanations on the subject ought to be satisfactory to the people of Lower Canada of the Protestant Religion. The liberal manner in which they have dealt with them in the past, gives us every reason to be convinced that we will receive justice. I have no hesitation in saying that I have full confidence that the Lower Canada section of the Administration will deal with us in a fair and liberal spirit. I have confidence in my honourable friend, the Minister of Finance, (Mr. Galt,) and my honourable friend, the Attorney-General East, (Mr. Cartier,) and I am glad to learn that he will give all proper consideration to that financial question, and deal with the distribution of the Assessment of commercial companies in a satisfactory manner. I hope the Minister of Finance, (Mr. Galt,) will be disposed to go further, and deal in a similar spirit with the endowment of Colleges.

*The Honourable Luther H. Holton:*

Bring the pressure to bear, and you will get it. Now is the time, before the Confederation scheme comes to a vote.

*The Honourable John Rose:*

Well, it happens that my honourable friend from Chateauguay, (Mr. Holton,) and myself hold very dissimilar views respecting the importance of Confederation. If I were disposed to follow such tactics, I might possibly profit by his advice. But I am inclined to overlook a great many things, on which my honourable friend would hesitate, for the purpose of seeing so important a measure carried out. While I have every confidence in the present Government, I feel that we may expect as much justice at the hands of the Lower Canada Local Parliament as from any Government of United Canada that we ever had. We have never yet had occasion to appeal to the Protestant majority of Upper Canada for help; and, if we ever should deem it proper to do so, I have no reason to believe that we should receive more attention than our wants received at the hands of the Roman Catholic majority of Lower Canada. Now, sir, so far as the three questions to which I have made allusion are concerned, the apprehensions of being shut out from the General Government,—being handed over to the French in the Local Parliament of Lower Canada, and our educational rights being interfered with, I feel every assurance that the spirit of the answers just given will be carried out.

*The Honourable John Sandfield Macdonald:*

And there is another point on which, as yet, we have had no information beyond what was given to-night, when the honourable member for South Oxford, (Mr. Brown,) answered me in his curt way. The Government may as well, at an early date,—(I mean the portion of the Government who will have to speak for Upper Canada,

and who are especially responsible for the acts of the Administration, with reference to that section of the Province,)—give their attention to the question, how far the Roman Catholics of Upper Canada are to be placed in the position of maintaining their Schools and claiming their portion of the Public Funds, and enjoying, generally, the same privileges which are to be enjoyed, according to the declaration of the Honourable Attorney-General East, (Mr. Cartier), by the Protestants of Lower Canada. I express no opinion at this time, as to the propriety of the demands made by the Protestants of Lower Canada, or as to what I shall be prepared to do, when that question comes up. Nor do I express now any opinion as to the propriety of giving to the Roman Catholics of Upper Canada more rights than they have. But I say the Government ought to address themselves at once to the question, whether they are to make the same provision for the Roman Catholics of Upper Canada as for the Protestants of Lower Canada. This is a matter which comes home to the feelings of the Roman Catholics of Upper Canada, and they have here at this moment Delegates to express their opinions. No doubt, to enforce what they conceive to be their own rights, they will use as a lever the proposition to extend to the Protestants of Lower Canada the privileges which they claim as their due. And depend upon it, that when the time comes for the Protestants of Lower Canada to ask what they assert to be their rights, they will be expected to stand up also for the Roman Catholics of Upper Canada, and to deal out to them the same justice which they expect the Roman Catholics of Lower Canada to extend to them.

*The Honourable George Brown:*

My honourable friend, (Mr. J. S. Macdonald), from Cornwall, does not, of course, agree himself with the views he is now urging. I think he ought to wait until the parties he speaks for ask him to express their views, or allow them to get, as their advocate, one who does share their views. He surely does not want to urge views upon us, in which he does not sympathize himself.

*The Honourable John Sandfield Macdonald:*

Is my honourable friend, Mr. Brown, ignorant of the Resolutions which have been passed by the Roman Catholics of Upper Canada? Is he ignorant that Vicar-General McDonnell of Kingston is here, at the Palace, to give effect to them? And does he say that, whatever opinions I may entertain on the question, I must not presume to ask the Government to state their intentions with regard to it? Their answer should not be delayed on the plea set up by the President of the Council, (Mr. Brown), that they are to consider the matter. It is a matter worthy of consideration, and I press it on the attention of the Government, in order that they may be prepared, for it must come.

*The Honourable Alexander Mackenzie:*

What must come?

*The Honourable John Sandfield Macdonald:*

The question must be brought up in this House.

*The Honourable George Brown:*

Well, bring it up.

*The Honourable John Sandfield Macdonald:*

I want the Gentlemen on the Treasury benches, when the question is brought up, and put to them, to be prepared to say what they are to do with reference to the Roman Catholic minority of Upper Canada, as the Attorney-General East, (Mr. Cartier), has manfully stated what he will do for the Protestant minority of Lower Canada. I have never come to this House to act as the champion of any Religious Sect. I have come to do justice to all parties, and I claim that we are entitled to understand, when it is intended to make distinctions for the benefit of the minority in one section of the Province, whether similar distinctions are to be made also for the benefit of the minority in the other section. . . .

*The Honourable Joseph Cauchon, in the House of Assembly:*

The honourable member for Hochelaga, (Mr. A. A. Dorion,) has declared that he was willing to accord to the Protestants the guarantees of protection which they sought for the education of their children; but in this, he has been forestalled by the Quebec Conference, and by the unanimous sentiment of the Roman Catholic population of Lower Canada. If the present School law be insufficient, let it be changed. Justice demands that the Protestant minority of Lower Canada shall be protected in the same manner as the Roman Catholic minority of Upper Canada, and that the rights acquired by the one and the other shall not be assailed, either by the Federal Parliament, or the local Legislatures.

*Mr. Aquila Walsh, in the House of Assembly:*

There are two, or three, questions in connection with these Resolutions, upon which I desire to offer a few remarks. One of them is that of Education. We have already had, in the course of this discussion, a good deal said on this subject. I would simply say, as one of those, who gave effect, by my vote, to the present Separate School law of Upper Canada, that, in doing so, I believed that I was according to the minority of one section of the Province what I conceived the minority of the other section were entitled to,—thus doing justice to all. It gives me, therefore, great satisfaction to observe the recognition in these Resolutions of the principle that the rights of the minorities in each section, with respect to educational facilities, should be guaranteed. I confess that, if I were living in Lower Canada, I should not feel that I was being justly treated in being called upon to contribute by taxation to the support of Schools to which I could not conscientiously send my children. I have the satisfaction of knowing that, after giving my vote upon the last Separate School Bill, and going back to my Constituents, they were fully satisfied with the explanation I gave them, and my action was endorsed by them.

*Mr. James Lyons Biggar, in the House of Assembly:*

Another question that I found a little embarrassing in dealing with the scheme of Confederation, was that of Separate Schools. The present honourable Solicitor-General for Canada West, (Mr. James Cockburn), came into my Riding and very ingeniously told the people that I was responsible for the Separate School Bill of 1863 having been forced upon them, inasmuch as I had supported the general policy of the Government, that had carried the Bill, although I had voted with the honourable Gentleman against the Bill in all its stages, from the beginning to the end. They were satisfied, however, when I told them that I was prepared to vote to rescind the amendments to the Separate School Bill, as introduced by Mr. R. W. Scott. Now, as these Resolutions propose to perpetuate Separate Schools in Upper Canada for all time to come, I feel that they would conflict with the pledges that I have made to the people, and I cannot support them. I was a little surprised to find the Honourable President of the Council, (Mr. George Brown), get up and say that he did not fear any of the evil results that might proceed from the present Separate School Bill. Was that the language of the honourable Gentleman in 1862? Was that the way the subject had been treated in the columns of *The Globe* newspaper, when the Bill was being discussed in 1862 and 1863? Every Member of this House will remember how the thirteen Members were spoken of in *The Globe*, in 1862, for having had the courage to vote against the second reading of Mr. R. W. Scott's Separate School Bill of that year,—when 95 Members of the House were willing to vote for its Second reading,—and, in 1863, when the Bill of that year was being passed into law by the Macdonald-Si... Government,—how the Members were warned to be true to their pledges, no matter what might become of the Government. Even Doctor Ryerson, the Chief Superintendent of Education for Upper Canada, who had devoted twenty years of the best of his life in perfecting a system of Education, was denounced in the columns of *The*

*Globe* as a deserter of the best interests of Education in Upper Canada, for having consented to the amendments, as proposed, in Mr. Scott's Separate School Bill.

*Mr. William Ferguson, in the House of Assembly:*

I am sorry, for instance, for one thing,—that the clause relating to the general education of the people of this country was inserted in its present shape into the Confederation Resolutions. I am sorry the Separate School System is to be retained for Upper Canada. I am sorry that bone of contention is to be incorporated into the permanent Constitution of this Country. Though 52,000 Roman Catholic children in Upper Canada attended School in 1863, no more than 15,000 of them ever availed themselves of the Separate Schools.

A voice.—You are wrong.

*Mr. Ferguson.*—No, I beg the honourable gentleman's pardon, I am not wrong. I take the figures of the Chief Superintendent of Education, Doctor Ryerson. And, of my own knowledge, in places where Separate Schools have been established, and are still existing, the Roman Catholics have grown weary of them; and I am satisfied that they would now be willing that their children should get their education along with the children of the rest of the community, without any fear that their respect for their own Religion would be interfered with, or their consciences injured. I trust the day will come when they will take the right view of it, and that the question with them with reference to education may be,—not what Church they belong to,—but how their children may receive the best education and grow up with other youth in peace and harmony. I regret that the subject is mentioned in these Resolutions.

*The Honourable John Sandfield Macdonald:*

I rise for the mere purpose of putting my Amendment on record, for I do feel that the views I am about to express, and which I have ever held since I have been a Member of this House, may not commend themselves to any considerable number of honourable Members. I have no desire that the rights of the Roman Catholic minority of Upper Canada shall be abridged, nor that the rights and privileges of any other Denomination shall be interfered with, in any respect. But I wish honourable Members to bear in mind that the experience we have had in this Country,—not to allude to that of the neighbouring States,—proves that a denial of the right of the majority to legislate on any given matter, has always led to grave consequences. I need only mention the Clergy Reserve Question. This, it must be recollected, was forbidden to be legislated upon by the Union Act of 1840; yet it was the cause of fierce strife and agitation for many years. The original Constitution of the United States prohibited the question of Slavery from being interfered with by Congress; yet an agitation for its suppression was early commenced, and was at last terminated in civil war. The agitation of the Clergy Reserve Question produced a Rebellion in Upper Canada. I say, Sir, that by making a constitutional restriction in respect to the Schools of the minority, we are sowing the seeds from which will, in the end, arise a serious conflict, unless the Constitution be amended. The minority will be quite safe on a question relating to their faith and their education in a Colony under the sway of the British Crown; but, if you expressly withdraw that question from the control of the majority the rights of the minority will not be safe in either section of the Province, if you distrust the action of the majority. It is our duty, Sir, to see that a question which affects us so dearly as the education of our children,—a question which has before now created no little excitement in Upper Canada,—shall not be withdrawn from the management of the Local Legislature. We ought not to deprive them of a power, which they will want to exercise, just because they are deprived of it, and provoke a desire on their part to alter the system. You may rely upon it, other Religious Bodies will be sure to protest against any particular Creed having special rights, or an exclusive monopoly of certain privileges, whatever they may be. I should be astonished if any

one in this House would say, either to the Protestant minority in Lower Canada, or to the Roman Catholic minority in Upper Canada,—“You are not to trust to the justice of the majority.” Have they ever known a Country where the majority did not control affairs, and where the minority had not to submit? Does not the majority rule, and the minority submit in England, and in France? I have never heard of any State where this was not the case. The minority is safe against undue encroachment on its rights, and I am willing to trust to the sense of justice of the majority in Upper Canada to preserve the Religious and educational liberties of the Roman Catholics of Upper Canada. I am now getting somewhat advanced in years, and I am the more anxious to put my opinions on record, because, before long, I shall have the satisfaction of saying, although, perhaps, not on the floor of this House, that I protested against Resolutions intended to prevent the free expression of opinion by the majority of the people of Upper Canada, and the exercise of a power which ought to be entrusted to them. My Amendment is:—

That the following words be added to the original Motion:—“And that it be an instruction to the said Committee to consider whether any constitutional restriction, which shall exclude from the Local Legislature of Upper Canada the entire control and direction of Education, subject only to the approval, or disapproval, of the general Parliament, is not calculated to create wide-spread dissatisfaction, and tend to foster and create jealousy and strife between the various Religious Bodies in that section of the Province.”

If honourable Gentlemen think that they are going to silence the bitter feelings which have been engendered in Upper Canada, in consequence of the attempt to make permanent a certain System of Education, they are much mistaken; and I desire to have the expression of the opinion of the Members of this House on the subject; whether they think that the restriction in the proposed Constitution I have mentioned is calculated to bring about harmony, and whether it is not better to let the Roman Catholics of Upper Canada and the Protestants of Lower Canada protect themselves, or rather trust for protection to the sense of justice of their fellow-subjects.

*Mr. Alexander Mackenzie, in the House of Assembly:*

Having already voted for the whole of these Resolutions, as part of the scheme of Confederation, I cannot have any hesitation in voting against the Amendment; but, in doing so, I desire to explain my position. If the honourable Member for Cornwall, (Mr. J. S. Macdonald,) had shewn the same zeal against the Separate School System, when he had the power to prevent legislation on that subject, he would have saved himself, and the party which kept him in power, some trouble. It seems curious that he, who was so anxious to promote the Separate School System then, should now be anxious in quite another direction. This can only be done for the purpose of party strife, to put as many of us, Upper Canadians, as he can, in a false position; but I can only tell him that I, having struggled as much as any one to prevent legislation tending to break up our Common School System, and having found my efforts utterly ineffectual, do not see that our position would be any worse, if the Resolutions are carried into law. I formerly stated that I thought the Separate School System would not prove very disastrous, if it went no further. I do not now think that these Schools will do much harm, if they remain in the same position as they are at present, and, therefore, although I am against the Separate School System, I am willing to accept this Confederation Scheme, even although it perpetuates a small number of Separate Schools. Under the present legislative union we are powerless in any movement for the abrogation of the Separate School System; it is even very doubtful if we could resist the demands for its extension. We will not be in any worse position under the new Confederation system, and, in one respect, we will have a decided advantage, in that no further change can be made by the Separate School advocates. We will thus substitute certainty for uncertainty. I deeply regret that the honourable Member for Cornwall should have thought it necessary for any purpose to move this Resolution.

The Honourable J. S. Macdonald's Amendment was then negated on the following division:—Yeas, 8; Nays, 95.

Mr. F. Bonrassa then moved in amendment:—

"That the following words be added to the original Motion:—"And that it be an instruction to the said Committee to provide that the Roman Catholic minority of Upper Canada be placed on the same footing as the Protestant minority of Lower Canada, under the local governments of the Confederation of the Provinces of British North America."

This was also negated on the following division:—Yeas, 20; Nays, 85; and so the debate, in regard to the educational features of the Confederation Scheme, ended.\*

## CHAPTER XIX.

### MILITARY DRILL IN THE SCHOOLS, 1865.

#### I. LETTER TO THE PROVINCIAL SECRETARY BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I take the liberty of respectfully calling your attention to the 12th Section of the new Grammar School Improvement Act, wherein it is provided that "It shall be lawful for the Governor-in-Council to prescribe a course of Elementary Military Instruction for Grammar School Pupils," etcetera.

2. I respectfully request to be informed what will be the course of Elementary Military Instruction His Excellency-in-Council shall be pleased to prescribe for the Pupils of Grammar Schools, and what Books will be prescribed, and how they may be procured.

3. I beg also to be informed what will be the "prescribed examination in the subjects of the Military Course," which "the Head Master" of a Grammar School must pass, in order to qualify him to teach the same in his School.

4. I beg also to inquire whether, if the Head Master procures a Cadet of one of the Military Schools to give instruction to his Pupils in the contemplated course of Elementary Military Instruction, this would not be accepted by the Government as fulfilling the intentions of this provision of the Act.

5. May I also beg to be informed whether if a larger number than five Pupils are taught as prescribed in the Military Course, the Head Master could not be entitled to a proportionally larger sum than Fifty dollars per annum. If he should be remunerated in proportion to the number of Pupils he teaches, or procure to be taught efficiently in the prescribed Course of Military Instruction, a class of five Pupils and a remuneration of \$50 per annum being the minimum,—a strong inducement will be held out to increase the number of such Pupils.

6. I will thank you to be informed, as soon as convenient, of the views, and instructions of the Government on these points, that I may give the requisite information and instructions to the parties concerned, with a view to the operations of the Grammar Schools the coming year.

TORONTO, October 30th, 1865.

EGERTON RYERSON.

#### REPLY TO THE FOREGOING LETTER BY THE ASSISTANT PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 30th ultimo, requesting information on certain points connected with the proposed Course of Elementary Military Instruction for Grammar School Pupils, under the provisions of the Twelfth Section of the Grammar School Improvement Act, and to acquaint you that the subject will receive consideration.

OTTAWA, 10th November, 1865.

E. A. MEREDITH, Assistant Secretary.

\* For the proceedings on this subject in 1867, see a subsequent Chapter.



No farther Letter on the subject having been received from the Government, the Chief Superintendent published the following information for the use of Trustees on the value of Military Drill in the Public Schools:—\*

The subject of Military Drill in our Grammar and Common Schools has so frequently been discussed by practical Educationists among us, and at Teachers' Associations and Conventions, that I have gathered together some information on the subject, which may be of special interest at this time. The question has also been under the consideration of the Government; and the Militia Department has authorized the formation of Drill Associations in most of our Colleges, higher Seminaries and Schools. It has also under consideration, we believe, a Regulation, requiring Drill to be taught in all Schools receiving public aid, as a part of its regular Course of Instruction. The subject of Elementary Military Instruction in the Grammar Schools—not drill merely—has also been provided for by the Legislature, in the Twelfth Section of the Grammar School Amendment Act of 1865, as quoted in my Letter on the subject to the Government. This Section of the Act introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point, Military Academy, yet to be established. It does not relate to Military Drill in the Schools, but to a preliminary Course of Elementary Military Studies, such as Military History, Drawing, etcetera. No Regulations have yet been prepared on the subject. The Government propose leaving the matter to the consideration of the proposed new Legislature of Upper Canada.

The first paper which I give is taken from a Lecture delivered before the Quebec Literary and Historical Society, by E. A. Meredith, Esq., LL.D., one of the Assistant Secretaries of the Province. This able and instructive Address so thoroughly discusses the whole subject of "Military and Naval Drill" in our Schools, in connection with "Shorter School Time," that I give it almost entire. I would bespeak for this paper the careful consideration of Boards of School Trustees and Teachers.

SHORT SCHOOL TIME, WITH MILITARY, OR NAVAL, DRILL. BY E. A. MEREDITH, LL.D.

In 1860, a Royal Commission was appointed in England to report upon the state of Popular Elementary Education in that Country. The Commission included the names of the late Duke of Newcastle, Mr. W. Nassau Senior, and many other eminent educational Reformers, peculiarly qualified for a work of such national importance. The results of the Commissioners' labours are contained in six large Volumes, which form a valuable Repertory on the subject of National Education.

Without at all undervaluing the importance of the labours of the Commissioners, it may be safely asserted that no part of their able and voluminous Report is so suggestive, none so certain to bring about eventually a radical and permanent revolution in the whole system of education, as the short and unpretending communication, published in the Appendix, addressed by Mr. Edward Chadwick to Mr. Senior. It is to this paper of Mr. Chadwick, and to a subsequent explanatory Letter from him on the same subject, also addressed to Mr. Senior, that I am mainly indebted for the facts and arguments which follow.

The object of Mr. Chadwick's paper is to establish that, in ordinary Public Schools, too much time is devoted to Book instruction, too little to the Physical Training of the Pupil; that the mind is overworked—the body insufficiently exercised; that Book-work is generally prolonged much beyond the capacity of the Pupil, to the injury alike of his physical and mental powers. He further asserts that it is demonstrable, nay that it has been demonstrated by actual experiment, that by employing in the physical training of the Pupils, more particularly in systematic Military and Naval Drill, a portion of the time, now uselessly, or hurtfully, misspent on Books, incalculable benefits, physical,

\* In a Draft of a School Bill by Doctor Ryerson, in a subsequent Chapter of this Volume, he has inserted a Section in regard to Military Drill in the Schools.

moral, intellectual and economical, will result to the persons taught, and, as a matter of course, also to the nation.

Mr. Chadwick goes on to suggest a "first remedy for the evil of too much Book instruction, and too little time given to systematic physical training." He then proposes a,—

*Second remedy for the Evil.*—The second remedy for the evils of the present School System is to be found in a proper course of Physical Training for the Pupil, including in that training (for Boys) regular instruction in Military, or Naval, Drill, or both.

It is almost needless to say that no system of Physical Education should supersede that voluntary physical training, those manly outdoor games which are the delight and glory of the school-boy: cricket, foot-ball, prisoner's base, and all such field games, are, in many respects, the very best possible physical training that a Boy can have. But there are many Schools where such games cannot possibly be resorted to, and what shall we do with these? Establish a system of Gymnastics for them. I am quite willing to admit that when it is impossible to procure other exercises, Gymnastics may be used advantageously for boys and girls, but I think there is a tendency now-a-days to overrate the value of artificial gymnastic exercises, and to mistake muscular strength for health.

To occupy a portion of the time taken from Book instruction, Mr. Chadwick, therefore, advocates the introduction of regular Military, or Naval, Drill, as affording, under every aspect, the best kind of physical training for the Scholars.

*Evidence in favour of the plan suggested.*—The paper which was submitted by Mr. Chadwick to the Commissioners contains the evidence of a number of intelligent witnesses, principally School Teachers and Military men, most of whom speak as to the results produced in Schools, where the half-time system, accompanied by Military and Naval Drill, had actually been tried. That evidence Mr. Chadwick triumphantly appeals to as establishing conclusively the great value of Military Drill, whether regarded with reference to: 1st, The present welfare of the individual Pupil; or, 2nd, The interests of the Nation.

As to the first head he holds that the evidence shews that the new system is attended with the following sanitary, moral, and economical benefits to the individual pupil. We quote Mr. Chadwick's words:—

1. *Sanitary.*—That the Drill is good, (and for defective constitutions requisite,) for correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the Naval Drill, and swimming, are valuable additions to the gymnastic exercises of the Military Drill, and, when properly taught, are greatly liked by Boys.

2. *Moral.*—That the systematized Drill gives an early initiation to all that is implied in the term discipline, videlicet, duty, order, obedience to command, self-restraint, punctuality, and patience.

3. *Economical.*—That it is proved, when properly conducted, by rendering the action prompt as well as easy, by giving subsequently, promptitude in concurrent and punctual action with others, and adding, at a trifling expense, to the efficiency and productive value of the Pupils as labourers, or as foremen, in after life.

*Mental gain.*—As to mental gain, Mr. Chadwick clearly brings out this point. "A Boy," he says, "who has acquired the same amount of knowledge in one-half the time of another Boy, must have obtained a proportionately superior habit of mental activity."

*Interest of the Nation in the matter.*—Mr. Chadwick argues that the general introduction of the Drill is called for, and will be of the same use as was of old the parochial training\* to the use of the Bow, he holds that it is proved on the practical evidence of Officers engaged in the drilling of soldiers:—

\*It is perhaps not generally known that up to the end of the fifteenth century, and even later, archery formed part of the ordinary education of the Boys of England, and was practised at many public schools. The last Act by which Boys were required to be taught archery was passed in 1541.

1. That Military and Naval Drill are more effectively and permanently taught in the juvenile stages than in the adolescent, or adult, stages.

2. That at School it may be taught most economically, as not interfering with productive labour; and the whole juvenile population may be drilled completely in the juvenile stage, as economically as the small part of it is now taught imperfectly on recruiting, or in the adult stage.

3. Juvenile drill, if made general, will accomplish better the object even of the militia; that the juvenile drill will abate diffidence in military efficiency, and will tend to the improvement of the ranks of the regular force, whether naval, or military, and will produce an immensely stronger and cheaper defensive force than by the means at present in use, or in public view.

And, finally, that the means of producing this defensive force, instead of being an expense will be a gain to the productive power and value of the labour of the Country.

*Influence on the Discipline of Schools.*—We have not noticed, hitherto, the influence of the new system upon the morale and discipline of Schools. On this head there is a singular unanimity among the Masters of the Schools where the experiment has been tried. They all consider the Drill as an invaluable help to them in enforcing the ordinary School discipline. And they ascribe the usefulness of drill in this particular to the habits of order, punctuality, of prompt, unquestioning, obedience, and of respect for their Superiors which the Boys necessarily acquire during their lesson in drill.

Sir Francis Bond Head gives his opinion on the moral value of drill in very characteristic and forcible language: "The dull sounding, but magic little words of command—'Eyes right!' 'Eyes left!' and 'Stand at ease!' 'Attention!' etcetera, instil into the minds of a lot of little Boys, the elements, not of war, but of peace. Instead of making them ferocious—to use Mr. Rarey's expression—these words 'gentle' them. By learning to be subservient not to their own will, but to the will of others, they become fit in every possible department to serve their Country.

*Military Drill more effectually taught in Youth.*—That military drill can be taught to Boys at School more effectively and economically than afterwards, is a proposition which few probably will be disposed to question.

*School Drill and Natural Defence: Upper Canada.*—We now proceed to say a few words upon the last topic which we propose to discuss in connection with this subject, namely: the bearing of the half-time system with military drill on the question of our national defence.

From the Report of the Chief Superintendent of Education for Upper Canada, it appears that the number of Boys attending the Common Schools in that part of the Province was, in 1860, in round numbers, 172,000; in 1861 the number was 178,000; in 1862, 185,000; in 1863, 192,000; in 1864, 198,000; and in 1865, 204,000.

The number of Boys attending the Common Schools in Lower Canada, for 1860, is not stated in the Report of the Superintendent for Lower Canada. The total number of Pupils, however, is given, and assuming the proportion between boys and girls to be about the same as in Upper Canada, the number of boys attending Schools that year may be put down at about 80,000. The total number of Boys, therefore, in Upper and Lower Canada, attending School in 1860, would be about 250,000 or a quarter of a million. Assuming, however, one-fifth of this number to be, from physical or other cause, incapable of drill, and this is, doubtless, an over-estimate, there would still remain 200,000 Boys undergoing drill in our Common Schools,—if the system was universally carried out. At the end of ten or twelve years from the first inauguration of such a system in Canada we should have, probably, half a million of youths who had undergone a regular course of drill; a very large proportion of whom would be capable of bearing arms, and, should the emergency arise, could be readily converted into good

and serviceable soldiers. Our Common Schools would thus be made the nurseries of our militia.\*

*What our Neighbours are doing.*—Our neighbours across the lines have not been slow to perceive that the best way of promoting the growth of patriotism and a love of military life among their citizens is by following out the Chadwick system, and making Military Drill part of the ordinary business of their Schools. The system has in fact been in practical operation for the last two or three years in many Schools and Colleges of the Union. The Governors of the States of New York and Massachusetts have, in their Addresses to the State Legislatures, called attention to the subject as one of momentous importance. Educational reformers have advocated it, and measures have been introduced, (if they have not been actually passed), into the Legislatures of certain States, to make military drill compulsory on all boys above ten years of age attending the Schools which receive aid from the public purse. "*Fas est et ab hoste doceri.*" We have learned from our neighbours many a lesson, which had far better been left unlearned; let us learn from them, in this at least, one good and useful lesson. A Senator in Massachusetts lately, giving his views on the importance of military studies in Colleges, says: "Let the drill be regular and compulsory, taking the place of the very irregular and inefficient physical exercise now in vogue, and our Colleges would be vastly improved in their educational form, and the Commonwealth would, in a short time, have a numerous body of intelligent men, well skilled in the military science and art, who will become teachers in our lower grades of Schools, and be competent, when the alarm is sounded, to lead our citizen soldiers in the field."

*What is doing in the Canadian Schools.*—In view then of the present crisis of our national history, it is satisfactory to know that in Canada some steps are being taken towards "putting our house in order." In both sections of the Province the able Superintendents of Education have, of their own accord, established Military Drill in a large number of the Grammar and Common Schools throughout the Country. In the *Journal of Education* for Upper Canada, many admirable articles on the subject of Military Drill in Schools have from time to time been published. . . .

## CHAPTER XX.

### PROCEEDINGS OF THE COUNTY SCHOOL CONVENTIONS IN 1865.

In accordance with the Circular issued by the Chief Superintendent of Education in December, 1865, the Meetings of the several County School Conventions were held at the dates mentioned in the Circular.

At each Convention the Chief Superintendent delivered an Address, explanatory of the objects of his Tour, as well as of the steps taken by the Education Department, since his last visit to the Counties, to supply the wants, and to elevate the character and condition of the Public Schools.

In commencing his remarks at the Meetings, Doctor Ryerson said that, before submitting the Draft of a School Bill to the Government for "*The Further Improvement of the Public Schools,*" he felt it to be his duty to hold these County Conventions for the purpose of discussing certain improvements in the machinery of the present School Law. His further remarks were as follows:

\*Drill when thoroughly acquired in youth, would, like swimming, riding or skating, remain a permanent acquisition. So true is the maxim:

"Quo semel est imbuta recens servabit odorem testa dia."

## THE EDUCATION OF THE YOUTH OF CANADA THE GREAT OBJECT IN VIEW—GENERAL REMARKS.

The object which the Government, the Legislature, and the Department has in view, is the education of the youth of the Province, and it is one in which every person is concerned. Our system of Government is so framed that in proportion to a man's property, so do his interests and burthens of responsibility to it increase, and the greater a man's property, the greater is his personal interest in the training and moral culture of the rising generation. Great pains have been taken in framing, and in the administration, of the School System of Upper Canada, not only by visiting other Countries and inquiring into their Systems of Education, and adopting what was best in them, but also by visiting the various Counties of Upper Canada and inquiring into the circumstances and wishes of the respective communities. It had been felt by him that a mere theoretical system was not sufficient, inasmuch as different communities, subject to the constantly changing influences of a progressive Country, require changes in their educational institutions. For it must not be forgotten that, although the general system of law and Government are in many respects essentially the same, they must ever be adapted to the peculiar feelings and interests of the people for whose protection and benefit they are instituted; and the same rule applies to the Educational System. In order, therefore, to obtain a full insight into the wants of the people, he had thought it best from time to time to hold meetings similar to this, which was the fourth Visit of the kind which he had made. It is assumed by all that it is the duty of every Country to educate its youth, and it is also assumed that it is the duty of every Parent to co-operate in doing so. If a Father were to mutilate his child he would be liable to the penal laws of the land, but how far more culpable is that man who mutilates the immortal part of his child's nature, and who, by neglecting to do what lies in his power to provide for his mental training, reduces him almost to the level of a barbarian!

## EDUCATION OF CHILDREN ONE OF THE FIRST DUTIES OF PARENTS.

(Doctor Ryerson next proceeded to urge parents to consider it as one of their first duties to give their children such an education as would enable them to take care and make a proper use of property that might be left to them, or what they might make themselves by their own industry. He was rather against Parents leaving their sons large fortunes, as it led them to be idle and careless, and sometimes dissipated, but considered it to the advantage of Parents to settle a dowry on their daughters, as they generally took better care of it. He said he knew many young men who had received large fortunes from their Parents, who had sunk into obscurity, while those that had been brought up to industrious pursuits in agriculture, etcetera, had made fortunes for themselves, and were among the first men of the Country).

## INFLUENCE OF AN ATTRACTIVE SCHOOL HOUSE AND A GOOD TEACHER.

It was highly desirable to remove, as far as possible, all obstacles that might interfere with the education of youth. The very place of instruction should be rendered as attractive as possible. If the School House should happen to be the meanest House in the neighbourhood, as it not unfrequently was, the impression of the children attending it would naturally be that it was one of the meanest things in the world to attend School. It was requisite that the interior of the School House should be rendered as clean and comfortable as possible. There was much true philosophy in the erection of a good School House. Teachers, also, should be the most attractive persons in the estimation of their Pupils. They should see to it that they conducted themselves in their bearing and their whole manner towards the School children as kindly as possible; for the art of kindness would surely make itself felt, and when Teachers had secured the affection of their Pupils, so as to command respect and attention, they would be in a position to exert the best influences for the education of the youth in their charge.



#### RESPECTFUL TREATMENT OF THE TEACHER BY PARENTS.

It is also necessary for Parents to speak of the Teacher in terms of esteem, and to treat him, or her, as respectfully as possible. If children heard their Parents speak disrespectfully of the Teacher, it was not likely that they could receive any good from him. It was frequently the case that Parents themselves raised an impediment to the instruction of their children by speaking disrespectfully of the Teacher. Even should circumstances arise that would render the Teacher's removal from the School desirable, yet that impression should not be given to the children, while the Teacher held his situation in the School. Parents should exert every effort to call forth the Religious, moral, and intellectual powers of their children. It was of importance that both Teacher and Parents should combine and use every endeavour for the advancement of the education of youth.

#### MODIFICATIONS AND IMPROVEMENTS IN THE SCHOOL SYSTEM DESIRABLE.

The subject of education has very properly engaged the attention of our Government to a very considerable extent, and has formed a prominent part in their policy. Changing circumstances render constant modifications necessary. What is applicable at one time is not applicable at another, because, as before remarked, it was necessary from time to time to introduce alterations which the progress of the Country rendered necessary. Wants not originally felt, when our School System was first inaugurated, have been felt of late, and those wants have been supplied. We had now advanced another step when it seemed proper once again to pause and inquire whether anything could be done to improve the System and render it more efficient. It was believed that hitherto the System had been on the whole decidedly popular, and the progress so far highly satisfactory.

#### STATISTICAL PROGRESS OF THE UPPER CANADA SCHOOL SYSTEM.

When the School System commenced, 96,756 Pupils were taught; now there were no less than 385,800. The amount expended for the payment of Teachers during the first year of the present System was \$206,856, last year the salaries of Teachers amounted to \$1,080,660. The amount expended for all purposes during the first year was \$295,897. Last year no less a sum than \$1,330,608, was expended for educational purposes. These statistics are highly gratifying, showing that a very great advancement has been made in our Educational System. It was to be hoped that the period was not far distant when the beneficial effects of this extended education would be felt throughout the Country, and that complaints might no longer be heard of the nature "with which" said Doctor Ryerson, "I have been assailed during the past week," of the inefficiency of persons appointed to Municipal offices, and other important offices of public trust. The number of Schools in operation when the present System came into force was 2,610, now there are 4,360. There are other matters connected in some degree with our School System, the progress of which was equally gratifying, and as the increase in School House accommodations, the number of Maps, and Apparatus, which had been procured, and the establishment of Libraries. The latter was an institution of comparatively recent date, but no less than 212,423 Volumes of instructive reading had been put into circulation in connection therewith.

#### COMPULSORY EDUCATION OF VAGRANT CHILDREN.

One subject which had lately commanded a very great deal of consideration, both from the Government and from the people, was the question as to the course to be adopted in reference to children who were entirely neglected by their Parents. The word "compulsory" he knew had not the most agreeable sound in the ears of many



individuals. It was thought by some to be an interference with personal liberty and parental right. But the proposal was founded on public expediency and the principles of justice between man and man. The system was carried out with greater rigour in Switzerland, which was even a more democratic Country than the United States, than in any other part of Europe, or America. The Swiss felt that the general education of the people was so essential to the maintenance of their liberty, that they looked upon man as an enemy to the Country, and as liable to the penal laws of the Canton in which he lived, who did not educate his children. The same Regulation existed in some of the Eastern States. The principle on which Compulsory Education was founded was this: The Ratepayer justly said,—“If the State compels me to pay taxes for the education of all the youth in the State, I have a right to demand of the State, in return, that it shall see that all the youth are educated.” If the Parent were so inhuman as to deny the child the education which was so necessary for the proper discharge of its future duties, the community had a right to step in between the unnatural Parent and the defenceless child, to secure to the child its inherent rights. Many had thought that he did not go far enough in this matter. They thought that Parliament should legislate directly upon the subject, and make it penal to neglect the sending children to School. But his opinion was that as each Municipality provided the means of education, so should each Municipality have the right to deal with the subject. It was proper, however, to remark that it was not intended to require the Parent to send his child to the Public, Protestant, or Roman Catholic, School. All that was essential was that the child must be educated, and the education might take place at home, with the Mother as the instructor, as was the case with the celebrated John Wesley and his Brothers and Sisters, who received their early education from their Mother. It was asked, how the plan was to be carried out. He replied that he left it to each Municipal Council to say how it was to be done. If in Townships a By-law were passed declaring that the Parent who did not send his children, from seven to twelve years of age, to any School for four months in the year, such Parent should pay a double Rate-bill, and they might depend upon it, the neglect to take advantage of the School System would only prevail in solitary instances. In other cases, it had been suggested that it would be well if Municipal Councils were invested with the power of punishing Parents, unable to pay fine, by compelling them to work upon the Roads. The punishment would act as a sort of pillory; by which they would be held up to public scorn and approbium, and thus they might be compelled to do their duty when they could not be got at in any other way. It had also been suggested that this law should apply to the Parents of children between seven and twelve or seven and fifteen years of age. All agreed that four months in the year ought to be the minimum time for which a child between those ages ought to be sent to School.\*

#### TOWNSHIP BOARDS OF EDUCATION, INSTEAD OF SCHOOL SECTIONS.

Another question which was attracting a good deal of interest was, whether it would not be better to have a Board of Education for every Township. This subject deserved great attention. The division of Townships into School Sections might have been advisable at the commencement of the School System, but was not compatible with the advanced condition of the Country. Such a state of affairs prevented combination and harmony, under it the Schools as a whole drooped and never rose, or progressed. This system of having different Boards for each School Section had been done away with in Cities in 1860, and since then the results had been most gratifying. In Toronto there had used to be no less than sixteen School Sections, and in the City of Hamilton probably eight or ten, with corresponding expenses for Teachers, management, etcetera. It was now proposed to follow the same course in regard to Townships. At present

\*In a Draft of School Bill prepared by the Chief Superintendent of Education after the Meeting of these Conventions he introduced a Section providing that the District Judge should fine parents neglecting to send their children to School. This Draft of Bill will be found in a subsequent part of this Volume.

there were very generally too many Schools in a Township. A less number of a more efficient character would be more useful, and might be had without any increased expenditure. At present persons living in a School Section are compelled to send their children to the Schools belonging to their Section, although it might be much more convenient to them, if residents on the boundary of the Section, to send them to one of the other Schools in the Township.

#### ILLUSTRATIONS AND ECONOMY OF THE TOWNSHIP SYSTEM.

Both systems has been tried in the States. In the Cities of Boston, New Haven, Hartford and New York, they had excellent Schools, but it had been found that in country places the Schools under the sectional system were not progressive. The Americans felt that this was the case, and had turned their attention to it, and they had, for the most part, arrived at the conclusion that these small divisions had been the cause, and the consequence has been that they commenced gradually to introduce the Township System instead of School Sections, or Districts, as they were termed in the States. It might be urged that the Eastern States were old settlements, and were thickly peopled, and were, therefore, no criterions for us to go by; but in Indiana, Ohio and other Western States, the same difficulties had been found to exist under the old system, and the Township System was being gradually introduced. Doctor Ryerson was anxious to adopt anything in the educational system of America, or any other Country, that was worthy of imitation, and profiting by their experience in the matter, he had thought it right to bring the question before the people, as he was not willing to introduce any changes, or innovations, until he was well assured that the public desired it, whatever might be his individual private opinions on the subject. The Report of the Secretary of the Board of Education, in the State of Massachusetts, on this subject, was quite in favour of Township Boards. The Connecticut Legislature had lately passed a Law to do away with the School Districts, and put the control of the Schools of a Township under one Board of Trustees, the object of the measure being, (as stated,) to simplify the machinery of the Educational System, and to facilitate and bring about a more simple and efficient mode of education. The Superintendent of Education in the State of Pennsylvania, in his recent Report, had said that the "crowning glory" of their School System was the Township System. The State of Ohio had testified to the same effect, and so had Indiana. Under the present System of Sections in this Country, the attendance at some of the Schools did not average more than ten, or twelve, while others were overcrowded. Schools were much more likely to be good and efficient when there was a large attendance. The Pupils and Teachers were influenced by it. From the Educational Report of the State of Massachusetts it appeared, that under the District System there were twenty-five Schools where there was an average attendance of only five Pupils, 205 Schools with an average of ten Pupils, 500 Schools with fifteen Pupils, 1,000 Schools with twenty Pupils, and 1,456 with an average attendance of twenty-five. It was quite clear from this statement that a much smaller number of Schools would have accommodated the wants of the population, while the expense would be proportionally decreased.

#### EVILS OF THE PRESENT SCHOOL SECTION SYSTEM.

Under the sectional System persons were compelled to send their children to the School belonging to the Section, although very often another School might be nearer and more desirable, and hence not unfrequently they were prevented from sending their children to School at all. But so long as arbitrary lines existed they should of course be respected. An anecdote was related by Doctor Ryerson of a Gentleman having met with a Farmer in the States and asking him the road to the School House belonging to the District in which he resided. The Farmer replied that he scarcely knew where the School House was, as it was so far away, and the road was so bad that he derived no

benefit from it. On being informed that a new system had been inaugurated, and that he could now send his children to any School he pleased, his countenance brightened, and he replied that he "would send them to School to-morrow." Another man came to the County Treasurer to pay his Taxes, who stated that he lived in a remote corner of the Township, and found it absolutely impossible to send his children to School, although he lived near by the School of an adjoining District, and, in consequence, for many years had been paying taxes for the support of a School System, from which it was impossible that he should derive any benefit. On hearing of the alteration about to be made in the law he was overjoyed, and said that now his children might have a chance of being educated, and the School be of some use to him and his. These anecdotes were related by Doctor Ryerson as practical evidences of the evils of the System, which, although happening in the States, were equally liable to occur in Canada. In many instances persons transferred their residences from one District to another, and thus were frequently taxed for the erection of School Houses in both. This would be obviated under the new system, and the petty quarrels and jealousies which too often took place between so many Boards of School Trustees would also cease to exist. The subject was one which ought to receive the fullest and most comprehensive consideration, and it was, therefore, introduced to the Convention.\*

#### CONSTITUTION OF THE PROPOSED BOARD.—ELECTION OF MEMBERS.

Some theoretical persons had raised objections to the proposed plan, but all practical men, it was believed, thought well of it. The Board would have power to impose Rates and levy Taxes, and nothing more would be necessary. A Board of Education separated from the Township Council should elect one Member for each Ward in the Township, but not elected at the same time that Councillors were elected. Of course there will always be differences of opinion; but it is best to avoid all the asperity and ill-feeling incidental to contested elections as much as possible, and, therefore, it was thought best that the election of Councillors and Trustees should not take place at the same time. The election of the Township Board of Education might take place in June, or July. This was the result of his later experience and observation on this subject. So far as his experience went, the result of the election of Trustees in the Towns and Cities had been, on the whole, satisfactory.†

#### NEW BOARDS OF COUNTY EXAMINERS OF TEACHERS.

It was intended to supersede the present County Boards of Public Instruction, to whom was delegated the duty of examining and awarding Certificates to Teachers. It had been complained of that the County Boards, as now constituted, were attended with considerable expense, and that where there were many Grammar Schools in a County, the whole of whose Members were members of the Board of Public Instruction, the County Boards were almost unworkable. Objections had also been made to them by those who received Certificates of Qualification. It had been said by many Teachers—he might say by all with whom he had spoken on the subject, (and the principle was just in itself)—that as Candidates for the profession of Medicine were examined by Medical men, and for the Legal Profession by the Benchers of the Law Society, so should Teachers no longer be examined by Persons who had no experience in teaching. With a view to meeting this objection, and the objection made by the County Councils on the score of expense, it was proposed that in future the County Boards of Examiners should consist of six persons appointed by the Governor-in-Council, on the recommendation of the Department of Public Instruction from a list of twelve names remitted by the County Council; and that they should be selected with a view to

\*A Delegate at a Provincial School Convention held in Toronto in July, 1907, brought forward a motion in favour of Township School Boards or School Section Trustees. Thus "history repeats itself."

†As the result of the consensus of opinion at these Conventions being in favour of the change, Doctor Ryerson has provided for it in a Draft of School Law printed in a subsequent Chapter of this History.

special qualifications in respect to the examination of Teachers and the granting of Certificates of Qualification. Further, to facilitate the duties of the Board, and at the same time to raise the standard of qualification of Teachers generally, the Questions for the examination would be prepared by practical Instructors, because it was well known that however well educated a man might be, he could not prepare questions to test a Teacher's qualification for his work, unless he had himself had experience in that work. It was proposed to do away with Third Class Certificates altogether, and that the Questions for the examination of Teachers throughout Upper Canada should be prepared by a Committee, or Central Provincial Board in Toronto, consisting of practical Teachers. The Questions would all be printed in confidence, and sent under the Seal of the Department, to the Chairmen, or Secretaries, of the several County Boards, which would meet all over the Province on the same day; the seals were not to be broken until the Boards had assembled. The values would be given, and it would be the duty of the County Boards to examine the Certificates of character and the answers to the Questions proposed. Thus there would be a uniform standard, fair to every Teacher, from one end of the Country to another. The holder of a First Class Certificate, under this system, would not be again required to go before the Board to be re-examined probably for five, or ten, years to come, and the Second Class Certificates would be permanent for a certain time, although the exact period during which they would remain in force was a matter for after consideration. At the same time, these First Class Certificates would be perfectly valid in Counties other than those in which they were given.

#### VOLUNTARY CHARACTER OF THE PUBLIC SCHOOL SYSTEM.

The Common School System of Upper Canada was entirely a voluntary one with respect to Municipalities. They can tax as they please to support Schools, and they can refuse to sustain them if they please. The System is thus the work of the people themselves. The Government does not levy a single penny of a School-rate. No Country in Europe had such an efficient School Establishment as Prussia; but there everything begins and ends with the Government,—it was purely a Government Institution; it was not founded by the people; it was not managed by them; and consequently it did not confer those advantages which would have followed had the system been managed by the people, as in Canada. Here the System begins and ends with the people. No School House can be built, and no Rate levied, except by the concurrence of the people. It was true that it was not voluntary as to the individual, but it was certainly voluntary in regard to the Municipality. Any County, City, Town, or Village, if it did not approve of the School System, could abolish it to-morrow. The only thing to be done in such a case would be for the Municipality to decline to receive the Legislative Grant and to cease to levy a local School Rate. As to the question, how far Government should interfere in the management of such a system, he would say, that Government should do nothing that the people could more effectually do for themselves.

#### IMPORTANCE AND INFLUENCE OF PRIZES AND MERIT CARDS IN SCHOOLS

Another feature in the present System, and one which had commanded a great of interest, destined, as it was, to exercise a most salutary influence upon the intelligence and future prosperity of the youth of Canada, was the system of presenting Prizes to the meritorious Pupils. He attached great importance to the distribution of Prizes for the encouragement of Pupils. These Prizes he was in favour of giving, not only for learning, but for punctuality, diligence, general good conduct and success in recitation. All might not be able to learn with the same degree of speed, but every Pupil could be punctual, diligent, and of good conduct. Objections had been made to this practice as formerly carried out, and it had been fairly objected that where the Prizes had been presented by the Teachers the latter might be actuated by motives of

partiality. But this objection had arisen from an improper mode of proceeding. Teachers ought not to be the Examiners of their own Pupils, for (although it was not believed that many of them would do so), yet they might easily so frame questions as to be satisfactorily answered by some and not by others who were perhaps equally well informed. But the System as lately introduced by the Education Department,\* and now generally carried out had been most successful, and the reason why it had been so was that, not only were prizes awarded to those who answered the questions at the Examinations in the most satisfactory manner, but also for general good conduct, punctuality in attendance, diligence, and perfect recitation, and this encouragement was given to every Pupil without making one Pupil the rival of another Pupil. Under the Departmental System every Pupil would obtain a Prize according to his own merit, and not in consequence of his having obtained a triumph over his less fortunate fellow Pupil. This spirit of emulation formed part of the social life of our people, urging them to that industry and activity which constituted the greatness and grandeur of our Nation. The competition for Prizes gave rise to feelings of the most noble and generous character, not to feelings of a selfish kind in the mind of the scholar. We might imagine the feelings which filled the heart of a Pupil when he attained a Merit Card. He would think of the pleasure with which the announcement of his success would be received at home, and we might easily see how highly noble and generous feelings might thus be created in the minds of Parents and child alike. Since the inauguration of the Prize System 211,655 Volumes had been sent out for Prizes. Every one of these Volumes, containing, as they did, a variety of instructive matter, were valued and read not only by the Pupil, but by the whole family circle, and thus became the means of spreading abroad useful information and instruction throughout the whole community. The desire to excel is a noble quality implanted in our nature, for the best and wisest end. Every man wishes to rise not only for his own individual good, but for that of his Country. A large amount of money had been generously provided for the procuring of Prizes. Several Gentlemen in different localities had contributed towards it. One Member of the Legislative Council, the Honourable Billa Flint, who represented a County which contained no less than twenty-three Townships, had contributed \$10 for each Township for this purpose, on condition that each Township should contribute as much more.† \$20 had been added to this sum by the Education Department, so that \$40 was expended annually in each of these respective Townships for the purchase of Prizes. The Honourable Mr. Justice Wilson and Doctor Cronyn, the Bishop of Huron, as Local Superintendent of Schools for the City of London, gave back each in succession his Salary as such Superintendent, (\$100), to be expended in giving Prizes to the School children of the City. Thus, when a Competitive Examination of those various Schools takes place a spirit of emulation is created not only among the Pupils but among the Teachers also; all naturally anxious that the School, with which they are connected, should do the best. Wherever the new Merit Card system of giving Prizes had been introduced, great and good results had ensued.

#### NECESSITY FOR A UNIFORM SERIES OF TEXT BOOKS.

The selection of Text Books was, however, one of those things which could not be left to the Municipalities themselves, or to Teachers, without much injury, as by this means we might soon find ourselves in the same position as in one of the United States, where the late Honourable Horace Mann stated they had three hundred Text Books; whereas no Country needed more than twenty, or thirty, Text Books.

\*For full information on this subject see a subsequent Chapter in this Volume.

†It is gratifying to know that a Township competitive System of Prizes has lately been introduced in various Counties.



## REVISION OF THE NATIONAL READERS FOR CANADIAN SCHOOLS.

The first thing which the School Authorities of this Country did in 1846, was to select these twenty, or thirty, Text Books, and then to render them as accessible as possible to the public. The Irish National Series of School Books were adopted as the Common School Books for Upper Canada, being the most unobjectionable and, at the same time, the best that could have been introduced. These Books were compiled with great care, and by some of the most eminent Educationists of Ireland, under the direction of the National Board. They were the works of practical School Teachers, and not of theoretical men. When these Books were in type a proof copy was sent to each Member of the National Board, consisting of Protestant and Catholic Bishops, and other Gentlemen, selected from the different Religious Persuasions. It was understood that any objection that might be raised by any Member, relative to the contents of a Book, should be settled before the Book was published, or allowed to be printed. Archbishop Whately told him, (Doctor Ryerson), that during the time these Books were going through the press, no question was raised that was not amicably and unanimously settled without there having been any necessity to expunge, or alter, any of the sentences of the different Authors. These Books, then, were unanimously prepared, and, thus prepared, they came before the public with a prestige above all private authority. They were adopted as Text Books by Provincial authority, and to render them accessible, two methods were proposed,—first, to import them, and next, to reproduce them. The importation of these Books by Canadian Publishers and Booksellers had been rendered a matter of free trade by the action of the Education Department. The Department also granted to every Publisher in this Country, with the sanction of the Irish Board, the right to re-print these Books; and several editions of the National Books, printed upon Canadian paper, and published by our own Publishers, were now before the public, which had the effect of reducing their price 25 or 30 per cent. The time has now come for revising these Books for our Schools; and a competent Committee of revision is about being appointed by the Council of Public Instruction, to perform this important duty. When revised, the Books, as before, would be given gratuitously to any Person who would undertake to publish them for sale to the Schools. He might also state that for years most of the Globes, School Maps, and Apparatus used in Schools have been manufactured in Canada upon the most advantageous terms. Thus a set of Mechanical Powers of a certain quality procured in England, or the United States, could not be sold for less than \$30, while a similar set, in every respect, equal, was produced and sold in Canada for \$20. The same was true of the chief part of the other articles in the Depository. He thought that Canada should not only have her own School Laws and her own Teachers, but that we should have every article required for our Schools manufactured in our own Country.

## NECESSITY FOR A CANADIAN SERIES OF SCHOOL TEXT BOOKS.

It was found, that when the new system of decimal currency was adopted in Canada, the two National Arithmetics in use would require to be adapted to that system. The larger Arithmetic of the National Series had been so altered, and it was followed by the Elementary Arithmetic, Algebra, Natural Philosophy, Chemistry, two Geographies, and a School History of all the British North American Provinces. Thus the whole series was gradually becoming Canadianized, as it were. Speaking of the Canadian Geographies, he said: It was very generally known that our American neighbours, perhaps with pardonable pride, had represented themselves and their Country, in their own Geographies, as the greatest people and Country in the World; and as many of these Geographies were in use in Canadian Schools, it was at once felt that it would be an advantage to replace them by works more strictly national in their character. This was now done through the spirited enterprise of Mr. John Lovell, of



Montreal, who furnished two admirably illustrated Geographies at 45 cents and 65 cents each. Thus in our endeavours to prepare Canadian Geographies, we have made ourselves and sister Provinces a good deal more respectable in size than we have hitherto been made to appear.\*

#### PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS.

Some years since, the Department, in its endeavours to render Maps, Globes, and School Apparatus accessible in this Country at the lowest possible rates, had found that in England the Government had arranged with several Publishers for the production of Maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the Schools in England, aided by Parliamentary Grants. On application, the Publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and in like manner the Publishers of Books in England and the United States agreed to furnish the Books required for the Common School Libraries at greatly reduced rates. As to the necessity for these Libraries, he might mention that in one of our Towns, a Boy's association was formed at School, for the purchase of bad Books to the amount of about \$100; when discovered, it was broken up, the Books burnt, and a good Library substituted. The young will read bad Books if they cannot get good ones. There are from 3,000 to 4,000 different works in the Educational Depository, for the formation of Libraries in School Sections. Most of these Books, Maps, and Apparatus could now be sent to every Town in Upper Canada at a cost less than at which they could be obtained in the Cities of Edinburgh, London, New York, Boston, or Philadelphia.

#### DEVELOPMENT OF CANADIAN INDUSTRY IN THE MANUFACTURE OF MAPS AND APPARATUS.

The first step of the Department in obtaining Text Books had been to procure them cheaply by importation, and then to open the way for Canadian enterprise by their reproduction. So also with Maps, Orreries, Tellurians, Thermometers, and other Apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this Country. In the re-engraving of Maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the Maps which have now been published, great pains had been taken to render, as conspicuously as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea, rendered famous by the Russian war; in China, by Lord Elgin opening up to commerce places which until lately had been unknown; and in the United States by the late great Civil War. In the matter of School Furniture, selections had been made of the models in New York and Boston, and these models were shown to Cabinet-makers in this Country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own Country,—the manufacture of School Furniture. Thus we have gone on encouraging the industry of our own people; first mounting the Maps, next reprinting the Readers, preparing Canadian Text Books, making the Furniture, and now engraving the Maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the School System. Not only should our School System and our School Architecture be Canadian, but Canadian skill and enterprise should produce, or manufacture, everything that the Country requires. By the employment of Canadian capital and skill several thousands of pounds were annually saved to the Country. If the price of every bushel of wheat and every foot of lumber

\*The question of Text Books is fully discussed on pages 110 and 111 of this Volume.

sent to foreign markets was expended in Canada we should be so much the richer. He thought it of the greatest importance for the interest of the Country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the Country to the foreign producer,—for we wanted it all,—as possible. He thought it worthy of remark that, so far as we know in history, there was no record of a purely agricultural people ever rising to importance among nations; and that with our forests of timber, and our resources in metals, minerals, raw materials, and natural advantages, it was desirable to encourage a spirit of self-reliance, "so as to depend upon ourselves for the articles we required. He was aware that it had been insinuated that he had advocated the doctrine called "protection." If anything could be inferred from his remarks it was the doctrine of Free Trade, for, in fact, he had proved that School Books had been produced in Canada cheaper than they could be imported, and indeed the manufacture of the articles alluded to had commenced long before the present financial system of the Province was inaugurated. Protection was a question of legislation, and he did not interfere with matters of that kind; nor did he think it the business of a true patriot to mix the question of education with any section of party politics. Six or eight different Administrations had been in power since the establishment of the present School System, and he had never, so far as the interests of education were concerned, found any difference, no matter to which party the Government of the day might belong.

## CHAPTER XXI.

### REPORT OF PROCEEDINGS AT THE SEVERAL COUNTY SCHOOL CONVENTIONS, 1866,

IN LETTERS FROM THE CHIEF SUPERINTENDENT OF EDUCATION, WITH REPLIES BY J. GEORGE HODGINS.

#### I. FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Although not very well, I attended to the business of the Convention at St. Catharines. It was a very good Meeting. The Honourable James G. Currie spoke very well. At Welland, I had a most excellent Meeting, and got completely through the business of the Meeting at four o'clock, in time for the Cars to Port Colborne. The Meeting at Cayuga was a poor affair, upon the whole. I engaged a Sleigh to take me to Simcoe to-morrow Morning, a distance of twenty-five miles. I feel much better now; and feel confident that I shall be able to accomplish my Tour.

I have requested the Secretaries of these Conventions to transmit copies of the Proceedings to the Education Department at Toronto.

The Convenion at St. Catharines and Welland were in favour of Township Boards of School Trustees, but not in favour of Township Councils being those Boards. The Convention of to-day was in favour of School Sections remaining as they are. Almost every man that spoke here, seemed to have some grievance and hobby of his own, and the Resolutions were a sort of hodge-podge. . . . There did not seem a man present, who had a general principle, or an elevated thought in his mind; and the four hours of the Meeting seemed to me little better than time thrown away.

CAYUGA, January 17th, 1866.

EGERTON RYERSON.

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

I had a long and tedious Meeting at Newmarket yesterday. The majority was against me on the question of Township Boards, but with me on the other points. The

Meeting to-day was rather long, but agreed with me on all points, notwithstanding the strenuous opposition of two Presbyterian Ministers, (the Reverend Mr. Fraser, and the Reverend Mr. Ferguson), and also the Roman Catholic Priest.

BARRIE, January 23rd, 1866.

EGERTON RYERSON.

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

The Meetings at Barrie, Owen Sound, and in this Place, have all concurred in my views.

At Owen Sound, the Meeting was a noble one, the Members of the County Council being present, and the Warden in the Chair. It did not close until after eleven o'clock P.M. A little after three o'clock, A.M., I had to start in the Stage for Durham, some 32 miles distant. I then hired a Conveyance to this place, (18 miles,) and arrived in time for the Meeting. I have had to hire a Conveyance to take me to Goderich, a distance of 48 miles. I hope to get there before dark.

WALKERTON, January 26th, 1866.

EGERTON RYERSON.

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

The Municipal Council of the United Counties of Huron and Bruce, which was in Session in this place, invited me to address them yesterday forenoon. This is the largest Municipal Body in Upper Canada, consisting of 53 Members, and representing nearly 200,000 Inhabitants. I addressed them for upwards of an hour with great freedom. My remarks were warmly received, and each of my suggestions was concurred in by a vote of the Council, after which a cordial vote of thanks was presented to me.

In the afternoon I also spoke with freedom to the County Convention, and the Meeting adopted Resolutions concurring in my views; after which the County Association of Teachers presented me with their Address, to which I read a brief reply.

I have declined invitations to preach in both the Presbyterian and Wesleyan Churches, as I had to keep in the House.

This afternoon, Mayor Detlor, called and spent some time with me at my request, in discussing School matters.

I purpose to pursue my Tour To-morrow Morning, and hope to be able to speak briefly at Stratford to-morrow afternoon.

I have been most cordially received and hospitably entertained at Sheriff Macdonalds' in Goderich.

GODERICH, January 28th, 1866.

EGERTON RYERSON.

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

Yesterday's was not a very good Meeting, although it voted all that I desired. Mr. McFarlane, M.P.P., made a speech against changes in the School Law, and in regard to my taking away, (as he said,) the rights of the People. I answered him, and carried the Meeting quite with me, affording immense satisfaction to many in the Meeting.

I came here last night, and had a large and excellent Meeting in the afternoon, with Mr. Alexander Mackenzie, M.P.P., as Chairman, and, with his concurrence and support everything was voted as I could wish. He came to see me in the Morning, and I had a long conversation with him on the topics of the Convention, which seemed to satisfy him, and secured his cordial and even eulogistic support on all points.

I preached a Sabbath School Sermon this Evening to a large congregation in the Methodist Church.

I wish you would get prepared and send to me at London the Statistics of the progress of the Schools, etcetera, in each County I shall visit before reaching Toronto, just as you have of the progress of Schools, etcetera, in the Province at large. It

is interesting at these Meetings to show what they have done in their own County, and Town, since the commencement of the School System.

SARNIA, January 30th, 1866.

EGERTON RYERSON.

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

The Meeting yesterday at Sandwich was well attended, the County Council having protracted its Session so as to meet me. The Members adopted my suggestions with great unanimity and cordiality. The Warden presided at the Meeting, and he told me that the Council would meet again this Morning, and would, as a Council, express its concurrence in my recommendations.

The Meeting at Chatham to-day adopted all my suggestions, although there was considerable opposition made by a Mr. Duck, and a Local Superintendent. But the Meeting was all but unanimous against them, on all but one point, that of leaving the County Board to be nominated by the County Council, instead of by the Chief Superintendent. But on that point, the majority was against them.

I will thank you to send to me at London Horace Mann's Lecture on Education. I read them many years ago, and there are some hints and illustrations in them, with which I wish to refresh my memory. I will thank you also to send a copy of my last Annual School Report.

CHATHAM, February 1st, 1866.

EGERTON RYERSON.

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

I did not receive the Statistics for Middlesex in time to make use of them this afternoon, at the very large and satisfactory Meeting over which the Bishop of Huron presided, and of which the Reverend John McLean [afterwards Bishop of Saskatchewan] was Secretary.

LONDON, February 2nd, 1866.

EGERTON RYERSON.

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

The Meeting at St. Thomas was large, and a number of persons were present, who violently opposed my proposals. They had been diligently collected in large force. I was heard with much attention. I was often greatly cheered, especially in my replies; but there was a large majority against Township Boards of School Trustees. The Meeting at Woodstock, yesterday, was also large, and opposition also had been widely organized and mustered from all parts of the County. I was able to speak with great calmness, clearness, and force, and at times carried the whole Assembly with me. But the Reverend W. H. Landon made a very eulogistic and clever opposition speech, and introduced a Resolution full of eulogy upon me, but dissenting from my views on the constitution of Township Boards of School Trustees. Some of the Councillors and Farmers spoke strongly in their favour; but two, or three, Local Superintendents declaimed about "rights," etcetera. But when the vote was taken the majority against the amendment to Mr. Landon's Resolution in favour of Township Boards, was very small. The Meeting was an excellent one, conducted with great good feeling, and the opinions of great numbers from the Country were in favour of my views. The Warden, who presided, was strongly with me and said my views would work their way, in spite of all opposition. In returning thanks for the vote of thanks to me, I took occasion to state, that although a majority of that Meeting dissented from my views, yet out of eighteen Counties I had visited, and nine of the Meetings which I had held, five had differed from me on some points, and fourteen had expressed their concurrence in my suggestions, including three County Council Meetings.

BERLIN, February 6th, 1866.

EGERTON RYERSON.

## IX. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

The Reverend Doctor Ormiston was here to-day. He has not been able to get Doctor McCaul to do anything yet in regard to the Revision of the Text Books, and his course has led to delay and disagreement about the list of Text Books and the preparation of the new Readers. He had a serious talk with him on the subject, and Doctor McCaul now promises to proceed with the matter.

Things are going on as usual in the Office; but I feel more anxiety and responsibility than ever I did in your absence, for I feel now how glad you too were to be relieved of the wear and tear of it, and it is, therefore, more incumbent upon me to do all in my power to make the duty light to you.

TORONTO, February 7th, 1866.

J. GEORGE HODGINS.

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

I got through the labours of the two Conventions at Lindsay and Port Hope yesterday with wonderful ease, feeling better last night and this morning than I have since I commenced my Tour.

The Meeting at Port Hope was large, but was not concluded when I left. The Meeting at Lindsay was very large and concurred in all my suggestions. The discussion was very well conducted on both sides.

LINDSAY, February 14th, 1866.

EGERTON RYERSON.

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

At Peterborough, a Deputation, consisting of Colonel Haultain and two other Gentlemen, were appointed to receive me at the Railway Station; but I had to leave the Meeting there immediately after giving some explanations, in order to get the Train for Port Hope and Cobourg. Colonel Haultain, before I left, moved, in courteous terms, a vote of thanks to me.

The Meeting at Cobourg yesterday was very large, and thoroughly packed with Delegates from Meetings held at various places, which were sent to oppose the idea of Township Boards of Trustees. I exposed such tactics with great plainness and severity, and the parties concerned felt my remarks deeply, and seemed almost convinced as to their justice and common sense, and scarcely attempted any justification. Some of them tried to admit that what I proposed was in advance, and would yet come, but they did not feel prepared for it at present. The whole proceedings were conducted with great good feeling, and many eulogies upon myself, but a majority was against the Township Boards, although they admitted an amendment, as part of their Resolution, which proposed to facilitate their establishment, whenever a majority of the School Sections, (and not a majority of each and every Section,) might desire it.

The doings in the very States where the Township Boards obtain are so far, very far behind, what I had expected and what we are doing in this Country, and so many of them reduce compliance with the conditions of the Law to the lowest minimum, that my anticipations as to the results of the Township System are hardly as sanguine as they were, especially where a majority of the Townships are non-progressive. But still I am satisfied that Township Board is a remedy for many evils, and an important step in advance, and that we can make it work much better than they do in the United States.

COBOURG, February 16th, 1866.

EGERTON RYERSON.

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

The Meeting at Belleville yesterday was long, somewhat disagreeable, and against me on the question of Township Boards of School Trustees, although, as the Warden,

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and one of the Superintendents have told me this Morning, that, if I had shown them that Township Boards would not be more expensive in management than the present system, they would not have been objected to.

BELLEVILLE, February 17th, 1866.

EGERTON RYERSON.

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

There was an immense Meeting at Picton on Saturday,—nine-tenths coming to oppose Township Boards of Trustees, most supposing that I had intended to propose Township Councils as the School Boards. The question of County Boards of Examiners for granting Teachers' Certificates, and compulsory attendance at Schools were carried almost unanimously. The question of Township Boards was argued with much earnestness, but injudiciously, by the principal opponent. I was enabled to explain the whole question with clearness and force, and then turned the objections, so as to enlist the feeling and excite the ambition of the Farmers, so that several of them publicly acknowledged that they were converted to my views, and a majority of the Meeting actually voted down the proposed amendment, and supported my suggestion for Township Boards.

There was a very large Meeting at Napanee to-day. I was able to speak with great clearness and effect, and carried the Meeting with me, and the proposition for Township Boards was carried by the Meeting, with only a few hands against it. The other propositions were carried with little discussion, and almost unanimously. The persons attending the Meeting to-day were very generally opposed to Township Boards, until they heard my explanations.

I think with you, we shall be able to work Township Boards vastly better than they do in the United States. The compliments and apparent affection of all parties to me is truly gratifying, and sometimes very affecting.

NAPANEE, February 19th, 1866.

EGERTON RYERSON.

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

The Meeting at Kingston went altogether with me, as did those of the two preceding days. I am to be at Perth at half-past one, and at Renfrew at half-past eleven to-night.

Both the Scotch and Methodist Minister of Renfrew have invited me to be their guest while there.

KINGSTON, February 21st, 1866.

EGERTON RYERSON.

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

On my way from Peterborough I fell in company with Mr. Deacon of Perth, about to be Judge of Renfrew, and he told me that the Grand Trunk was often behind time at Brockville; but that if the connexion of Trains did fail this morning, he would go to the Meeting and inform those present of the cause.

BROCKVILLE, February 21st, 1866.

EGERTON RYERSON.

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

I got through my last week's work very comfortably, all the Meetings concurring with me in all my proposals except a small one on Saturday at Kemptville, where there was a majority of two, (the vote being 21 to 19,) against Township Boards of School Trustees, Caucus Meetings had been held, Resolutions had been adopted, and Delegates had been appointed, otherwise, it was said, the very parties who opposed, would have been in favour of Township Boards.



I declined to stay at Prescott over Sunday, and came to Matilda on Saturday night, (stopping at a quiet Hotel,) in order to avoid public duties; and yet strange to say the pressure and the peculiar circumstances of the case were such as to induce me to preach twice. But I did so with great comfort and without the least inconvenience, or fatigue.

I propose to go to Cornwall to-night.

I have had to write as many as six Letters of an Evening, or Morning, in reply to Letters of request and invitation from various parts of the Country. Parties seem to think that I can visit, make speeches, and preach morning, noon and night of every day and Sunday of the week! I am in hopes of being able to complete the rest of my work with comparatively little fatigue, or inconvenience.

MATILDA, February 25th, 1866.

EGERTON RYERSON.

XVII. J. GEORGE HODGINS TO REVEREND DOCTOR RYERSON.

I received your Matilda Letter with much pleasure, as I see you have so far accomplished your great work with safety and wonderful success.

I enclose some correspondence with Mr. Langton, which I hope, while in Ottawa, you will follow up, and get done what I have mentioned in my Letters to him.

We renewed our insurance on the 21st, but, before doing so, the Insurance Company Inspectors went all over the Building. They have slightly raised the rates, as the Building is not considered as safe, with our Furnaces, as Osgoode Hall, or the Toronto University, which are heated by steam. I increased the Insurance on the Depository Stock to two-thirds its value; but, I think it is quite time we made some change in our Furnaces, so as to render the Building more safe and less costly to insure. We paid nearly \$500 last year for Furnace repairs, etcetera, and I fear our expenditure will always be large.

As we will want to print an edition of 12,000 School Registers this year, we will have to increase our Contingencies Grant. We are now so far below Lower Canada in that expenditure, that we can well ask for more.

TORONTO, February 28th, 1866.

J. GEORGE HODGINS.

XVIII. DOCTOR RYERSON TO J. GEORGE HODGINS.

I had a very disagreeable Meeting at Matilda, but a most agreeable one at Cornwall. I am the Guest of the Honourable John Sandfield Macdonald, and shall be the Guest of his Brother, the Honourable D. A. Macdonald, at Alexandria to-day.

CORNWALL, February 28th, 1866.

EGERTON RYERSON.

NOTE.—After holding the last of the County School Conventions, Doctor Ryerson went to Ottawa to confer with the Government in regard to the preparation of a School Bill designed to embody the results of the Conferences at the County School Conventions between himself and the School Officers and Electors, who attended these Conventions. While there, he wrote to me as follows:—

XIX. DOCTOR RYERSON TO J. GEORGE HODGINS.

I saw the Attorney General to-day, and I am to see the Finance Minister to-morrow, as to the School Balances you mention. My interview with the Attorney General was most satisfactory. He wishes to have a Bill prepared for the amendment of the Common School Law, as I have proposed at the County Conventions, as soon as we can do it.

I doubt the economy and advisableness of attempting to warm our Departmental Building by steam. The current expense of so warming the University Buildings is very large. I think we must get new Furnaces made, before another Winter.

If we get Township Boards of School Trustees, it may be worth considering whether the Department could, and should not, supply Boards of School Trustees with authorized Text Books for their Schools, as with Libraries and Apparatus. In such a case, we could get the Text Books, (prepared and authorized by ourselves,) printed by contract, as we now do Maps and Globes, allowing the contending Publishers to sell them to private parties at a certain rate. The unexpended Balances of the Library and Apparatus Grants could be made available for this purpose. This would immensely aid Boards of School Trustees, and greatly improve the Schools. As we now have to supply the School Trustees with School Forms, Registers, Maps, etcetera, we could easily supply them with Text Books, especially as they would always get them in quantities. It should indeed be a rule to supply them in not less than a certain quantity, and not to any private Individuals,—that is to none but to Boards of School Trustees.

The news of the sudden death of Mr. J. S. Howard,—the Member of our Council of Public Instruction,—filled me with surprise and regret. I am personally inclined to the Reverend Doctor T. B. Fuller, as his Successor; but I am not yet decided. The Reverend Doctor Ormiston would be desirable, if he lived in Toronto. The Reverend Frank Marling would be suitable to represent the Congregationalists, etcetera; but they have been long represented in the Council. The efficiency and interests of the School System now requires that our policy should be consolidating and conservative.

OTTAWA, March 5th, 1866.

EGERTON RYERSON.

XX. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I have sent a set of the National Readers to each Member of the Committee of the Council of Public Instruction, who were appointed to revise these Readers, and have suggested that each of them should go over the Books and strike out such articles as they disapprove of being retained, and mark those in which they would recommend modification, etcetera. They could then meet and compare notes and proceed to business promptly. For until they agree upon the extent of modifications and changes which may be desirable, it will not be easy to get on.

The Circular which we sent out about Sunday School Libraries being supplied from the Educational Depository is meeting with a hearty response, especially from the Church of England Clergymen. They regard it as a convenience and a boon to them.

TORONTO, March 27th, 1866.

J. GEORGE HODGINS.

XXI J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

Doctor J. H. Sangster has to-day gone up to Hamilton to confer with the Reverend Doctor Ormiston about the National Readers and other Text Books. Doctor Ormiston was very anxious to have him as a Colleague in the revision of these Readers, but Doctor Sangster would not consent to be a Member of the Committee, as his Arithmetic Books would be under consideration by it. Doctor Sangster, as Head Master of the Normal School, is, I think, very popular with the Students, and he has sufficient dignity and energy to keep everybody about him in their place.

Facts and experience show us, from day to day, the disadvantage we are at in not having been able to go to England, so we could then be able to arrange better terms than at present with the Publishers of Library and Prize Books. The more I think of it, the more convinced I am that we would more than save the expenses of the journey in thus securing the advantage to be derived from a personal visit to the Publishers, and the better terms we could then obtain from them.

TORONTO, April 11th, 1866.

J. GEORGE HODGINS.

## CHAPTER XXII.

## RESOLUTIONS PASSED, AFTER DISCUSSION, BY EACH COUNTY SCHOOL CONVENTION.

## I. RESPECTING TOWNSHIP BOARDS OF EDUCATION.

At *St. Catharines*, January 15.—Moved by Mr. Charles Donaldson, seconded by Mr. James Lilleland, and (by a majority of two to one.)

*Resolved*,—That in the opinion of this Meeting Township Boards of Trustees are better adapted to the wants of the Country than the present system of School Section Trustees.

At *Welland*, January 16.—Moved by the Reverend Charles Walker, seconded by the Reverend George Bell, and

*Resolved*,—That instead of the present system of School Sections, a Board of School Trustees be annually elected by the people, to take the entire charge of the Schools in the Township for which they are elected.

At *Cayuga*, January 17.—Moved by Mr. Thomas Slaven, seconded by Mr. T. Hodder, and

*Resolved*,—That, after having heard the opinion of the Chief Superintendent, as expressed before this Meeting, as to the changing of the School Board of Trustees, it is the opinion of this Meeting that the present School Section arrangement in Townships has worked well, and it is, therefore, their opinion that it should not be abolished.

*Amendment*,—Moved by Mr. William Grant, seconded by Mr. Thomas Mussen,—That it is the opinion of this Convention, that, if any change is made in the present mode of managing Schools by Sectional Trustees, such mode shall be left to any Township to say whether it will adopt the new method of Township Board, or not. (Lost).

At *Simcoe*, January 18.—Moved by the Reverend Mr. Craigie, seconded by the Reverend Mr. Willoughby, and

*Resolved*,—That, in the opinion of this Meeting, it is advisable that the Schools of the Township should be placed under the control of one Board of Trustees.

Moved by Doctor Clarke, seconded by Mr. Wallace, and

*Resolved*,—That it is the opinion of this Meeting that a special Board of School Trustees should be elected by the people to adjust the School matters of its Township. That it is the opinion of this Convention, that, if any change is made in the present that the position and attitude of this Township Board of School Trustees to its Council, should be similar in every respect to that of Boards of School Trustees in Incorporated Villages, Towns, and Cities to their several Town, or City, Municipal Councils.

*Amendment*,—Moved by Mr. H. J. Kilmaster, seconded by Mr. O. Austin,

That it is the opinion of this Meeting that the Township Council should be the Board of Trustees for the respective Townships. (Lost).

At *Brantford*, January 19.—Moved by Mr. Hay, seconded by Mr. Wood, and

*Resolved*,—That the proposed change of School Section into Township Boards be not approved of.

At *Hamilton*, January 20.—Moved by Mr. Smith, seconded by Mr. Inksetter, and, (by a large majority),

*Resolved*,—That in the opinion of this Meeting the substitution of Township Boards for the present system of School Section Boards would promote the efficiency of the Common School System, and be advantageous to the Educational interests of the Country.

At *Newmarket*, January 22.—Moved by Mr. R. Alexander, seconded by Mr. Hawkins.

That this Meeting approves of the proposed change in the School Law of electing Township Trustees instead of Section Trustees. And that the Township Board be elected by the people, and that the number of Trustees be six, and also that the Board be separate from the Township Council. (Lost by a small majority).

At *Barrie*, January 23.—Moved by Mr. N. King, seconded by Mr. D. Soules, and

*Resolved*,—That this Meeting is of opinion that a great public benefit would be conferred, if, instead of Boards of Trustees for each School Section, one Board of six persons were appointed for each Township, two of whom should retire each year. That, by such a change, the machinery of Education would be greatly simplified, and Parents would be allowed a larger discretion for the selection of a School for their children, and the situation of Teachers would be at once rendered more permanent and desirable. That, in the opinion of this Meeting, however, it is not to be desired that such Township Board should be identical with the Township Council.

*Amendment*,—Moved by the Reverend Dean Northgraves, seconded by Mr. T. Durey,

That this Meeting deems it inexpedient to establish Township Boards of Trustees in lieu of local Boards. (Lost).

At *Owen Sound*, January 24.—Moved by Mr. Francis, seconded by Mr. Greer, and

*Resolved*,—That the proposed abolition of School Sections and the establishment of Township Boards of School Trustees, said Boards to be elected by the people on the same day that the Municipal Councillors are elected, meets with the hearty concurrence of this Meeting.

At *Walkerton*, January 25.—Moved by Mr. James Henderson, seconded by Mr. William Pringle, and

*Resolved*,—That this Meeting having heard the explanations of the Reverend Doctor Ryerson, respecting the proposed changes of the present School Law, so far as having Township Boards of Trustees instead of the present Section Boards, express their approval of the proposed change.

At *Goderich*, January 27.—Moved by Mr. H. D. Cameron, seconded by Mr. P. McDonald, and, (by a large majority,)

*Resolved*,—That the Educational interests of our Country would be promoted by appointing one Board of Trustees for each Township.

Moved by Mr. P. McShea, seconded by Mr. P. McDonald, and, (unanimously,)

*Resolved*,—That the Township Boards should consist of Trustees elected by the Rate-payers of the Township, and that it be distinct from the Township Council.

At *Stratford*, January 29.—Moved by the Reverend T. McPherson, seconded by the Reverend Mr. Patterson, and

*Resolved*,—That it is desirable to have one Board of Trustees for each Township, as there is one Board of Trustees for each City, Town, and incorporated Village.

Moved by the Reverend Mr. McPherson, seconded by the Reverend Mr. Durrant, and

*Resolved*,—That the Township Boards of Trustees be elected by the Rate-payers, distinct from the Township Council Boards.

At *Sarnia*, January 30.—Moved by the Reverend Mr. Gibson, seconded by the Reverend Mr. McDermid, and

*Resolved*,—That the formation of Township Boards is much to be desired

*Amendment*,—Moved by Mr. David Hossie, seconded by Mr. Robert Johnstone.

That it is inexpedient to abolish the existing system of rural School Sections, but that Section thirty-two of the Common School Act be amended, by making provisions for the establishment of Township Boards at any time by a majority of the qualified

Municipal electors; such desire to be manifested by a general Vote, or by Petition, public notice having been given as to the intention of the Municipality to pass such a By-law. (Lost).

Moved by Mr. R. S. Chalmers, seconded by Mr. Robert Fleck, and

*Resolved*,—That the Township School Trustees be elected separately from the Municipal Council, and as a separate Body.

At *Chatham*, February 1.—Moved by Mr. A. S. Holmes, seconded by Mr. Arthur Anderson, and

*Resolved*,—That it is desirable that there should be one Board of School Trustees for an entire Township, elected by the Rate-payers, and separate from the Township Council.

*Amendment*,—Moved by Mr. E. B. Harrison, seconded by Mr. John Duck,

That, in the event of a Board of Trustees being elected for each Township, the Municipal Council do constitute that Board. (Lost).

At *London*, February 2.—Moved by Mr. Armstrong, seconded by Mr. Wm. Russell, and

*Resolved*,—That this Meeting approves of abolishing the School Sections, as now constituted, and forming Township Boards.

Moved by Mr. A. Crawford, seconded by Mr. W. Field, and

*Resolved*,—That the Township Trustees be a distinct Board, separate from the Township Council.

At *St. Thomas*, February 3.—Moved by the Reverend E. Sheppard, seconded by Mr. Thomas Green, and

*Resolved*,—That we are not prepared to accede to the views of the Chief Superintendent, as expressed in the second paragraph of his Circular Letter, under the head,—"Objects of the Convention," and relating to Township Boards.

At *Woodstock*, February 5.—Moved by Mr. Landon, seconded by Mr. Dockery, and

*Resolved*,—That this Meeting,—while it highly appreciates the great ability of the Chief Superintendent of Education, and while it sees much to approve, and even to admire, in his able administration of that office, by which he has raised our educational institutions, and especially our Common Schools, to a position of usefulness and respectability which may well justify our national pride and challenge the respect of the world,—cannot, nevertheless, approve of the proposition to abolish our rural School Corporations, and to place the management of all the Schools into the hands of Township Boards,—for the following, among other reasons:

1. Our Common Schools, under the present system of management, are believed to be really and rapidly advancing in character and usefulness, and it would be unwise to risk any interruption to that advancement by a mere experiment, or to introduce any considerable change without something like a reasonable certainty that no evil consequences would result therefrom.

2. If the disputes about the boundaries of School Sections, in a few remaining instances where they still exist, should thereby be composed, the Meeting has reason to fear that the Township System would give rise to other questions of disagreement even more perplexing and difficult to manage.

*Amendment*,—Moved by the Reverend Mr. McDermid, seconded by Mr. H. Silvester,

That one Board of Trustees for the entire Township, would be a great improvement on the present system of School Sections, and that therefore, such change is desirable. (Lost).

The local Newspaper report of the Woodstock meeting contains the following:

"NOTE.—It is proper to state that before a vote was taken as to the establishment of Township, instead of School Section, Boards, the Chairman requested that that part of the audience from Woodstock and Ingersoll should not vote. Had it been otherwise, it was the opinion of many that the decision would have been in favour of Township Boards."

At *Berlin*, February 6.—Moved by Mr. J. E. Bowman, M.P.P., seconded by Mr. Isaac L. Bowman, and

*Resolved*,—That, in the opinion of this Meeting, it would be expedient to change the present system of School Section Boards to that of Township Boards.

At *Guelph*, February 7.—Moved by Mr. Whitelaw, seconded by Mr. Royce, and

*Resolved*,—That this Meeting regards the present system of School Sections in Townships as satisfactory, and the change proposed is not desirable.

At *Brampton*, February 8.—Moved by Mr. Starrat, seconded by Mr. Blain,

That School Section Boards of Trustees be abolished, and that Township Boards be established, as suggested by the Chief Superintendent. (Lost).

*Amendment*,—Moved by Reverend James Pringle, seconded by Mr. James Hamilton, and

*Resolved*,—That in the opinion of this Meeting, it is not desirable that there should be any change in the Trusteeship of the School Sections; and that, were the changes contemplated by the Chief Superintendent carried into effect, instead of putting an end to all disputes it is to be feared they would be a never-failing source of trouble and contention.

At *Milton*, February 9.—Moved by Mr. H. M. Switzer, seconded by Doctor Buck, and

*Resolved*,—That it is desirable for the benefit of education to establish Township Boards, to be elected by the Township as a whole.

At *Port Hope*, February 13.—Moved by Mr. J. Foote, seconded by Mr. A. Choate,

That this Meeting approves of the suggestions made by the Chief Superintendent of Education for abolishing School Section Boards of Trustees, and substituting in their place Township Boards. (Lost).

At *Lindsay*, February 13.

*Resolved*,—That one Board of Trustees be established for each Township, to consist of six Members.

At *Peterborough*, February 15.—Moved by Mr. S. Grover, seconded by Mr. Read,

That the suggestions of the Chief Superintendent of Education for Upper Canada as to the abolishing of School Section Boards for the Common Schools, and the substitution therefor of the Township Boards meets with our approval. (Lost).

*Amendment*,—Moved by Mr. Stratton, seconded by Mr. Dundas, and

*Resolved*,—That inasmuch as it is believed that the introduction of Township Boards instead of School Section Boards, as at present, would not advance the cause of education; it is, therefore, desirable that the School Section System, as at present, be retained in any new School Act.

At *Cobourg*, February 15.—Moved by Mr. Ferris, seconded by Mr. Fisher, and

*Resolved*,—That this Meeting is fully convinced, notwithstanding the able explanations given by the Chief Superintendent, that the appointment of School Trustees for each Common School Section as the law now requires, tends to create a more general interest in the advancement of education, is more convenient, and less expensive than the one proposed of appointing Township Boards, with a merely visiting Committee for each Common School; but that, in order to give the system of appointing a Board of Township Trustees a fair trial, and the people an opportunity of voting on the question, the Meeting is of opinion, that, if a majority of School Sections in any



Township are desirous of having a Township Board of Trustees, the Law should be so amended as to allow them to do so.

At *Belleville*, February 16.—Moved by Mr. Joseph Hogle, seconded by Mr. James A. Vandervoort, and

*Resolved*,—That in the opinion of this Meeting, the present system of School Sections works beneficially, and that it is not advisable to make any alteration in the Law in that respect.

At *Picton*, February 17.—Moved by Doctor Gillespie, seconded by Mr. Thomas Donnelly,

That instead of the present School Section divisions and Trustees, it is desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and incorporated Village. That each Board be a separate Corporation from the Municipal Council, and that its Members be elected by the qualified Electors of the Township.

*Amendment*,—Moved by Mr. Nocen, seconded by Doctor Moore,

That the present School System, as regards the election of School Section Trustees is a birthright of local self government and one which we are unwilling to part with, and, therefore, consider the destruction of School Sections as an invasion of our best interests. (No decision arrived at).

At *Napanee*, February 19.—Moved by the Reverend Mr. Smythe, seconded by Mr. E. Mallory, and, (almost unanimously),

*Resolved*,—That in the opinion of this Convention the proposed change of the Trustee Board is one highly desirable.

At *Kingston*, February 20.—Moved by the Reverend Mr. Chambers, seconded by Doctor Barker, and

*Resolved*,—That this Meeting, having listened to the views of the Reverend Doctor Ryerson, in reference to the constitution of the Board of School Trustees for Townships, express their approbation of them, and their desire to have them embodied in the Common School Law for general use throughout the Country.

At *Renfrew*, February 22.—Moved by the Reverend Peter Lindsay, seconded by the Reverend Wm. Creighton, and

*Resolved*,—That the recommendation of Doctor Ryerson, in regard to substituting one Township Board of Trustees for each Municipality, in place of distinct local School Section Boards be adopted.

*Amendment*,—Moved by Mr. Andrew Irwine, seconded by Mr. Wm. Halpenny,

That it would be highly inexpedient, and not at all calculated to advance the Educational interests of the Province, to alter the provisions of the existing Law with regard to Common School Trustees. (Lost).

At *Brockville*, February 23.—Moved by Mr. John C. Millar, J.P., seconded by Mr. R. Feilds, J.P., and, (almost unanimously),

*Resolved*,—That, in the opinion of this Meeting, the proposed change of system in the appointment of Township Boards, instead of School Section Trustees, is calculated to improve the efficiency of the School System, and should become the General Law of the land.

At *Cornwall*, February 27.—Moved by Colonel McLean, seconded by Mr. John Raymond, and

*Resolved*,—That, in the opinion of this Meeting, it is desirable to have, instead of the present School Section Divisions and Trustees, one Board of School Trustees for each Township, as there is one such Board for each City, Town, and incorporated Village. That such Board should be a Corporation, separate from the Municipal Cor-

poration of the Townships, and that its Members should be elected by the qualified Electors of the Township on the day of the Annual Township Meeting.

At *Alexandria*, February 28.—Moved by Mr. A. M. McKenzie, seconded by Mr. John Stewart, and

*Resolved*,—That, instead of the present School Section Divisions, and Trustees, it is desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and incorporated Village.

At *L'Original*, March 1.—Moved by Mr. P. O. O'Brien, seconded by Mr. Robert Hamilton, and

*Resolved*,—That this Meeting approves of the amendment suggested by the Chief Superintendent of Education, to the School Law, substituting Township Boards for the existing School Sections.

At *Ottawa*, March 3.—Moved by the Reverend Mr. Pattyson, seconded by Mr. McGillivray, and

*Resolved*,—That instead of the present School Section Divisions and Trustees, it is desirable to have one Board of School Trustees for each Township, as there is one Board of School Trustees for each City, Town, and incorporated Village. That such Board be a separate Corporation from the Municipal Council, and that its Members be elected by the qualified Electors of the Township, and on the same day with the Annual Town Meetings.

At *Perth*, March 8.—Moved by Mr. Byrne, seconded by Mr. McN. Shaw,

That, in the opinion of this Meeting, it is unwise to change the present School Sections, by substituting in lieu thereof, Township Boards. (Test, only six votes in its favour).

Moved by Mr. R. Shaw, seconded by Mr. G. Kerr, and

*Resolved*,—That it is the opinion of this Meeting, that the proposed change in the system in the appointment of Township Boards, instead of School Section Boards, as at present, is calculated to improve the efficiency of the School System, and should become the Law of the land.

NOTE.—Of the forty County Conventions, Twenty-five formally expressed a desire to adopt the principle of Township Boards; in one, the Resolution affirming it was lost; ten passed Resolutions in opposition to that principle; one Convention is reported as not having arrived at any decision; one took no action, three have neglected to send the minutes of the proceedings, including one of the twenty-five above mentioned.

## II. RESPECTING COUNTY BOARDS OF PUBLIC INSTRUCTION.

At *Welland*, January 16.—Moved by the Reverend Charles Walker, seconded by the Reverend Mr. Bell, and (unanimously)

*Resolved*,—That County Boards of Education, as at present constituted, require modification.

Moved by the Reverend George Bell, seconded by Mr. John Hellems, and (unanimously),

*Resolved*,—That to produce uniformity in the examination of Teachers, and render their examination more satisfactory, the following improvement is suggested; namely, that a complete set of Questions in all the subjects of examination be semi-annually proposed by the Education Department, and a sufficient number of copies transmitted to the Chairman of each County Board, under seal. Each County being required to pay the expense of printing and of transmission.

Moved by the Reverend Mr. Bell, seconded by the Reverend Mr. Walker, and

*Resolved*,—That, in the opinion of this Convention, the Programme for the Examination of Teachers, should be altered, so as to place the minimum standard in each class much higher than it now is.

At *Cayuga*, January 17.—Moved by Mr. Thomas Slaven, seconded by Mr. James Turnbull, and

*Resolved*,—That it is the opinion of this Convention that the County Boards, as constituted under the present School Act, are uselessly expensive, and not efficient. It is recommended that a Board of five Gentlemen should be appointed for each County, say by the Governor-in-Council, and whose qualification shall not be less than that of a First Class Teacher.

At *Brantford*, January 19.—The proposition of the Chief Superintendent of Education, as regards County Boards of Public Instruction was agreed to, without any formal Resolution.

At *Hamilton*, January 20.—Moved by Mr. A. McCallum, B.A., seconded by Doctor Bothune, and

*Resolved*,—That this Convention concurs most heartily in the views expressed by the Chief Superintendent of Education, in reference to the constitution of the Local Board of Public Instruction, and the amendments proposed in the method of examining Teachers for Certificates, and hopes that such legislation may be procured, as will effect the necessary reforms.

At *Newmarket*, January 22.—Moved by Mr. E. Jackson, seconded by Mr. R. Alexander, and

*Resolved*,—That this Meeting approves of the method of examining Teachers by having a uniform set of Examination Questions for the whole Province, and sent under a seal to the different Counties to a Board appointed by the Governor-in-Council, and who will be the Examiners for the County.

At *Barrie*, January 23.—Moved by the Reverend W. Frazer, seconded by the Reverend S. B. Ardagh, and (unanimously)

*Resolved*,—That in the opinion of this Meeting, the County Boards of Public Instruction as at present constituted, do not adequately accomplish the end contemplated in their appointment, and are moreover needlessly expensive. That it would be advantageous if, in their stead, Boards of four persons were appointed by the Governor General, at the nomination of the Department of Public Instruction, and a Committee appointed by the same authority in Toronto to prepare examination papers for such Board; and, if these papers were sent under the seal of the Department of Public Instruction to the several County Boards throughout the Province, on the same day, not to be opened but by the Chairman of the Board, in the presence of both the Board and the Candidates.

At *Owen Sound*, January 24.—Moved by Mr. Frost, seconded by Mr. Chisholm, and

*Resolved*,—That this Meeting is in favour of the scheme now submitted by the Chief Superintendent of Education, namely that a County Board of Public Instruction, consisting of five Members, be appointed by the Board of Public Instruction, and sanctioned by the Governor General-in-Council, and that these five may, or may not, consist of Local Superintendents, or Grammar School Trustees.

At *Goderich*, January 27.—Moved by Mr. H. D. Cameron, seconded by Mr. Niles, and (unanimously,)

*Resolved*,—That this Meeting approves of the suggestion of the Chief Superintendent as to the composition of Boards of Examiners for the County.

At *Stratford*, January 29.—Moved by the Reverend Mr. Doak, and unanimously

*Resolved*,—That in the opinion of this Convention it is desirable that a County Board, consisting of five persons, appointed by the Governor General-in-Council, on

the recommendation of the Department of Public Instruction, should be substituted for the present County Boards, and that the questions for examination be prepared in the manner suggested by the Chief Superintendent of Education.

At *Sarnia*, January 30.—Moved by Mr. William Cole, seconded by Mr. F. Davis, and

*Resolved*,—That it is desirable that a change should take place in the constitution of County Boards.

Moved by Mr. Wm. Pole, seconded by F. Davis, and

*Resolved*,—That the County Council submit the names of double the number required, to the Chief Superintendent, that he choose the number required therefrom, and submit them to the Governor General-in-Council for his confirmation as a County Board.

*Amendment*,—Moved by the Reverend Mr. Smith, and seconded by Mr. R. S. Chalmers,

That the selection of County Boards be left in the hands of the Chief Superintendent. (Lost).

At *Chatham*, February 1.—Moved by Mr. James Smith, seconded by Mr. Rufus Stevenson, and

*Resolved*,—That County Boards of Public Instruction be appointed by the Governor-in-Council, upon the recommendation of the Chief Superintendent of Education.

*Amendment*,—Moved by Mr. E. B. Harrison, seconded by Mr. John Duck,

That the County Board of Examiners be nominated by the County Council, and approved by the Government. (Lost).

At *London*, February 2.—Moved by Mr. Armstrong, seconded by Mr. Burns,

That this Meeting approves of the proposed alteration in the County Board, and that each County Council should nominate twelve persons, from whom the Governor General-in-Council shall select persons to form the said Board. (Lost).

*Amendment*,—Moved by the Reverend T. McLean, seconded by the Reverend Noble F. English, and

*Resolved*,—That this Meeting cordially approves of the suggestion of the Chief Superintendent relative to the constitution of the County Board of Public Instruction.

At *St. Thomas*, February 3.—Moved by the Reverend Doctor Caulfield, seconded by the Reverend W. W. Clark, and

*Resolved*,—That this Meeting approves of the suggestion of the Reverend Chief Superintendent, respecting the organization of the County Board of Public Instruction.

At *Berlin*, February 5.—Moved by Mr. J. E. Bowman, M.P.P., seconded by the Reverend Dr. McRuar, and

*Resolved*,—That this Meeting concurs in the views expressed by the Chief Superintendent in reference to the constitution of County Boards of Public Instruction, as follows:—The County Council to nominate twelve Gentlemen, out of which number, the Governor-in-Council may select six persons to form such County Board of Instruction, and this Meeting also concurs in making the examination of Teachers uniform, by the adoption of one set of Questions, and this Meeting also desires to give longer duration to the validity of Teachers' Certificates by freeing Teachers from the necessity of reappearing for examination at short intervals.

At *Guelph*, February 7.—Moved by Mr. Fordyce, seconded by Mr. Pirie, and (by a large majority,)

*Resolved*,—That this Meeting approves of the proposed changes in the constitution and appointment of County Boards, and Boards of Public Instruction, and in the preparation of uniform exercises at the Examinations for Teachers' Certificates.

At *Brampton*, February 8.—Moved by Mr. Andrew Starrat, seconded by Mr. George Blain, and

*Resolved*.—That the Meeting approves of the changes suggested by the Chief Superintendent, in the constitution of the County Boards.

At *Milton*, February 9.—Moved by Mr. J. B. Willmott, seconded by Mr. Johnston Harrison, and

*Resolved*.—That the proposition of the Chief Superintendent of Education with respect to the constitution of the County Boards of Public Instruction be adopted.

At *Port Hope*, February 13.—Moved by the Reverend George Blair, seconded by Mr. Wm. Sisson, and, (almost unanimously)

*Resolved*.—That this Meeting concurs in the general features of the changes proposed by Doctor Ryerson in the constitution of our County Examining Boards, and in the mode of preparing and submitting the Examination Papers, and of granting Certificates to Teachers.

At *Lindsay*, February 13,

*Resolved*.—That County Boards of Examiners of five Members each, should be appointed, subject to the control of a Provincial Board, with power to grant Provincial Certificates.

At *Peterborough*, February 14.—Moved by Mr. Edwards, seconded by Mr. Dumble, and

*Resolved*.—That the proposition of the Chief Superintendent of Education as to the composition of County Boards of Instruction, and the methods for examination and classification of Teachers, has the approbation of this Meeting; suggesting, however, that the Teachers' Certificates be good only for five years.

At *Cobourg*, February 15.—Moved by Mr. E. Scarlett, seconded by Mr. J. M. Ferris, and

*Resolved*.—That this Meeting approves of the suggestion of the Chief Superintendent of Education, relative to the appointment and constitution of County Boards of Public Instruction for examining Common School Teachers, and also of the proposed change in the value and grading of Teacher's Certificates, with a view to elevate the standard of education in this Province.

*Amendment*.—Moved by Mr. J. B. Dixon, seconded by the Reverend P. Duncan,

That, in the opinion of this Meeting, it would be advantageous to the cause of Education to abolish the office of Township Superintendent of Schools, to discontinue County and Circuit Boards of Public Instruction, as they are at present constituted, and to appoint for the various Counties of Upper Canada, Superintendents whose qualifications shall not be less than First Class Common School Teachers, or Grammar School Masters; said Superintendents to be nominated by the people, either in their School Sections or by the County Council, and appointed by the Council of Public Instruction, three, or five, of such Superintendents from adjacent Counties to form a Board of Examiners to grant Certificates to Teachers, in their respective districts. Each Local Branch shall elect annually, or otherwise, one of its Members to act on its behalf, on a Provincial Board of Examiners formed by one representative from each District Board; and the said Provincial Board shall have power to grant Provincial Certificates to such Teachers as they find qualified, and who have shown their ability to teach, and been recommended by the Local, or District, Boards. (Lost).

At *Belleville*, February 16.—Moved by Mr. Henry Ostrom, seconded by Mr. A. Diamond, and unanimously

*Resolved*.—That this Meeting concurs in the views of the Chief Superintendent of Education, regarding the alteration of the present mode of examining Teachers by the appointment of a Board of practical and competent men, who shall prepare all

Questions, to be thereafter printed and transmitted by them under seal to the Chairman of the several County Boards, (to be appointed by the Governor-in-Council, as explained,) who shall examine all Candidates, and grant Certificates accordingly. Third Class Certificates to be abolished, as explained.

At *Picton*, February 17.—Moved by Mr. W. A. Richards, seconded by Mr. Platt, and

*Resolved*,—That the proposed changes in the constitution of the County Boards of Public Instruction be concurred in.

At *Napanee*, February 19.—Moved by the Reverend J. J. Bogert, seconded by the Reverend Mr. Smythe, and, (almost unanimously,)

*Resolved*,—That the Meeting concurs in the suggestion made in regard to Boards of Public Instruction.

At *Kingston*, February 20.—Moved by Mr. Thomas Kirkpatrick, and seconded by the Reverend Thomas S. Chambers, and

*Resolved*,—That this Meeting approves and adopts the views recommended by the Reverend Doctor Ryerson, Chief Superintendent of Education, in reference to the constitution of the County Board of Public Instruction.

At *Renfrew*, February 22.—Moved by the Reverend Peter Lindsay, seconded by Mr. Andrew Irvine, and

*Resolved*,—That Doctor Ryerson's views of the change respecting a County Board in each County be sustained.

At *Brockville*, February 23.—Moved by Mr. David Wylie, seconded by Doctor E. B. Haight, and, (unanimously,)

*Resolved*,—That the proposed changes in the constitutions of County Boards of Instruction be concurred in.

At *Iroquois*, February 26.—Moved by Doctor Sherman: That it is inexpedient to make any change in our admirable School System. (Lost).

Moved by Doctor Williams, seconded by Mr. Alexander Farlinger, and (by a majority of nine,)

*Resolved*,—That the proposed change in the constitution of the Board of Public Instruction for the Counties submitted by the Chief Superintendent meets with the approval of this Meeting.

Moved in amendment by Mr. Robert Toy, seconded by the Reverend Mr. Ferguson, That, in the opinion of this Meeting, the interests of Education will be as well subserved by the appointment of the County Board as usual through the Municipal Council. (Lost).

At *Cornwall*, February 27.—Moved by the Venerable Archdeacon Patton, seconded by the Reverend George Case, and (without an opposing vote,)

*Resolved*,—That this Meeting cordially concurs in the first of the propositions submitted to its consideration by the Chief Superintendent, having reference to the proposed change in the constitution of the County Boards of Public Instruction, and the mode of examining Teachers.

At *Alexandria*, February 28.—Moved by Reverend Doctor Chisholm, seconded by Mr. Peter Stewart, and

*Resolved*,—That it is desirable to change the constitution of County Boards, and make a higher standard of qualification for Teachers, and that Third Class Certificates be abolished.

At *L'Original*, March 1.—Moved by Mr. James Boyd, seconded by Reverend J. G. Armstrong, M.A., and

*Resolved*,—That this Meeting cordially approves of the suggestions of the Chief Superintendent of Education as to the Boards of Public Instruction, and the mode of examining Teachers.



At *Ottawa*, March 3.—Moved by Reverend Mr. White, seconded by Mr. W. M. Elliott, and

*Resolved*,—That we approve in full of the recommendation of the Chief Superintendent, as far as regards the first point, videlicet: The constitution of County Boards and the methods of examining Teachers.

At *Perth*, March 8.—Moved by Mr. J. Deacon, seconded by Mr. R. Shaw, and

*Resolved*,—That the Meeting approves of the changes contemplated by Doctor Ryerson, in the constitution of County Boards of Examiners, in the mode of preparing and submitting examination papers, and of granting Certificates to Teachers.

**NOTE**.—Of the forty County Conventions, thirty-five affirmed the principle of the appointment of Boards of Examiners for each County, by His Excellency the Governor General-in-Council, of uniform examination papers, and simultaneous examinations. Four conventions took no action on the question, and three have not sent their minutes, including two of the thirty-five mentioned.

### III. RESPECTING TRUANT AND VAGRANT CHILDREN.

At *St. Catharines*, January 15.—It was unanimously

*Resolved*,—That power should be given to Municipalities to punish the Parents and Guardians of those children who do not attend any School, but are allowed to grow up in ignorance and vagrancy.

At *Welland*, January 16.—Moved by Reverend Mr. Bell, seconded by Mr. E. R. Hellems, and unanimously

*Resolved*,—That in the opinion of this Convention, attendance at some School to the extent of obtaining a plain Common School Education should be made obligatory on all children in the land, either directly by legal enactment, or by giving the necessary power to Municipal Councils.

At *Cayuga*, January 17.—Moved by Mr. Abraham Nash, seconded by Mr. John De Cew, and

*Resolved*,—That this Convention is of opinion that it ought to be compulsory on Parents to send their children of a School age to a Common School.

At *Simcoe*, January 18.—Moved by Reverend Mr. Craigie, seconded by Mr. W. J. Kilmaster, and

*Resolved*,—That each Board of School Trustees shall be invested with power to bring to account and cause to be punished by fines, or otherwise, Parents who do not send their children, between seven and twelve years of age, to some School at least four months in each year, or secure for them in some other way a suitable education.

At *Brantford*, January 19.—The proposition of the Chief Superintendent of Education, with respect to the education of Truant and Vagrant children was agreed to without any formal resolution.

At *Hamilton*, January 20.—Moved by Mr. Thomas White, Junior, seconded by Mr. Cann, and, unanimously,

*Resolved*,—That in the opinion of this Meeting, authority should be given to Municipal Councils, to punish such Parents, or Guardians, as refuse to send their children, between the ages of seven and twelve years, to some School for at least four months in the year, and also to establish, where necessary, further Reformatory Schools to which the children of habitually vicious Parents, who refuse, or neglect, to send them to School, as hereinbefore mentioned, may be committed for instruction.

At *Newmarket*, January 22.—Moved by Mr. E. Jackson, seconded by Mr. J. D. Phillips, and

*Resolved*,—That this Meeting approves of compulsory attendance at School of children between seven and twelve years of age, for at least four months in the year.

*Barrie*, January 23.—Moved by Mr. D. McCarthy, seconded by Mr. A. Russell, and

*Resolved*,—That in the opinion of this Meeting, the several Township Councils should be invested with power to punish in some way, by fine, or otherwise, those Parents within their jurisdiction who do not send their children, between the ages of seven and twelve years, to some School for at least four months each year.

*Amendment*,—Moved by the Reverend W. Frazer, seconded by the Reverend M. Ferguson,

That while it is desirable that Parents through the Country at large, should avail themselves of the facilities afforded by the Common Schools, for the education of their children, it cannot be regarded as consistent with the rights of Parents, or the liberty of the Subject, to impose penalties for non-attendance. (Lost).

At *Owen Sound*, January 24.—Moved by Mr. Chisholm, seconded by Mr. Boyd, and

*Resolved*,—That it is desirable to authorize Township Councils to pass By-laws to fine, or compel the payment of double School Rates by parties neglecting to send their children, between the ages of seven and twelve years, for at least the period of four months a year, to School.

At *Walkerton*, January 25.—Moved by Mr. A. Shaw, seconded by Mr. E. Savage, and

*Resolved*,—That, in the opinion of this Meeting, a compulsory system of Education, under proper restrictions and regulations, would work beneficially in Canada.

At *Goderich*, January 27.—Moved by Mr. Mackid, seconded by Mr. D. Kerr, Jr., and, (but one dissenting),

*Resolved*,—That this Meeting recommends that the Municipal Councils be invested with power to bring to account and punish by fine, or otherwise, Parents who do not send their children, between seven and twelve years of age, to some School at least for four months in the year.

At *Stratford*, January 29.—Moved by Doctor Hyde, seconded by Mayor Jarvis, and

*Resolved*,—That each Municipal Council be invested with power to bring to account and punish by fine, or otherwise, Parents who do not send their children, between seven and twelve years of age, to some School, during at least four months of the year.

At *Sarnia*, January 30.—Moved by Mr. George Stevenson, seconded by Mr. James Dunlop, and

*Resolved*,—That it is expedient that power should be provided in the School Act to enforce attendance in our Schools of children who are neglected by their Parents or Guardians.

At *Chatham*, February 1.—Moved by Mr. G. W. Footc, seconded by Mr. R. K. Payne, and

*Resolved*,—That Municipal Councils be empowered to pass By-laws to compel the attendance at School of children between the ages of seven and twelve years, during four months of the year.

At *London*, February 2.—Moved by the Reverend T. McLean, seconded by Mr. Dunbar, and

*Resolved*,—That each Municipal Council be invested with authority to make By-laws to bring to account and punish by fine, or otherwise, Parents, or Guardians, who do not send their children, between the ages of seven and twelve years, to some School for at least four months in the year.

At *St. Thomas*, February 3.—Moved by the Reverend Mr. Cuthbertson, seconded by Mr. Galbraith, and

*Resolved*,—That, whilst admitting the desirability of the possession of a liberal education by every child in the Country, from the difficulty that would ensue in reduc-

ing the principle of compulsory attendance to an equitable practical application, this Convention is not prepared to take action in the matter.

*Amendment*,—Moved by Mr. T. M. Nairn, seconded by Mr. C. D. Paul, affirming, without reserve, the principle of compulsory attendance on the means of education in some form by children between the ages of seven and twelve years. (Lost).

At *Woods'ock*, February 5.—Moved by the Reverend Mr. McDermid, seconded by Mr. H. Silvester, and

*Resolved*,—That it is advisable that power should be given to Municipal Councils to punish Parents and Guardians, who refuse, or neglect, to send their children, between the ages of seven and twelve years, to some School, either public, or private.

*Amendment*,—Moved by Mr. W. Edwards, seconded by Mr. T. Beardsall,

That, while this Meeting desires to appreciate the abilities and efforts of the Chief Superintendent generally, they have listened with astonishment and regret to his plea in defence of coercive attendance; and they regard all attempts to enforce such a Law as impolitic, unconstitutional and subversive, rather than helpful to the interests of our Common School System. (Lost).

At *Berlin*, February 6.—Moved by Mr. Otto Klotz, seconded by Mr. H. Liersch,

That, whereas children are not the property of their Parents, but only entrusted to them by the Omnipotent, for the express purpose of giving them an elementary and a virtuous education, thereby enabling them to become useful to mankind, and fit for being permitted as members of civilized society;

And, whereas, many Parents and Guardians neglect that most essential part of their duty, by allowing the children entrusted to their care to grow up in ignorance, without affording them the benefit of a good Common School Education, or other necessary instruction for their guidance to truth, justice, virtue, morality and faith;

And, whereas, it is the duty of the State to protect the interests of the community, and to guard against encroachments upon the liberty and privileges of any of its Members, but more especially of minors, and those who cannot help, or defend, themselves;

Therefore, this Meeting considers it the duty of the Legislature to grant to each Municipality power to frame By-laws to provide for an efficient mode of punishment for Parents and Guardians who neglect, or refuse, to send to School, for at least four months in the year, those children that are under their charge; and, also, to compel the attendance at School, of such children. (Lost).

At *Guelph*, February 7.—Moved by the Reverend Mr. Clarke, seconded by Mr. George Elliott, and, (by a very large majority,)

*Resolved*,—That this Meeting is of opinion that provision should be made by Legislative enactment to enforce upon Parents and Guardians the sending of their children, between the ages of seven and twelve years, to some School, for at least four months in the year.

At *Brampton*, February 8.—Moved by Mr. Hartly, seconded by Mr. John Coyne, and

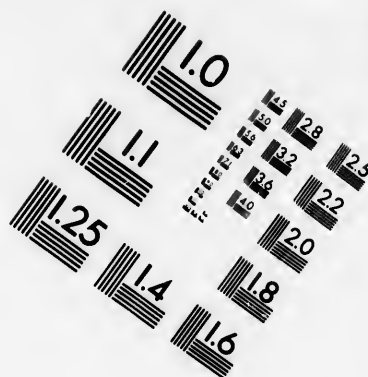
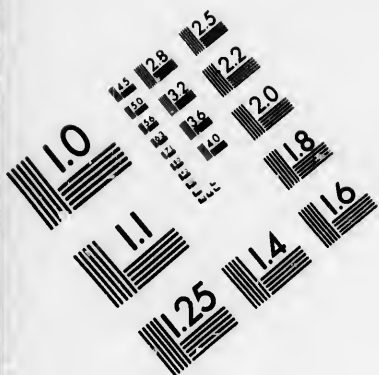
*Resolved*,—That the Legislature be requested to pass an enactment to punish all Parents and Guardians who do not send their children between the ages of seven and twelve years to School, during at least four months in each year.

At *Milton*, February 9.—Moved by Mr. D. McLeod, seconded by the Reverend Mr. Baird, and

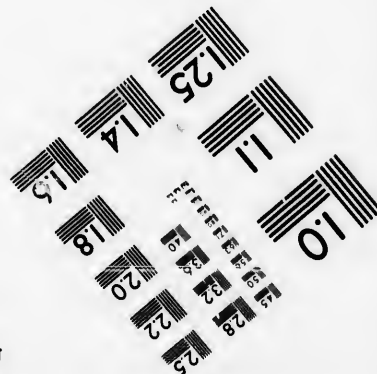
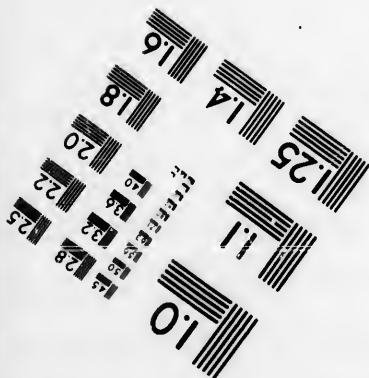
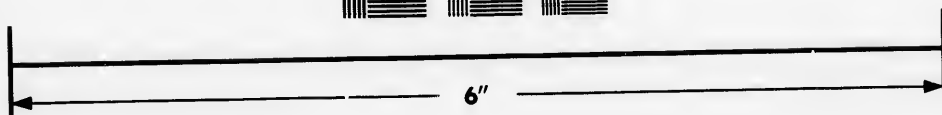
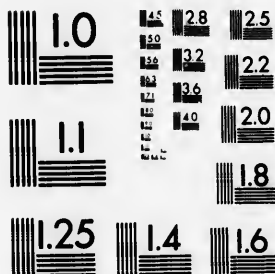
*Resolved*,—That the Common School Act be amended, so as to make it obligatory upon Parents and Guardians to send the children under their charge, between the ages of seven and twelve years, to some School, or have them otherwise educated for, at least, four months in the year, and that, in case they should not do so, they should be liable to fine, or some other punishment.

At *Port Hope*, February 13.—Moved by the Reverend Doctor Macnab, seconded by the Reverend J. Baird, and





**IMAGE EVALUATION  
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*Resolved*,—That this Meeting is of opinion that our Provincial Common School System is deficient, and fails in its most important object, unless the attendance of children, from seven to twelve years of age, be rendered compulsory, during at least four months in the year.

*Amendment*.—Moved by Mr. Robert Armstrong, seconded by Mr. John Rosevear, That the recourse to penal enactment for enforcing attendance at the Common Schools of this Province, is not desirable. (Lost).

At *Lindsay*, February 13.—It was

*Resolved*,—That Parents should be compelled to send their children, who are between the ages of seven and twelve years, to some School, during at least four months in the year.

At *Peterborough*, February 14.—Moved by Mr. Edwards, seconded by Mr. Stratton,

That, in the opinion of this Meeting, the proposition of the Chief Superintendent of Education for the amendment to the School Act to make the education of children compulsory, on the part of Parents is at variance with the principles of civil liberty, and should be strenuously opposed.

*Amendment*.—Moved by Mr. Dumble, seconded by Mr. Claxton, and

*Resolved*,—That the proposition of the Chief Superintendent of Education for the amendment of the School Act to make the education of children compulsory on the part of Parents, is worthy of the hearty approval of this Meeting, provided always that free education be provided for the children of the indigent.

At *Cobourg*, February 15.—Moved by Mr. J. B. Dixon, seconded by Mr. C. Underhill, and

*Resolved*,—That this Meeting highly approves of Doctor Ryerson's suggestions in regard to compulsory education, especially as all our Common Schools are, or ought to be, free.

*Amendment*.—Moved by the Reverend John Laing, seconded by the Reverend Doctor Nelles,

That this Meeting approves of the legislation of some measure, by which all Parents should be required to give their children an elementary education. (Lost).

At *Belleville*, February 16.—Moved by Mr. M. Bowell, seconded by the Honourable Billa Flint, and, (by a large majority,)

*Resolved*,—That the principle of Free Schools, being based upon compulsory taxation, it follows as a logical conclusion, that attendance upon Schools should also be compulsory; provided an education is not otherwise given to those who do not attend School.

*Amendment*.—Moved by Mr. Diamond, seconded by Mr. Vandervoort,

That the matter be left optional with Township Councils in rural districts, and that District, or Special, Schools be established in Towns and Cities for the education of those who may become amenable to compulsory attendance. (Lost).

*Amendment*.—Moved by the Reverend Mr. McLaren, seconded by the Honourable L. Wallbridge,

That this Meeting, having listened to the views of the Chief Superintendent of Education in reference to compulsory attendance of children at School, is of opinion that the School Act should be so amended as to make provision for enforcing in Cities and Towns, the attendance for four months per annum of all children between the ages of five and twelve years, on some School. (Lost).

At *Picton*, February 17.—Moved by Mr. Clapp, seconded by Mr. Richards, and

*Resolved*.—That the Legislature of Canada be requested to pass an Act, compelling Parents to send their children between the ages of seven and fourteen years, to some School, during, at least, four months in the year.

At *Napanee*, February 19.—Moved by the Reverend J. J. Bogert, seconded by the Reverend Mr. Smythe, and, (almost unanimously),

*Resolved*,—That the Meeting concurs in the suggestions made in regard to compulsory attendance of children at School, for four months in the year, during the ages of from seven to fourteen years

At *Kingston*, February 20.—Moved by Mr. William Ford, Junior, seconded by the Reverend A. Wilson, and

*Resolved*,—That the Legislature of this Province, be requested by this Meeting to pass a Law, to compel the Parents of children, between the ages of seven and fourteen years, to send them to some School for a portion of each year.

At *Renfrew*, February 22.—Moved by Mr. Henry Bellamy, seconded by Mr. James Airth, and

*Resolved*,—That this Meeting approves of the compulsory system of compelling Parents to send their children, between seven and fourteen years of age, to some School, during at least four months in each year.

*Amendment*,—Moved by Mr. A. Irvine, seconded by Mr. Thomas Deacon,

That this Meeting approves of the compulsory system of Education recommended by Doctor Ryerson, only in as far as it respects those Municipalities, which, by a vote of people, have adopted the Free School System. (Lost).

*Amendment*,—Moved by the Reverend Michael Byrne, seconded by Mr. Wm. Harris,

That no change be made in the present Act respecting the optional choice of Parents sending their children to School. (Lost).

At *Brockville*, February 23.—Moved by Mr. Herbert S. McDonald, M.A., seconded by the Reverend Mr. McGill, and, (almost unanimously,)

*Resolved*,—That the amendment proposed by Doctor Ryerson to be made in the present School Law, by requiring the compulsory attendance at School of children between seven and fifteen years of age, for at least four months in the year, is fully approved of by this Meeting, and that, such compulsory attendance should be required by Legislative enactment.

At *Iroquois*, February 26.—Moved by Doctor Sherman, seconded by Mr. William Elliott,

That it is the opinion of this Meeting that it is inexpedient to enact a compulsory clause, compelling Parents to send their children to School for four months in the year, between the ages of seven and fourteen. Also that it is inexpedient to withdraw the powers from local Section Trustees and appoint Township Boards. (Lost).

*Amendment*,—Moved by Mr. Alex. Farlinger, seconded by Doctor Stevens, and

*Resolved*,—That the compulsory measure, in regard to sending children to School, proposed by the Chief Superintendent, be approved of and adopted by this Meeting.

At *Cornwall*, February 27.—Moved by The Venerable Archdeacon Patton, seconded by the Reverend J. Hugill, and (without an opposing vote,)

*Resolved*,—That this Meeting is of opinion that the Legislature should pass an Act to enforce the education of all the children of the Country between the ages of seven and fourteen years.

At *Alexandria*, February 28.—Moved by the Reverend James Mair, seconded by the Reverend D. Cameron, and

*Resolved*,—That the second proposition of Doctor Ryerson, in regard to sending children to School, be commended.

*Amendment*,—Moved by the Reverend Doctor Chisholm, seconded by Mr. William McNeil,

That it is inexpedient to recommend the Legislature to pass a Law to enforce the education of children. (Lost).

At *L'Orignal*, March 1.—Moved by the Reverend Mr. Brown, seconded by Mr. Zachariah McCallum, and

*Resolved*,—That the Legislature do pass an Act obliging Parents, or Guardians, to send their children, between the ages of seven and fourteen years, to School for at least four months in the year.

At *Ottawa*, March 3.—Moved Mr. Cousins, seconded by the Reverend T. D. Phillips, and

*Resolved*,—That when education is freely provided for all, it is the duty of the State, to see that every child, between the ages of seven and fourteen, attends School for a period equivalent to at least four months of the School year, in accordance with the proposition of the Chief Superintendent.

*Amendment*,—Moved by the Reverend Mr. White, seconded by the Reverend Mr. Elliott,

That, whether the principle involved in compulsory attendance is or is not, warrantable, it is deemed by this Meeting inexpedient to embody it in the present Canadian System of Common School Education. (Lost).

At *Perth*, March 8.—Moved by Mr. Alexander Stevenson, seconded by Doctor Howden, and

*Resolved*,—That the amendment proposed by Doctor Ryerson to the present School law, requiring the attendance at School of children, between seven and fourteen years of age, for at least four months in the year, is fully approved of by this Meeting.

*NOTE*.—Of forty County Conventions, thirty-four affirmed the principle of the duty of the State to render penal the neglect of Parents to avail themselves of the opportunities afforded for the education of their children. Two Conventions declined to take action in the matter, and four have not reported their Minutes.

#### IV. MISCELLANEOUS RESOLUTIONS.

The following Resolutions were adopted at the Conventions, in addition to those relating to matters brought up for discussion by the Chief Superintendent. The many complimentary Resolutions to the Chief, which were passed are not inserted.

At *Welland*, January 16.—Moved by the Reverend Charles Walker, and seconded by Mr. John W. Lewis, and

*Resolved*,—That this Convention believes that the time has come when the Free School principle should be, by law, established throughout Upper Canada.

At *Cayuga*, January 17.—Moved by Mr. J. W. Snell, seconded by Mr. James Mitchell, and, (unanimously.)

*Resolved*,—That, in the opinion of this Convention, all Common Schools should be made free by legislative enactment.

At *Cayuga*, January 17.—Moved by Mr. J. Turnbull, seconded by Mr. Hugh Kennedy, and

*Resolved*,—That, in the opinion of this Meeting, there should not be more than two Superintendents for each County.

At *Simcoe*, January 18.—Moved by Mr. Wallace, seconded by Doctor Clarke, and

*Resolved*,—That, in the opinion of the Meeting, it is advisable so to amend the School Law as to make the Schools in the Province free.

At *Newmarket*, January 22.—Moved by Mr. E. Jackson, seconded by Mr. R. Alexander, and

*Resolved*,—That the Chief Superintendent, in recommending any amendment to the School Law, be requested to insert a clause which will authorize the appointment of County Superintendents only, instead of the present law; and that such Superintendent be a first class practical Teacher.

At *Goderich*, January 27.—Moved by Mr. Archibald Dewar, seconded by Mr. A. Molesworth, and

*Resolved*,—That it would add to the efficiency of our Schools to have County superintendence, instead of the present system.

SCHEDULE OF COUNTY SCHOOL CONVENTIONS HELD BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1866.

County or Union of Counties.	Place of Convention.	Chairman.	Secretary.	Date. 1866.
Lincoln, a, c	St. Catharines	A. Morse	R. McClelland	Jan. 15
Welland, a, b, c	Welland	R. Hobson, Sheriff	J. P. Wilson	" 16
Haldimand, b, c	Cayuga	Rev. James Black	A. Winram	" 17
Norfolk, a, c	Simcoe	Col. W. M. Wilson	D. W. Freeman	" 18
Brant, b, c	Brantford	James Wemyss	Henry Lemmon	" 19
Wentworth, a, b, c	Hamilton	C. McGill, Mayor	A. Macallum	" 20
York, b, c	Newmarket	J. P. Wells, M. P. P.	R. Alexander	" 22
Simcoe, a, b, c	Barrie	T. D. McConkey, M. P. P.	Rev. W. F. Checkley, B. A.	" 23
Grey, a, b, c	Owen Sound	T. Gamey, Warden	G. J. Gale	" 24
Bruce, a, c	Walkerton	J. Eckford	J. Henderson	" 25
Huron, a, b, c	Goderich	J. V. Detlor, Mayor	D. Cameron	" 27
Perth, a, b, c	Stratford	T. Ford, Warden	W. Buckingham	" 29
Lambton, a, b, c	Sarnia	A. McKenzie, M. P. P.	M. Sullivan	" 30
Essex, a, b, c	Sandwich*	The Warden	The County Clerk	" 31
Kent, a, b, c	Chatham	J. McMichael, Warden	James Hart, County Clerk	Feb. 1
Middlesex, a, b, c	London	The Bishop of Huron	Rev. John McLean, M. A.	" 2
Elgin, b	St. Thomas	E. Munro, Sheriff	Mr. Hallowell	" 3
Oxford, c	Woodstock	T. Oliver, Warden	Rev. W. H. Landon	" 5
Waterloo, a, b	Berlin	Dr. Vardon	H. F. J. Jackson	" 6
Wellington, b, c	Guelph	D. Stirton, M. P. P.	J. Hough	" 7
Peel, b, c	Brampton	Dr. Barnhart	Dr. Pattullo	" 8
Halton, a, b, c	Milton	R. Miller, Warden	J. Dewar, jr.	" 9
Ontario	Whitby*	T. N. Gibbs, M. P. P.	M. Thwaite	" 12
Durham, b, c	Port Hope	W. Craig, Mayor	D. Cleghorn	" 13
Victoria, a, b, c	Lindsay	A. Lacourse, Mayor	H. Fowler	" 13
Peterborough, b, c	Peterborough	J. Hall, Sheriff	James Stratton	" 14
Northumberland, b, c	Cobourg	Dr. Beatty, Mayor	J. B. Dixon, M. A.	" 15
Hastings, b, c	Belleville	A. F. Wood, Warden	A. Diamond	" 16
Prince Edward, b, c	Picton	C. S. Wilson, Warden	A. Greeley	" 17
Leunox and Addington, a, b, c	Napanee	A. Hooper, Warden	J. B. McGuin	" 19
Frontenac, a, b, c	Kingston	John Irvine	Rev. T. S. Chambers	" 20
Renfrew, a, b, c	Renfrew	Rev. Geo. Thompson	Mr. Park	" 22
Leeds, a, b, c	Brockville	W. McCullough	H. S. McDonald	" 23
Grenville, b, c	Kemptville*	Francis Jones, M. P. P.	} Not reported	" 24
Dundas, b, c	Iroquois	Jacob Brouse		" 26
Stormont, a, b, c	Cornwall	A. J. Cockburn, Warden	Rev. George Case	" 27
Glengarry, a, b, c	Alexandria	D. E. McDonald, M. P. P.	John Simpson	" 28
Prescott and Russell, a, b, c	L'Original	C. P. Treadwell, Sheriff	H. L. Slack	Mar. 1
Carleton, a, b, c	Ottawa	Judge Armstrong	D. Scott	" 2
Lanark, a, b, c	Perth	D. Galbraith, Warden	C. Rice	" 8

a. These twenty-five Meetings, besides two County Councils (one of fifty-three Members), expressed a desire to adopt the principle of Township Boards, instead of Section Trustees. At one meeting the question was lost by two votes.

b. These thirty-five Meetings affirmed the principle of the appointment of Boards of Examiners by His Excellency the Governor-General-in-Council, of uniform examination papers, and simultaneous examinations.

c. These thirty-seven Meetings affirmed the duty of the State to render penal the neglect of Parents to avail themselves of the opportunities afforded for the education of their children.

\* Official Reports from Whitby, Sandwich and Kemptville not received.

## CHAPTER XXIII.

## REPLIES OF DOCTOR RYERSON TO ATTACKS ON THE COUNCIL OF PUBLIC INSTRUCTION, IN REGARD TO THE SELECTION OF TEXT BOOKS.

While in Quebec in 1865, seeking to aid Mr. McDougall in the passage of the Grammar School Improvement Act of that year (of which he had charge in the Legislature), I was informed by him that Mr. James Campbell, Bookseller, and Agent in Toronto for Messieurs Thomas Nelson and Son Book Publishers, of Edinburgh, was there with another Toronto Bookseller, as a Deputation to the Government, to petition it against the action of the Council of Public Instruction, in regard to the selection of Text Books, and also against the continuation of the Educational Depository, under the sanction of the Government. This movement, as Mr. McDougall wished me to inform Doctor Ryerson, was actively promoted by the Honourable George Brown, President of the Executive Council, who had spoken to him very strongly on the subject. Mr. McDougall stated that he had told Mr. Brown, in his reply to him, that:—

“The Complainants must submit their statements in writing, to be transmitted to Doctor Ryerson, so as to receive his reply and explanation, and that he personally could do nothing which was not demonstrated to him to be of Service to the Public, and that, so long as he had charge of Education in the Government and Legislature, he would act fairly to all parties concerned in the matter.”

Instead of Mr. McDougall's suggestion to the Deputation of complainants being acted on, Mr. Campbell wrote a Letter to *The Globe* Newspaper on the subject, and that Paper also commenced a series of attacks upon the Council of Public Instruction for its action in the selection of certain Text Books for the Schools.

On his return, therefore, from holding the County School Conventions Doctor Ryerson addressed several Letters to *The Globe* Newspaper in reply to it and to Mr. Campbell's attacks both upon himself and the Council of Public Instruction.

In inserting these Letters in this record, I have omitted from them whatever appeared to be local and temporary, as well as purely personal. The following is the first of these Letters:—

The columns of *The Globe* have been recently opened to sundry attacks upon the authorized Text Books of the Public Schools, and upon the policy which has dictated their selection. In *The Globe* of the 9th instant, especially, is a communication signed “James Campbell & Son,” Booksellers in Toronto, containing a formal attack upon the Council of Public Instruction, as well as upon the policy which the Government has sanctioned for more than fifteen years in providing a uniform series of Text Books for the Public Schools. For years past there have been several attacks upon the Library branch of our School System; but Mr. Campbell's and other similar attacks are the first systematic attacks which have been made to subvert that branch of our School System relating to a uniform series of Text Books for the Schools. This is of much

greater importance to the School System than Public Libraries. I trust, therefore, that you will allow me the requisite space to defend the Council of Public Instruction, and vindicate this vital part of our School System against the attacks alluded to. I will, in the first place, answer Mr. Campbell's attacks, and then state the system authorized by the Legislature, and the grounds of it.

#### CHARACTER OF THE ATTACK UPON THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA.

Mr. Campbell attacks the Council of Public Instruction, not one Member of which is an Author, or Publisher of any School Book, or has any personal interest in one,—a Body of men constituted by the Legislature, and appointed by the Government of the Country for the express purpose of providing a uniform series of Text Books for the Public Schools, and of preventing the use of other Books in the Schools, inconsistent with that paramount object. The duties and objects of the Council, and the objects of Mr. Campbell, and those of Messieurs Thomas Nelson and Son of Edinburgh, for whom he acts as Agent, are very different.\* The Council only aims at providing for the Public Schools a proper series of Text Books, and at the lowest prices, and to prevent, as far as possible, the Public Schools from being the victims of private speculation. Mr. Campbell has come to the Country to make as much money as he can, and has not the least responsibility as to the efficiency and economy of the Public Schools. He has published no Book to supply a want in our Schools, but has published two inferior Books to supersede others already in use in the Schools.

#### CAUSE OF THE NEW TEXT BOOK CRUSADE.

Mr. Campbell several times impugns the motives and conduct of others. I must remark, therefore, that it is only since his own agency has been dispensed with by this Department in procuring some Ten thousand dollars' worth of School Prize and Library Books from himself, irrespective of those obtained from the firm of Thomas Nelson and Sons, that he has commenced his attacks upon our School Book System; and that it is only since Mr. Lovell refused him a share, or interest in his General Geography, that Mr. Campbell has promoted the sale of a Geography on his own account—a Geography professedly printed in Canada, but actually prepared and printed in England, and imported into Canada.

#### MISSTATEMENTS CORRECTED—IMPROPER SPIRIT OF THE "SUMMARY OF HISTORY."

Mr. Campbell charges the Council of Public Instruction with not recommending any School Text Books written by a Canadian Author, except those by "employees of the Education Office." And who, I may ask, are likely to be better qualified to prepare such Text Books than those who have been most intimately connected with them, especially Messieurs Sangster and Robertson, who have been longer the Teachers of our Teachers in Common School subjects than Mr. Campbell has been a resident of the Country?—Mr. Campbell says: "Some time ago we printed a little 'Summary of Canadian History.' It was placed before the Council and refused, while a Book on the same subject, by Mr. Hodgins, was instantly approved." This statement is untrue, in spirit and in fact. The subjects of the two Books are widely different. The "Summary of Canadian History," published by Mr. Campbell, was confined to Canada; and, as far as relates to Upper Canada, since 1815, it was a bald and partial rehash of old party disputes between individuals, parties, Governors, and Assemblies, which should not be taught in any School, if remembered by anybody, without an account of the progress and institutions of the Country, which ought to be taught in the Schools. Mr.

\* For Correspondence between Mr. Thomas Nelson of Edinburgh and the Chief Superintendent on this subject, see pages 75-81 of the preceding Volume of this History.



Hodgins' Book was a "Geography and History of Canada, and of other Colonies of the Empire;" it was written nine years ago in the true spirit of Confederation, contained nothing which any sect, or party, could object to; was written in the proper School Book style and spirit, narrated the progress of the Country and its Institutions, and taught Canadian youth that there were other British Provinces in North America besides Canada, with which we have affinity and interest.

#### OMISSIONS OF FACTS AND DATES SUPPLIED.

Mr. Campbell's statement also conveys the impression that this little summary of Canadian History was published at the same time, if not before, the Book of Mr. Hodgins. The reverse is the fact. Mr. Hodgins' Geography and History was published in 1857, to meet a want widely felt, and loudly complained of; but Mr. Campbell's "Summary of Canadian History" was not published until three years afterwards—in 1860—long after Mr. Hodgins' unexceptionable and comprehensive Book had been widely introduced into the Schools, and with much success. Mr. Campbell's "Summary of Canadian History" was not therefore, prepared or published to meet any want in our Schools, but as a speculation, out of the popularity acquired by the pioneer History published three years before. And Mr. Hodgins' "History of Canada and other North American Provinces," published by Mr. Lovell last year, is an expansion of his pioneer Book on the subject, published in 1857, but being superseded by the General Geography and larger History of Canada and other British Provinces.

But the Council of Public Instruction never employed any of the Gentlemen above mentioned to write a Text Book for the Schools, nor a line of one; nor did the Council or any Member of it,—not even myself—know one sentence of any of their Books until the appeared in print; nor did the Council recommend these Books for use in the Schools, until after they had been favourably noticed by the press, by experienced Educationalists, by Public Men, and by distinguished Clergymen of various Persuasions.

#### FURTHER MISSTATEMENTS CORRECTED.

Mr. Campbell's next charge is made in the following words:—"We did not employ Education Office employees to write our Books—so they were rejected by the Council. We dared to publish a Book on Geography; it was rejected because there already existed one written by their own 'employees'"\* In the first place, it is to be remarked that Mr. Hodgins is not an employé of the Council of Public Instruction, but holds his appointment direct from the Government, the same as the Chief Superintendent of Education. In the next place, the reason which Mr. Campbell assigns for the act of the Council is the reverse of the truth. . . . I have every reason to believe that an earlier recommendation would have been given to Mr. Lovell's General Geography, had it been written by a person unconnected with the Education Department,—although Mr. Hodgins had not, and has not, the slightest pecuniary benefit, or interest, in Mr. Lovell's Geography, or in any one of his Books. The facts of the case are as follows:—Mr. Lovell's General Geography was published in March, 1861, but was not recommended by the Council of Public Instruction until June, 1865—four years afterwards—and until after it had received the highest commendation from all quarters,\* and its

\* Although Mr. Campbell speaks here of "not employing Education Office employees," to write books for him, Mr. James Campbell was nevertheless willing that Mr. Lovell should do so for his benefit, so that he could, as part proprietor, control the entire sale of the General Geography in Upper Canada. Mr. Lovell wisely refused to be a party to this monopoly.

\* *Extracts from Opinions on Lovell's General Geography.*

I consider the plan excellent, the matter judiciously selected, and for a text book, surprisingly full and complete.—*Bishop of Toronto.*

I am impressed with the belief that it is calculated to be eminently useful in the schools of the Province.—*Bishop of Quebec.*

C'est un travail précieux qui fera honneur à votre presse, et rendra un vrai service à l'éducation primaire de nos enfants.—*Bishop of Montreal.*

Author had been elected in England a "Fellow of the Royal Geographical Society," with that Book before them; nor was it even brought before the Council, until Mr. Campbell sought to forestall it by getting the English edition of his own recommended in preference. The principle on which the Council and the Department have acted in regard to Text Books, will best appear from the following extracts from an Official Letter which I addressed to a Board of Trustees in August last:—

"The reasons which induced the Council to recommend Lovell's 'Easy Lessons' and 'General Geography' for the use of Public Schools, in Upper Canada, are briefly as follows:—

"1. The one, although professing to be published in Montreal and Toronto, is prepared and printed in England, and imported into Canada without payment of duty on imported Atlases. . . . On the other hand, the General Geography recommended by the Council of Public Instruction, is printed in Canada, on paper of Canadian manufacture, by Canadian labour and capital. . . . The same course was pursued in regard to the importation of Readers, Maps, Globes, and other articles of School Apparatus,—all of which are now manufactured in the Country, to the annual saving of many thousands of dollars in it, and the corresponding encouragement and development of Canadian enterprise and skill.

#### SUPERIORITY AND CHEAPNESS OF THE CANADIAN GEOGRAPHIES.

"2. . . . In the English Geography, to which you refer, there are 76 pages of small quarto, 29 maps well executed, and two illustrations. Price 70 cents. In Lovell's 'Easy Lessons in Geography,' there are 80 pages imperial octavo, 28 maps (very good), and 50 illustrations. Price 45 cents. In 'Lovell's General Geography' there are 100 large quarto pages, 51 maps, (not so well executed, but good in the last editions, and containing the names of many places), 113 illustrations, and a new and useful table of the Clocks of the World. Price 65 cents. The maps of the larger Geography are of less importance now than in former years, because of the general use of large School Maps. I may add that the Authors of Lovell's Canadian Geographies and Arithmetics have no personal interest in their sale. They undertook the task to meet a Canadian want, in accordance with my recommendation.

#### ATTEMPT TO INTRODUCE THE PERNICIOUS SYSTEM OF AMERICAN CANVASSING.

"I am aware that it was thought a good speculation to get up an English Geography and English Maps to supersede those prepared in Canada, and a Member of a firm of which Mr. Campbell has, for several years, been Agent, strongly pressed the matter upon me a year or two since;\* but I discountenanced it every way in my power. I have reason to believe that the system of canvassing School Authorities and Trustees on national and personal grounds, so widely resorted to in the neighbouring States, has been resorted to here, and that some Trustees and others, wholly unacquainted with the facts which I have stated above, have been induced to recommend the adoption of an English in preference to a Canadian Geography.

Mr. Campbell's statement that "English editions of classical books are actually forbidden to be used," is utterly untrue, as no edition whatever of these Books is mentioned in the official list, as sanctioned by the Council, and as both English and American editions can be used at the pleasure of the parties using them, as there is no nationality in classics.

J'ai parcouru ce ouvrage avec un véritable intérêt. Il remplit bien son titre.—*Bishop of Nova Scotia.*  
Elle m'a paru pleine de connaissances variées, intéressantes, et très utiles à la jeunesse pour laquelle elle a été faite.—*Bishop of Ottawa*

I have carefully perused it, and have no hesitation in pronouncing it a most useful improvement on the Geographies now used.—*Bishop of Ontario.*

I think the Author will be admitted to have executed his part with much judgment and ability, and that the work will give general satisfaction.—*Chief Justice Robinson.*

The system the Author has adopted is one which, of all others, is altogether efficient, and no doubt conducive to a clear, easy, and practical teaching of Geography.—*Judge Mondelet.*

The book is one which is worthy of Canada, and, both as a scientific production as well as a work of art, is deserving of all praise.—*Judge Aylwin.*

I am persuaded it will be found to be extremely useful, not only to our youth, but to ourselves, children of a larger growth.—*Judge Bailev.*

Je recommande avec plaisir la nouvelle Géographie en langue anglaise que vous vous proposez de publier.—*Judge Morin.*

As regards ourselves, it is the first work of the kind in which the magnificent colonies of Britain have had justice done them.—*Judge McCord.*

It is a vast improvement upon such works as have heretofore been in circulation in the Country.—*Sir W. E. Logan.*

\* See correspondence with Mr. Nelson, Brother-in-law to the Editor-in-chief of *The Globe*, on page 75 of this Volume.

SEVENTEEN OF MR. LOVELL'S BOOKS NOT SANCTIONED—THOSE APPROVED AND THE REASONS FOR THEIR APPROVAL.

Mr. Campbell complains that Mr. Lovell's list of School Books has been recommended by the Council of Public Instruction, while two Books published by him have been rejected. I have above shown why his two Books have not been recommended by the Council. But I may add, that of a list of thirty-five School Books published by Mr. Lovell, seventeen of them have never been recommended by the Council, and seven others on his list were recommended by the Council before Mr. Lovell ever printed them, and have been printed by other printers in Canada, as well as Mr. Lovell.

Neither Doctor Sangster, any more than Mr. Hodgins, has the slightest interest in the sale of the Books which they have written for Mr. Lovell. Yet, even if they had, it would not have rendered the Books less useful, or affected the judgment of the Council of Public Instruction in respect to them. Professors Croft and Cherriman have prepared Text Books used in their respective Departments in University College, and the Senate, of which they are Members, have prescribed these Books, to the exclusion of any others which might be published by Mr. Campbell, or any one else.

ATTEMPT TO SET ASIDE THE COUNCIL, PARENTS AND TRUSTEES—AMERICAN EXAMPLES.

But Mr. Campbell would ignore and supersede the Council of Public Instruction altogether, and even Trustees and Parents, and would make each Teacher a judge of the Text Book to be used in his School. He says:—

"If we produce a series of Books acceptable to Teachers, we think we have a right to expect the Council should throw no obstacle in our way." "We do think if our Books are acceptable to Teachers, we should have full liberty of disposing of them." "We leave it to the judgment and practical experience of Teachers to decide which are best."

This is a novel feature and a new authority in our School System, to set up the Teacher above Trustees, Parents and the Council of Public Instruction itself, to decide what Books are best for the School he is employed to teach. The Superintendent of Schools in the State of New York represents, in one of his Annual Reports, that one of the greatest evils to the Schools in that State was Booksellers and their Agents bribing Teachers, by presents of Books, and sometimes by giving a percentage on the sale of their School Books, introduced by the Teacher into his School; so that each new Teacher employed in a School would decry the Books introduced by his predecessor, and insist upon throwing them aside, and getting new ones recommended by him. To such an extent did this evil grow in the State of Massachusetts, that the Legislature passed an Act rendering it penal for a Bookseller, or his Agent, thus to try and get his Books sold in any School. Yet such is the course of proceeding adopted by Mr. Campbell. A Letter to me from a Head Master of a Grammar School contains the following passage:—"Mr. Campbell, of Toronto, forwarded me a package of Books containing several of the Books I have been using. Nelson, of London, is the Publisher. His School Reading series are not to be compared to the Irish Nationals."

EFFECTS OF THE SYSTEM OF TEXT BOOK CANVASSING IN CANADA.

Mr. Campbell has sent similar packages of Books to other Masters of Schools,\* and this explains the reason of his appeal in behalf of the Teacher as the authority to decide upon the School Books to be used in the School. Under such a system any one must see how soon our Schools would go back to their former state of chaos, and their supporters be made the unceasing victims of individual speculation between Teachers and importunate Booksellers.

\* See proof illustrative of this fact in a note on a further page.

## REASONS

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Teachers

## PRIVATE SCHOOLS—RIGHT TO PRESCRIBE REGULATIONS FOR PUBLIC SCHOOLS.

Of Private Schools and their Teachers, the law takes no note; but the Legislature, that provides by law funds for the support of Public Schools, has the undoubted right of prescribing the conditions on which such Schools shall be entitled to public aid. The Legislature has invested a Body, called the Council of Public Instruction, with the power, and imposed upon it the duty, to prescribe the subjects of instruction in the Public Schools, and the Text Books which shall be used in giving that instruction. A Teacher of a Public School is not, therefore, employed to teach what subjects, or Books he pleases, but to teach those subjects and Books which are provided by law; and no School is entitled to public aid which is not conducted according to law. Teachers of Public Schools are Public Officers, whose duties are defined by law, as well as those of the Chief Superintendent, and are not to become the agents of Mr. Campbell's speculations any more than those of any other Bookseller.

## SELFISH CHARACTER OF THE NEW CRUSADE AGAINST THE NATIONAL READERS.

It is now my duty to say a few words as to the National School Readers, which Mr. Campbell and certain other parties are trying to depreciate and supersede. The Canadian Geographical and Historical parts of those Books have been rendered needless by a Geography and History, prepared and published in Canada by Mr. Lovell, as also the Chapters relating to Natural Philosophy and Chemistry, by special Canadian Text Books, prepared by Doctor Sangster on these subjects. So that the few pages in the advanced Readers, on which alone the real objections to these Readers have been founded, are superseded by Canadian Text Books, and the Readers are only required for the legitimate purpose of School Readers, and for which purpose they are, as a whole, yet unexcelled. Since the universal use of them in Canada our Schools have advanced beyond all precedent, and our School Readers have become cheaper than ever before. A uniform series of Readers is absolutely essential to the classification of both Pupils and Schools, as well as a great convenience and saving to Teachers and Pupils removing from one School to another. This uniformity and great interest of the Schools should not be allowed to be destroyed to gratify the caprice of any individual Teacher, or the avarice of any Bookseller.

## SECRET HISTORY OF THIS NEW CRUSADE.

I know there are parties who are opposed to these Readers. Some, on account of certain defects in theory, and some on other grounds, and others, like Mr. Campbell, on purely selfish grounds. In a Letter, a Presbyterian Clergyman informs me, from his own personal knowledge, that the object of the movers of the very Memorial quoted by *The Globe* as authority against the National Readers, was to exclude the Scripture History and Religious part of those Books for infidel purposes. I have Official Correspondence from the very Authors of that Memorial, insisting upon the use of an American series of Readers by Sanders, or another series of American Readers by Wilson, (published by the Harpers, New York), in place of the National Readers. Two, or three, other series of American Readers have been urged by Teachers, and even by some Trustees. In one instance, a Teacher not only insisted upon using American Readers, but also in having some of the most inflammatory anti-British pieces in them learned and recited by Pupils at the public examination of the School, although forbidden by the Local Superintendent to do so. In that, and in the other cases referred to, I had to inform the Authorities of these Schools, that the payment of the School Fund would be withheld from them if they persisted in using such unauthorized Text Books. Could Mr. Campbell succeed in his theory, and claim to have the Teacher decide upon the Text Book, we should have a babel in the Schools; for the American Book Agents are scarcely behind Mr. Campbell in canvassing Teachers and Trustees to get their Books introduced into our Schools. . . .

## GOOD FAITH SHOULD NOT BE VIOLATED.

The National Readers have, in one sense, become Canadianized, by having been printed in Canada, and having become universally used in the Schools. But I think every educating Country should provide its own educating Books as soon as it can. I have intimated this on several occasions during my recent Tour to the several Counties of Upper Canada, but I have said, and I now say, that what has been authorized by law, and become universal in the Schools, and provided for by enterprising Publishers, on the good faith of the Government, should be changed with great caution, and only after timely notice, so as not to disturb the order of the Schools, or put Parents or Pupils to needless expense, or do injustice to Printers, who, like Mr. Lovell, have invested large sums in stereotyping the whole series of Readers for the use of the Public Schools.

## COMMITTEE TO REVISE THE NATIONAL READERS.\*

Also, the basis and Christian non-sectarian character of the National series of Readers should be maintained; some omissions as to foreign Countries and other matters may be allowed, and the introduction of more respecting our own Country is desirable, but the excellencies and character of the series should be maintained. With this view a Committee, including practical Instructors, has been appointed to revise them. Various series of the best English and American Readers have been provided to facilitate the labours of such a Committee; but the National Readers are in general use, and it would be premature to make any change in them the current year.\*

## INTERESTS OF THE SCHOOLS (AND NOT OF SPECULATORS) TO BE CONSULTED.

The Public Schools are established for public and specific purposes; their interest and efficiency, and those of their supporters are to be consulted, irrespective of the speculations of an individual Bookseller. Not a Member of the Council of Public Instruction has any other interest than that of the efficiency of the Public Schools. The whole field of science and literature is open to every Publisher and Bookseller, without their attempting to destroy what all Educationists in all Countries maintain as essential to the highest efficiency of Public Schools—uniformity of Text Books in the essential departments of Reading, Arithmetic, as well as of elementary Geography and History.

I will conclude with three general remarks on the principles of our School System in respect to Text Books.

## NECESSITY FOR UNIFORMITY AND CERTAINTY IN SCHOOL BOOKS.

First,—All Educationists in Europe and America agree that a uniform series of Text Books is an essential part of an efficient System of National Schools. This is recognized and acted upon in all the Cities of the neighbouring Republic, and is provided by law for the whole of the several States; and where it has not been so provided, the State's Superintendents, in their Annual Reports, lament the deficiency. It is an

## OFFICIAL NOTICE—UNAUTHORIZED TEXT-BOOKS.

\* The following official notice on this subject has been issued by the Education Department for Upper Canada: A Committee, including the Reverend Doctors McCaul, Ormiston, Barclay, and Reverend H. J. Grasett, B.D., having been appointed by the Council of Public Instruction for Upper Canada, to revise the National Readers, and the List of Text Books for Grammar and Common Schools, the Council have passed the following Order in regard to that list:

"The Council disapproves of the use, in any Grammar or Common Schools, of any Text Book which is not included in the list of Text Books authorized by the Council, as provided by law, after the close of the current year (1866)."

The One hundred and twenty-eighth Section of the Upper Canada Consolidated Common School Law enacts that—"No person shall use any foreign Books, in the English branches of education, in any Model or Common School, without the express permission of the Council of Public Instruction; and no portion of the Legislative School Grant shall be applied in aid of any Common School in which any Book is used that has been disapproved of by the Council of Public Instruction, and public notice given of such disapproval."



integral part of the Irish National System, and it has been so provided for by law in our School System from the beginning.

Secondly,—In order to have a uniform series of Text Books in the Schools, there must be one authority to select and prescribe such Books. It cannot, therefore, be left to any Teacher, or Bookseller, to introduce, at his pleasure, Books into any of the Public Schools.

#### COUNTY BOARDS AND SCHOOL CORPORATIONS MUST NOT VIOLATE LAW.

Thirdly,—Acting upon this principle, the Legislature has authorized the Council of Public Instruction to prescribe and sanction Text Books for the National Schools, and to prohibit the use of others; and every School Corporation and County Board are required to select Text Books from the authorized list of such Books; and if any such Board has recommended any Text Books not in the authorized list, it has acted without authority, and has violated the third clause of the 98th Section of the Common School Act. With a law-abiding people the law should be supreme.

EDUCATION OFFICE, March, 1866.

EGERTON RYERSON.

#### THE CHIEF SUPERINTENDENT'S SECOND LETTER TO THE GLOBE NEWSPAPER

Since my first Letter was written, several articles have appeared in *The Globe*, respecting the Council of Public Instruction and myself, on the subject of Text Books for the Public Schools.

One of these articles is a Letter signed James Campbell and Son; another is an editorial article in *The Globe* endorsing Mr. Campbell's Letter, and making sundry attacks upon myself and others connected with the Department of Public Instruction; the third is another article, on the editorial page, stating, among other things, that Mr. Thomas Nelson, a Bookseller in Edinburgh and London, is both the "author" and English "publisher" of "the Geography and Atlas," which Mr. Campbell insists should be recommended and used as a Canadian Geography, and in preference to a Geography written and published in Canada, on Canadian paper, and by Canadian enterprise, containing twice the matter, more than twice the number of Maps, twenty times the number of illustrations, and sold at a lower price than the Geography and Atlas written and published in England.\*

#### THE GLOBE'S PERSISTENT HOSTILITY TO OUR SCHOOL SYSTEM.

As a matter of course, I have always reckoned upon, as I have always encountered, the opposition of *The Globe* in every attempt to establish or improve the School System. During the first six years of my labours to establish that system, the opposition of *The Globe* was as unmitigated as his efforts were unscrupulous to impress upon the public mind that I was seeking to enslave the Country by a Prussian despotism. When I first recommended the system of Free Schools, *The Globe* for a year, or more, sought to raise public indignation against what he called my attempts to pauperize the Country by the establishment of Pauper Schools; then, after the principle of Free Schools and the whole School System had acquired so deep a hold upon the mind of the Country, that *The Globe* thought it might be turned to personal and party advantage, he professed for a time to become a champion of it; soon afterwards he sought to lash the feelings of the whole Country to the highest degree of intensity against the Separate School provisions of the Law.

\* The paragraph on which this statement is based will be found in *The Globe* of the 30th of March, as follows:—  
"Certain it is, at any rate, that Sir Roderick Murchison, specially selected the Geography and Atlas of which Mr. Nelson is not only publisher but author, to commend its excellency in his annual address from the chair of the [Royal Geographical] Society."



## MR. BROWN'S FORMER PARLIAMENTARY CRUSADES.

So, several years ago, (in 1858), a movement was made by several Booksellers in Toronto, under the championship of *The Globe*, against the Public Library Branch of the Education Department.\* A Parliamentary Committee was appointed, which visited the Department and examined the work done, and the mode of doing it; and, on the very first Meeting of the Committee, the assailants of the Department were so completely beaten that they never came to a second charge, and the Parliamentary Committee, of which Mr. George Brown was Chairman, never met a second time! On another more recent occasion at Quebec, Mr. Brown got a Committee of the Assembly appointed to examine into the Accounts of the Education Office for Upper Canada, and after spending, with another Member of the Committee, portions of two, or three, days in the General Auditor's Office, and being unable to find a single pretext for a new attack, it was abandoned, and the Committee, of which he was also Chairman, never even met at all! And so now, the way having been prepared by the Department, and by Canadian Publishers and Printers, for what is supposed to be a good School Book speculation in Upper Canada, another *Globe* crusade is set on foot against the Text Book branch of our School System, that Mr. Brown's family connections may become enriched by the overthrow and destruction of that vital part of it. But I am persuaded that this new crusade will end in as complete defeat as every similar preceding one.

Mr. Brown, in his Newspaper of the 4th instant, charges Doctor Ryerson with "attacking a highly respectable Publishing House in this City." What I wrote was simply a defence of the Council of Public Instruction against an attack upon it by the "Agent" of Mr. Thomas Nelson, Mr. Brown's Brother-in-law—an attack based upon the pretext of a simple announcement that the Council of Public Instruction had taken steps to revise the National Readers, and have the printing of them open to competition. . . .

TORONTO, April 10th, 1866.

EGERTON RYERSON.

Mr. Brown, referring to School Books, written by Messieurs Robertson, Sangster and Hodgins, exclaims, "the three employés receiving large salaries from the Public Chest, while engaged in writing Books for their own benefit." This charge assumes that no person deriving a Salary from a public source should employ his late, or early, hours in writing, a Book for which he derives any benefit,—a charge that criminales the most eminent Statesmen, Professors and Teachers in England and America,—a charge implicating the President, (Doctor McCaul,) and three of the Professors, (Croft, Cherriman and Wilson,) of University College, Toronto, all of whom have written Books (some of them Text Books), on their own account, while receiving Salaries from the "Public Chest." . . .

Addressing myself more particularly to the Campbell member of the compact, I shall in another Letter correct his mis-statements, with some notice of his omissions and admissions. And finally, as Mr. Campbell has charged me with having prevented Mr. Thomas Nelson from establishing a large printing and publishing House in Toronto, I will publish in a Fourth Letter,\* the Correspondence which took place between Mr. Thomas Nelson and myself when he was in this Country, by which it will be seen what Mr. Nelson desired, and what I favoured and what I declined, by whom the monopoly was sought, and whether I was not courteous, as Mr. Nelson, (for whom I have a high respect,) repeatedly acknowledged in his Letters, and whether I did not act fairly and impartially to all parties, and in the best interests of my native Country. This Correspondence will show that I have resisted making the Department the patron of any

\* See pages 293-319 of the Thirteenth Volume of this Documentary History,—especially pages 307-313, Chapter XXIX. of that Volume.

\* This Correspondence is printed in the preceding Volume of this Documentary History, pages 75-81.

Publisher whatever; that I have advocated that which will secure the best and cheapest School Books, and the freest competition in their publication.

TORONTO, April 10th, 1866.

EGERTON RYERSON.

THE CHIEF SUPERINTENDENT'S THIRD LETTER.

MR. JAMES CAMPBELL'S FOURTEEN MIS-STATEMENTS CORRECTED—HIS OMISSIONS AND ADMISSIONS NOTICED—THE EFFECTS OF "THE GLOBE"—CAMPBELL SYSTEM ILLUSTRATED IN THE STATE OF NEW YORK—WHAT THE REAL QUESTION FOR THE COUNTY IS.

Having replied to the attacks of the Brown member of the new family compact crusade against the Text Book branch of the School System, will now reply to the second series of attacks, mis-statements, etcetera, of the Campbell member of the compact.

1. I had said that as Mr. Campbell had several times impugned the motives and conduct of others, "I must remark it is only since his own agency has been dispensed with in procuring some Ten thousand dollars' worth of School, Prize and Library Books, from himself, (even independently of those ordered from Messieurs Thomas Nelson and Son,) he has commenced his attacks upon our School System." Mr. Campbell says: "This statement is utterly untrue. . . . It was not until the 29th of December, that the Department stopped purchasing from us.\* . . ." Perhaps none but the Campbell member of the new family compact would suppose, or represent, me as regarding his (pretended) publication of a Geography an attack upon our School System; and he himself attests that his professed publication of that Geography had no effect upon my purchases of Books through his agency,—an agency which was only dispensed with in March, 1865, (not December, 1864,) because I could otherwise procure the Books referred to far better for the interests of the Public Schools. Mr. Campbell commenced his attacks by certain Communications to the Provincial Secretary in August last,\* and then in *The Globe* of the 9th ultimo. Mr. Campbell's own statement shows that this was since I dispensed with his Book Commission agency.

2. Mr. Campbell charges me with "equivocation," for saying that Mr. Hodgins derives no benefit from the sale of the Books prepared by him for Mr. Lovell, "when (as Mr. Campbell says,) it is well known that he received a large sum for his work." I dare say Mr. Lovell, with his well-known generosity, though I know not the amount, liberally remunerated both Mr. Hodgins and Doctor Sangster for writing School Books for him, so much required in the Schools; but having been thus compensated for their labour in preparing the manuscript of these Books for Mr. Lovell, every man of common sense and honesty must see that the loss, or gain, of the printing of that Manuscript, and of the sale of the Books printed from it, were entirely with the Publisher, and that the Authors had no pecuniary interest in the sale of them.

4. Mr. Campbell represents Mr. Hodgins as having written an "humble apology" to *The Globe* for the errors contained in his History, published in 1857. This statement is incorrect; nor was there any occasion for it, as the various criticisms were friendly and the commendation very strong,—the notice of *The Globe* commencing with the following words:—

"That this little Book was greatly needed in Canada is unquestionable. The microscopic portion of an American School Book devoted to British North America

REASONS FOR DISCONTINUING THE CAMPBELL AGENCY.

\*The Department did not stop purchasing from Mr. Nelson's Agent until March, 1865, and not until it had made much better arrangements with all of the principal Publishers and publishing Societies in England and Scotland, for the supply of a much cheaper and greater variety of excellent Prize and Library Books than it is possible for Mr. Campbell or any Bookseller to keep in stock. For instance, he could not supply the Christian Knowledge Society publications, (of which the Depository imports nearly \$2,000 worth a year), at from five to ten per cent as cheaply as the Department can purchase them itself.

\*Following up the previous efforts of Mr. Brown's brother-in-law with Dr. Ryerson, these Communications were made by the "Agent" without apprizing the Council, or Doctor Ryerson, of his appeal to the Government, and these Communications were, I believe, seconded by the strong personal influence of Mr. George Brown himself—then a Member of the Cabinet.

has long been proverbial. Mr. Hodgins, therefore, deserves great credit for undertaking the labour involved in such compilation, for the satisfactory manner in which he has discharged his onerous task." And further, "this little Book was greatly needed, and is well fitted for the junior classes in our Canadian Schools. We trust that a larger and more comprehensive Book on the same subject . . . will be prepared for Students of a higher grade, etcetera." There was no objection at that time to an "employé" in the Education Office writing a Book for the Schools; but, on the contrary, thanks to Mr. Hodgins for his pioneer labour. And Professor Daniel Wilson, of Toronto University College, wrote a courteous, critical notice of it in the *Canadian Journal*, in which occur the following words:—"We welcome, with satisfaction, this little product of the Canadian Educational press, as an attempt,—and in most respects a very successful one,—to supply a grave defect in the material for juvenile training. . . . "Mr. Hodgins' Colonial History and Geography will meet, at once, one of the most obvious wants of our scholastic system." Doctor Wilson at that time expressed a wish, (echoed by *The Globe*,) which Mr. Hodgins has since endeavoured to fulfil, by expanding his little History—stating that he hoped to see the Book "not only revised in a form altogether satisfactory and acceptable, as a most welcome addition to our School literature; but also made the model for a larger and more comprehensive work suited to advanced students, and designed to leave a more detailed, and consequently more permanent impression on the mind." Now it answers the purpose of Mr. Campbell and *The Globe* to attack Mr. Hodgins for what *The Globe* so highly commended him for in 1857.

#### THE COUNCIL OF PUBLIC INSTRUCTION AND LOVELL'S GEOGRAPHY.

5. Mr. Campbell says that "Mr. Hodgins' Geography was more than once brought before the Council," and that it was "recommended, providing the Maps were improved and the most glaring errors corrected." This statement is utterly unfounded. The Geography in question was never brought before the Council but once, and that not until four years after its publication, and the same time with Mr. Campbell's English Geography, (only a few months after its publication,) and after Mr. Campbell had canvassed individual Members of the Council in its favour; and the Council, at a full Meeting, unanimously, with one exception, and without any condition, recommended the Geography prepared by Mr. Hodgins, in preference to the inferior one put forth by Mr. Campbell.

#### MR. CAMPBELL'S AMERICAN SYSTEM OF CANVASSING PROVED.

6. Mr. Campbell distinctly denies ever having canvassed Teachers "with a view to the sale of his Books for their Schools." I quoted the words of a Master of a Grammar School, at Newcastle, stating, "Mr. Campbell, of Toronto, has forwarded to me a package of Books, containing several of the works I have been using. Mr. Thomas Nelson, of London, is the Publisher of them. His School Reading Books are not to be compared to the Irish National." Will Mr. Campbell say that this package of Books was not sent in the way of canvassing, with a view to their sale in the School? A day or two since I received the following note from Mr. S. Cornell, a Common School Teacher at Ashburnham:—"I observe that Mr. Campbell denies having canvassed the Teachers for his Books. I beg to say that, about a year ago, Mr. Campbell's Agent called on me at Millbrook, where I was teaching, and gave me a copy of his Geography, requesting me to examine and adopt it, if I approved of it." In a Letter from Mr. Macallum, Principal of the Hamilton Central School, he, in reference to Mr. Campbell's denial of ever having canvassed Teachers, also says:—"Mr. James Campbell himself called upon me respecting the Geography published by him. . . . I declined to recommend it for reasons then, and still sufficient to my own mind."

If Mr. Campbell has sent his Books to the Masters of Newcastle and Millbrook Schools; it is very unlikely that he would not send them to the Masters of other Schools. At all events these facts refute his denial on the subject.\*

#### SHARE IN LOVELL'S GEOGRAPHY SOUGHT FOR BY MR. CAMPBELL.

7. Mr. Campbell denies that he and his son "ever asked or even desired a share in Mr. Hodgins' Geography, or in any part of Mr. Lovell's works." In reply, I have only to give the following extract of a Letter from Mr. Lovell, dated "Montreal, April 5th, 1866." Mr. Lovell says:—"Messieurs James Campbell & Son state—'We are not aware that we ever asked, or even desired, a share in Mr. Hodgins' Geography.' They certainly never asked for a share; but Mr. James Campbell did. He proposed to me, soon after I undertook to issue the Geography, that I would give him a share of one-eighth in it; so that he might control the sale thereof. This proposition I declined, but told him I would willingly pass over the whole matter to him, provided he would undertake to publish the work, which he declined."

#### ZEAL FOR THE GOVERNMENT—AT FAULT.

8. Mr. Campbell says that this Department sends out Circulars and advertisements "in Official Letters," and that they are "distributed at Government expense broadcast over the Country." Now, there is not a word of truth in this twofold statement. Circulars relating to the Depository are not sent in "Official Letters," or "at the expense of Government." Circulars, catalogues, and official lists, are enclosed in parcels, but not in Official Letters, or at the Government expense. Even the cost of postage on the Depository Circulars and Trustees' Invoices is charged to the Depository itself,

#### PRICE OF BOOKS AT THE DEPOSITORY AND OF BOOKSELLER CAMPBELL COMPARED.

9. Mr. Campbell's statements as to the prices of Books are of the same class with the foregoing. The general standard of the prices of Books, etcetera, furnished to School Trustees, is stated as follows, in a printed Circular issued last January:—"Books, etcetera, are supplied from the Depository at net prices, that is about twenty-five per cent. less than the usual current retail prices. . . . The admirable Books published in England, . . . are furnished from the [Publishers'] Catalogues at currency for sterling prices; that is, a shilling sterling Book is furnished for twenty cents, Canadian currency, and so on in proportion. This is the average rate for English Books, Maps, etcetera.† But I cannot here refrain from remarking, in reference to Mr. Campbell's statement, that he had furnished Books to this Department upon precisely the same terms that he had done to others, that this assertion is

#### DENIAL AND ADMISSION OF CANVASSING.

\* Nevertheless, in the face of these direct proofs, the Nelson Agents in the *Globe* of the 21st of May say: "We stated that we never canvassed Teachers, and we now repeat it." Yet they add, in regard to their Geography, "we admit to having shown it to Teachers, and have asked them if they approved of it to use it." They are thus compelled to admit the truth of their charge of their American system of canvassing in the case of Mr. Cornell (the Ashburnham Teacher.) They knew that Mr. Cornell's testimony on the subject could not be suppressed, so they say: "Mr. Campbell's agent did not call upon him, but met him in a customer's shop, and having been introduced gave him a copy of the Geography," etc. This was not "canvassing," of course; this was simply showing a copy and asking him to use it.

#### SPECIMEN OF THE PROPOSED MONOPOLY PRICES.

† The following Letter affords a clue to the kind of prices which the Schools would have to pay for the Maps published in Britain by Mr. Brown's brother-in-law, when the Brown-Campbell "Confederation" scheme is carried out as "one of the first acts" of the new local Government of Upper Canada. With a view to insert a list of Mr. Nelson's Maps in the Depository Catalogue, Mr. Nelson's Agent was applied to for the price of these Maps. The following is Mr. Nelson's reply:

"I received some time ago a note from Mr. Campbell, asking me to let you know the price of our wall Maps. Please enter the Maps in the list at four dollars each, mounted and varnished.

New York, 8th April, 1863.

"THOMAS NELSON."

Not wishing to place Mr. Nelson's Maps at a disadvantage, as compared with the Maps published by the Irish National Board, or by the Department itself, his Maps were actually entered on the Depository lists of 1863, 1864, and 1865, at three dollars each, contrary to the recommendation of Mr. Nelson, although the Department has to pay him and his Agent a higher price for them, (not including the duty of ten per cent. on imported Maps), than to any other Map publisher in Britain. And this is one of the fruits of the system of monopoly which Mr. Brown is claiming for his Brother-in-law's "Agent."

at variance with what he professed while his Agency was accepted and employed by the Department with Books desired at five, and sometimes seven and a half per cent. less than any other parties in the Country!

"POCKETING THE DIFFERENCE." A BROWN-CAMPBELL LIBEL.

10. Mr. Campbell more than insinuates that "the difference" between the actual cost and sale of any Book is surreptitiously "pocketed" by persons connected with the Department—especially by myself—a statement which the Proprietor and Editor-in-Chief of *The Globe*, (who has endorsed Mr. Campbell's statements,) knows to be as false, as it is malicious; as Mr. Brown has more than once learned by examination, in his capacity as a Chairman of Parliamentary Committees on the subject, that every farthing received at the Depository, "difference" and all, is transferred directly to the "Public Chest," by being deposited in the Bank to the credit of the Receiver-General; that every single purchase made at the Depository is and has been, for the last fifteen years, vouched for by the Signature of the purchaser, (a precaution not taken by any Bookseller, or Mercantile establishment); that for every payment made to any Person out of proceeds of Depository Sales, a Voucher is lodged every month with the Auditor of Public Accounts; that the expense of the Depository and its management is included in the cost of articles furnished by it for the Public Schools; that the Depository causes

As Mr. Campbell refers to the alleged Depository prices in his *Globe* Letter of the 21st of May, probably the following list from his own printed catalogue of last November, will afford the best test of his disinterested zeal for the Country in this respect. In this Catalogue of the "Agent" there is not the slightest reference to any kind of the reduction in price or discount whatever, and it may or may not amount to even five per cent., at the pleasure of Mr. Campbell himself. He has omitted all mention of discount on his "Catalogue of new and standard Books," of "November, 1865." In some few instances, Books known as a "job lot," or balance of an edition, are marked lower in Campbell's than are the nominal rates in the Depository Catalogue, as he may have purchased the "remainder" of an edition, but in those cases the Depository stock does not exceed from three to five copies each, and is not renewed, if at all, except at the reduced price. The examples we have selected are books regularly supplied by Publishers at the ordinary rates.

Name of Books from Campbell's, and the Depository Catalogues, (chiefly Nelson's and Routledges) Publications.	From Campbell's Catalogue, dated November, 1865.	Price actually paid to the Depository by School Trustees, (a)	Nominal price on the Prize Catalogue of 1866. (b)
	\$ c.	\$ c.	\$ c.
Collier's History of England.....	8 00	7 71/2	1 55
Cassel's Natural History, 2 volumes.....	2 00	3 12 1/2	6 25
Cassel's Illustrated Bunyan, Crusoe, etcetera..... each	2 00	0 80	1 60
Beauties of Poetry, etcetera.....	2 00	0 80	1 60
Favorite Poems by Gifted Bands.....	5 00	2 00	4 00
Eliza Cook's Poetical Works (Illustrated).....	5 00	2 00	4 00
Wordsworth's Poems by Willmott.....	5 00	2 00	4 00
Willmott's Sacred Poetry.....	0 80	0 29	0 58
Precepts in Practice.....	0 75	0 27 1/2	0 55
Anna Lee.....	0 75	0 25	0 52
Faithful and True.....	0 75	0 27 1/2	0 55
Ruined Cities of the East.....	0 50	0 20	0 40
Flower of the Family.....	0 50	0 20	0 40
Robert and Harold.....	0 50	0 27	0 40
Hester and I.....	0 50	0 20	0 40
Bundle of Sticks.....	0 50	0 20	0 40
First of June.....	2 00	0 77 1/2	1 55
Kane's Arctic Expedition.....	1 00	0 37 1/2	0 75
Scott, Cowper, Beauties of Modern Sacred Poetry..... each	1 25	0 37 1/2	0 75
Evenings with the Poets.....	0 50	0 20	0 40
Scottish Chiefs.....	1 00	0 37	0 74
Exiles in Babylon.....	1 00	0 36 1/2	0 73
Shepherd of Bethlehem.....	1 00	0 37 1/2	0 75
Burning and Shining Lights.....	1 00	0 36	0 72
Christian Character.....	2 00	0 80	1 60
Thomson's Land and the Book.....	1 00	0 37 1/2	0 75
Lives made Sublime.....	1 00	0 37 1/2	0 75
Living in Earnest.....	1 00	0 37 1/2	0 75

a The one hundred per cent. allowed makes up the difference in price, but this column shows the actual net sum paid for the books by the School Trustees.  
 b The estimated expenses of the Depository, and the entire cost of its management are, of course, included in these Catalogue prices. They are on an average about currency for sterling.



not a farthing's expense to the Government in any way whatever; and that every penny of that "difference" arising from the cost and sale of any Book or Maps goes into the "Public Chest," to the credit of the Province.\*

11. Mr. Campbell says he has met with great opposition from me;† yet the only cases of opposition mentioned by him are, that I have not recommended a "Summary History of Canada," printed at *The Globe* office, and published by him in 1860, when a better and more comprehensive one had been published three years before; and my not recommending a "Geography and Atlas," pretended to be got up and printed by him in Canada, when it was both written and printed [as stated in a *Globe* Letter], by Mr. Nelson, of Edinburgh, and who, in one of his Letters to me, terms Mr. Campbell his "Agent here"—at Toronto. If my not recommending two Books published by Mr. Campbell is proof of my great opposition to him in past years, then have I shown much greater opposition to Mr. Lovell, who has published seventeen School Books which I have never recommended at all.

Mr. Campbell has reiterated again and again that I have been influenced in my conduct, and the Council of Public Instruction in its decisions, in favour of certain Books, because they were written by practical men connected with the Normal School and Education Office. The fact that Mr. Lovell's General Geography was four years in print, when its price was reduced to seventy cents, before I brought it under the notice of the Council at all;‡ and that during those four years the sanction of the Council was still continued to Morse's low-priced Geography, is not only a refutation of Mr. Campbell's statements, but shows that Mr. Lovell had much stronger ground to complain of my opposition and that of the Council, than Mr. Campbell.§ But I happen to have more conclusive proof of the manner in which I have acted, not only with Mr. Lovell, but with other persons who have proposed to print a Geography prepared by Mr. Hodgins, having in all cases refused to commit myself, much less the Council, to any publication, by whomsoever written, or published, until it appeared in print. In 1855, or 1856, Mr. Maclear contemplated doing what Mr. Lovell has since done—publishing a Canadian Geography prepared by Mr. Hodgins. Being anxious to have Mr. Maclear's recollections on the subject, I requested Mr. Hodgins to ask him for them. If there is any man whom I should have been disposed to oblige more than another, it was Mr. Maclear, a friend, a Member of the same Church with myself, an excellent citizen, and an honourable and enterprising man of business. An extract of Mr. Maclear's reply to Mr. Hodgins, is as follows:—

TORONTO, 9th April, 1866.

"In reply to your favour, I would say, that I think I proposed, in 1855 or 1856, to publish the Geography, after a consultation with Messrs. Chewett & Copp, with

THE "AGENT'S" SUSPENSE—APPEAL TO MR. BROWN.

\* Mr. Nelson's Agent asks: "Is the 'profit' ever carried to the credit of the Government, and by whom?"— "Does Doctor Ryerson ever take stock, and when?" They "simply ask a question." Mr. Brown should know, as he had seen the Auditor, and should not refuse information which is so "simply"—very "simply" asked.

MR. CAMPBELL PUBLISHER AND "ONLY" WHOLESALE DEALER IN 14 AUTHORIZED BOOKS—SPECIMENS OF DOCTOR RYERSON'S "OPPOSITION."

† Of course he can scarcely refer here as an evidence of "great opposition" of his having enjoyed for years the exclusive monopoly of supplying the Schools with Pott's Euclid and Colenso's Algebra, which have been approved by the Council. Pirated copies of these books he has got printed, not in Canada, but in New-York, ever since the Depository gave up importing these works from England. Has he not also had for some years the "monopoly" of the Writing Books used in the Normal and Model School,—until a good set can be obtained and published? Does he not state in his Catalogue that Sullivan, Lennie, Kirkham, Arnold's books, fourteen in all, (which were recommended by Doctor Ryerson and authorized by the Council of Public Instruction) "are published and sold wholesale only by him?" These exclusive "advantages" he enjoys, but which, in grasping for more, he quietly ignores (to the public) in making his mis-statement about Doctor Ryerson's "great opposition" to him.

‡ So hard pressed is the *Globe* in this discussion, that although the price of Mr. Lovell's "General Geography" is known to be only 65 cents the Editor-in-Chief publishes a letter in the *Globe* of the 80th April, in which the Writer unrebuked makes the following gross mis-statement: "Lovell's Canadian Geography costs \$1 10!" Now this is the cost of Lovell's two books, viz: 65 cents for the "General Geography" and 45 cents for the "Easy Lessons,"—although the latter work is not even referred to in any way by the writer.

WHAT LOVELL'S GEOGRAPHY HAS TO CONTEND AGAINST.

§ It is worthy of note, that although the Education Department, (if it wished to favor Mr. Lovell as unjustly alleged by Mr. Campbell), had the power to exclude Morse's Geography immediately on the appearance of Lovell's book in 1861, it did not do so, but preferred to let Lovell's Geography make its own way, and by its excellence (even at a higher price) drive out Morse's from the Schools.

employed by per cent.

the actual with the Editor-in-chief as false, on, in his farthing "Public Chest"; that seven years, any Book-son out of Auditor of included ory causes

probably the tested zeal for to any kind of cent., at the and standard in edition, are urchased the e copies each. ks regularly

School Trustees. (a)	Nominal price on the Prize Catalogue of 1866. (b)
00	\$ c.
77 1/2	55
12 1/2	25
80	1 60
80	1 60
80	1 60
00	4 00
00	4 00
00	4 00
29	0 58
27 1/2	0 55
26	0 52
27 1/2	0 55
20	0 40
20	0 40
0 27 1/2	0 40
20	0 40
20	0 40
77 1/2	1 55
0 75	0 75
37 1/2	0 75
20	0 40
37	0 74
36 1/2	0 73
37 1/2	0 75
36	0 72
80	1 60
37 1/2	0 75
37 1/2	0 75

the actual net se, included in



whom I was then associated in business. I proposed to leave the entire management of the Book to you, or any one else having the confidence of your Department, only asking, as a guarantee, for the large outlay then estimated for copperplate or electroplated Maps, etcetera, that the Department should adopt, or recommend the Book; but this Doctor Ryerson pointedly refused to promise, merely saying, if I got up such a Book as the Board would approve if, it might be recommended. The Doctor's reception was so polite and diplomatic, not sympathetic, that in view of the cost and uncertainty, the scheme was abandoned."

Without stopping to notice several other of Mr. Campbell's mis-statements, I will notice two or three of his omissions.

#### WHY LOVELL'S GEOGRAPHY WAS APPROVED.

1. Mr. Campbell, in his Letter omits all reference to the two grounds on which the Council of Public Instruction had recommended Mr. Lovell's General Geography in preference to his own. Now, one of the grounds on which the Council recommended Lovell's in preference to Campbell's Geography was, that the latter was printed on the other side of the Atlantic, and imported into Canada; while the former was both written and printed in Canada, and on paper manufactured in Canada, and by Canadian capital and enterprise. This important fact Mr. Campbell keeps out of sight, and does not even allude to it, as he evidently intended to conceal so important and vital a fact to the question he has raised.

It appears by a Communication which appeared on the editorial page, and in the editorial type of *The Globe* of the 30th ultimo, that the very Geography of which Mr. Campbell represents himself as being the "printer," and would have adopted as a Canadian Geography, was neither "printed" in Toronto nor in Montreal, (as is professed on the title page and in the imprint at the end of the Book, but was both written and published by Mr. Thomas Nelson of Edinburgh. This is the practice of Mr. Campbell's theory of encouraging Canadian Authors and publishing Canadian Geographies!\*

#### THE CANADIAN AND ENGLISH GEOGRAPHIES COMPARED.

2. The second fact omitted to be referred to by Mr. Campbell is, that the Geography of both Canadian Authorship and manufacture contains twice the matter, well arranged, and distinguished by different kinds of type, more than twice the number of Maps, and more than fifty times the Illustrations, as follows:—

<i>Lovell's Geography.</i>	<i>Campbell's Geography.</i>
100 large pages,	76 small pages,
51 Maps,	19 Maps, and
113 engravings and diagrams.	2 diagrams.

Lovell's General Geography is also sold at a lower price than Campbell's Geography of European Authorship and manufacture, imported into the Country. Yet, in the face of these facts, and omitting all reference to them, does Mr. Campbell reiterate his attacks upon the Council of Public Instruction, as having been actuated by personal partiality and unworthy motives, and without reference to the merits of the Books, in recommending Mr. Lovell's Canadian Geography in preference to the imported one.

3. Equally careful is Mr. Campbell to omit the fact that his little imported

#### BROWN VS. CAMPBELL ON THE "PRINTER" QUESTION.

\* It is not very creditable to Mr. Campbell to *print* a decided mis-statement on the inside of the title page of his Geography, to deceive the Canadian public. On that page of the Geography the book is stated to have been "printed by James Campbell." Now, in regard to the Geography, the Honourable George Brown, in his *Globe* of the 4th May distinctly states that "the book was printed in England by a Liverpool House!" Which of these two statements is to be believed? Certain not both.

Geography was published at a dollar per copy, as stated in the first printed advertisement of it, now before me, and was only reduced first to eighty cents, then to seventy-five, and then to seventy cents, when compelled by the example and competition of Mr. Lovell, which sufficiently explains his peculiar bitterness against that enterprising Canadian Printer and Publisher.

#### MONOPOLY OF SCHOOL READERS ATTEMPTED.

4. It is, therefore, quite natural that Mr. Campbell should omit referring to the important facts stated in my former Letter, that Canadian Publishers had invested large capital in getting stereotype editions of the National Readers, on the faith that they alone were the authorized Readers used in the Schools,—that the printing and selling of them were as open to him as to any other Bookseller in Canada, but that he was opposed to this free trade, and wished to get up a set of Readers, of the printing and sale of which he would have the exclusive monopoly,—that, from the beginning, I have declined any monopoly on the part of the Department in printing a single School Reading Book,—have given to every Publisher in Canada the right which the Irish National Board had given to the Department to reprint their Books,—that the course which I have pursued has been an immense protection to School Trustees and Parents against private speculators, and has cheapened and improved the character of School Books beyond all precedent.

#### III.—MR. CAMPBELL'S ADMISSIONS.

Mr. Campbell's admissions in his last Letter are fatal to what he contended for in his first Letter.

In his first Letter of March, he contended that the Teacher should decide upon the Book to be used in the School. He said, "If we produce a series of Text Books acceptable to Teachers, we think we have a right to expect the Council would throw no obstacle in our way. We do think that if our Books are acceptable to Teachers, we should have full liberty of disposing of them." "We leave it to the judgment and practical experience of Teachers to decide which are best."\* Here is no recognition of the Trustee, the Parent, or the Council of Public Instruction to decide upon the Books to be used in the School,—only the Teacher, to whom Mr. Campbell has found it so convenient to make presents of his Books. But in his last Letter he says, "That it is of vital importance to have a Council of Public Instruction we believe; and we also believe that the selection of Books should lie in their hands, in order to ensure, to a certain extent, that uniformity of Text Books requisite to a classification of Pupils. But this Council should be something more than a Council in name, and should have among its Members, at least some men conversant with the various methods of education, and who are by experience competent to judge of the merits of the Text-Books submitted to them—men who are or have been Teachers themselves, and know what is wanted in the Country."

#### NECESSITY FOR UNIFORMITY CONCEDED.

2. Here, in contradiction to what Mr. Campbell had said in his first Letter, he admits that the Council of Public Instruction, and not the Teacher, should have a

#### THE NELSON GEOGRAPHY JUDGED BY TEACHERS.

\*As to the estimate in which his imported Geography is held by Teachers, we hope Mr. Campbell will quote the following opinion of it, as expressed by one of the Teachers to whom his Agent had given a copy, and whom he had canvassed in the American style to which we have referred. Mr. Connell of Ashburnham, in his letter published in *The Globe* of the 26th May, says, "I have shown Mr. Campbell's Book to several Teachers, among whom were Graduates of Universities, and they agree in the opinion that even the first page of the book is sufficient to condemn the whole as a School Book." Mr. Campbell in his *Globe* letter of the 21st May, having again set up Teachers as the true judges of his book, cannot, of course, object to the above verdict! The Editor-in-Chief claims to be possessed of more foresight than his confrere when he predicted this result as to the judgment of Teachers on the Nelson Geography. In his editorial of 4th May he prophetically says: "Doctor Ryerson alleges that Mr. Campbell's Geography is inferior to Mr. Lovell's, and that it is also higher in price. If that is the case, it is perfectly certain that it will be rejected by Teachers and Trustees"; Mr. Brown, will, of course, stand by his own test of the correctness of Doctor Ryerson's judgment in this matter.

selection of Books for the Schools. He also admits, contrary to the whole tenor of his first Letter, that there should be a uniformity of Text Books, it being requisite to the classification of Pupils. He thus gives up all he contended for in his first Letter; for if the Council of Public Instruction selects the School Text Books, other parties cannot do so; and if there is to be "uniformity" of Text Books, there cannot be variety; for there can be no more classification of Pupils with two or three sets of Text Books than with two or three dozen; and there can be no classification of Schools,—the comparison of the progress of one School with another, or the Schools in one municipality with those in another,—or the exemption of Parents and Teachers from procuring and using new Text Books in moving from one place to another, unless the same Text Books are used in all the Schools.

But he objects to the competency of the Council of Public Instruction, as now constituted; and Messieurs Campbell & Son, who have come to the Country years after the School System was established and matured, would teach our Government how to constitute the Council of Public Instruction! And then they would teach the Council how to discharge its duties! But it happens that the Council of Public Instruction has always been composed of Gentlemen of great intelligence. Four of the nine, at least, have had experience in teaching, and three of them in the elementary, as well as in the higher branches of School and Collegiate instruction.

2. Mr. Campbell admits that my labours "fifteen years ago," in providing Books for Public Libraries were of great importance and advantage, but they are not so now. The question of Public Libraries is quite distinct from that of a uniform series of Text Books for the Schools. But, regarding that question, it is well known that when Messieurs J. C. Geikie and Co., and another Bookseller, or two, made an attack upon the Library branch of this Department, and got, in 1858, a Parliamentary Committee, with Mr. George Brown as Chairman, to examine into the subject, Mr. Campbell then said that this branch of the Department was a great boon to the Country,—had helped his business, and but for it he would not be in the Country; but now Mr. Campbell thinks he can dispense with the ladder, on which he has climbed from the position of a small travelling Agent to his present position as Bookseller,—that he can now do the work of the Department himself, and, therefore, that it should be abolished! But it can be very easily shown that if a Public Library system be continued at all, it must be continued on the plan on which it was first established, and that the reasons for it are stronger now than ever.

It is worthy of note that in the Index to the Journal of the House of Assembly, May 19th, 1858, will be found mention of a "Petition of James Campbell and others, Booksellers and Publishers, of Toronto, against any change in the Educational Depository"\* of this Department.

#### MR. CAMPBELL'S ENGLISH EXAMPLE NOT AN EXAMPLE FOR CANADA.

4. But while Mr. Campbell admits the necessity of a Council of Public Instruction, and of uniformity of Text Books in the Schools, he yet refers to England as an example. (where there is no National System of elementary education,) where there is a mere system of Parliamentary Grants to certain Denominations and parties, each of which has its own series of Text Books,—where there is, and can be, no classification of Schools, and where it has been found necessary to make an examination of individual Pupils by Government Inspectors, at an immense expense, the basis of granting Parliamentary aid to Schools. At the beginning, the Committee of the Privy Council on Education was induced to do what Mr. Campbell wishes the Council of Public Instruction to do here, but against which the Secretary of the Privy Council Committee on Education in England warned me some ten years ago, as it had contributed there to the fortune of certain Booksellers, but not to the public interests. But while every Church, or

\* This Petition will be found in Volume Thirteen of this Documentary History, page 319.

Society, in England its own series of Text Books, and will allow the use of no others, so has the National Board of Education in Ireland; so has each City in the neighbouring States; against the action and policy of every one of which Mr. Campbell would have the same ground of complaint as he has against the Council of Public Instruction for Upper Canada.

5. Mr. Campbell commits one of his usual errors of mis-statement, or omission, when he declares what is our School Law,—“According to law, (he says,) any Book in the English branches of Education, published in this Country, may be used in the Common Schools of Canada.” Mr. Campbell omits the concluding part of the 128th Section of the School Act, as follows: “And no portion of the Legislative School Grant shall be applied in aid of any Common School in which any Book is used that has been disapproved by the Council of Public Instruction, and public notice given of such disapproval.” Now, the Council of Public Instruction has appointed a Committee, consisting of the Reverend Doctor McCaul, the Reverend Doctor Ormiston, the Reverend Doctor Barclay, and the Reverend H. J. Grasett, to revise the National Readers, and to select and recommend a revised list of Text Books for the Common and Grammar Schools, and has declared its disapproval of the use in any Common, or Grammar, School, after the close of the current year, of any Text Book which shall not be included in such revised list of School Text Books. Of this due notice is being given.

#### BROWN-CAMPBELL TEXT BOOK CONFUSION.—AMERICAN EXAMPLES OF THIS CONFUSION.

I have now answered the various statements made in Mr. Campbell's attack upon the Council of Public Instruction, and his sundry attacks upon myself. I have stated that the Council has appointed a Committee, including two of the most accomplished scholars and experienced instructors in Canada, the Reverend Doctor McCaul, and the Reverend Doctor Ormiston, to revise and Canadianize the National Readers, when the printing and sale of them will be open to every Printer and Bookseller in Canada,—a system against monopoly and in favour of free trade in its widest sense. Every man can judge whether a series of Books thus prepared, and the publication of them left open to unlimited competition, is not better adapted to promote the interests of the Public Schools, secure good and cheap Text Books, than the selfish monopolist system advocated by Mr. Campbell, making the Schools a chaos of confusion, and their supporters the victims of Book speculators. I hope arrangements will yet be made by which the printing of every Book approved by the Council will be open to any Printer, or Publisher in Canada, for if one Bookseller has the right to introduce his unauthorized Books into the Schools, so must another have the same right. There must, therefore, either be one uniform series of Readers, or an endless diversity. Of the character and effect of this *Globe*-Campbell diversified system, take the following illustrations, (out of scores of the same kind), from the last year's School Report by the Superintendent of Public Instruction in the State of New York, being extracts from the Reports of County Superintendents:—

*Albany County.*—“It is not unfrequently the case that half a dozen Arithmetics, three or four unlike series of Readers, as many treatises upon Geography, a like number of Spelling Books, and two or three Grammars, are found in the same School. Proper classification is impossible, and the time of the Teacher is frittered away in going over the same subject, with small classes, in each of the several Text Books.” (Page 103).

*Fulton County.*—“It is not an uncommon occurrence to find five Arithmetics by as many Authors, in one School, and other Text Books ditto. I know of no plan to remedy this defect among our Schools, unless the Legislature shall pass an Act leaving the choice of Text Books to the Department. Something ought to be done in this matter, as it is a serious drawback to progress.” (Page 188).

*Jefferson County.*—“Within the past year, nearly all the Schools of this District have changed Readers and Spellers, and Arithmetics, and Geographies and Grammars. Teachers are quite as much to blame as any one else for the multiplicity of Text Books found in our Schools. A change of Teachers, in very many instances, brings a change

of Books, if Parents can be induced to provide them. Trustees are not generally good judges of what Books should be used, and, as far as I can ascertain, have little, or nothing, to say about it. Thousands of dollars would be saved, and the interests of education vastly forwarded, if the Department of Public Instruction had the power, and would exercise it, to prescribe a uniform series of Books for the Public Schools of the State." (Page 203).

This is what has been done in Upper Canada, and what *The Globe* and Mr. Campbell are endeavouring to undo.

The whole question resolves itself, therefore, into one of a uniform series of Text Books, or of no series at all—of classification of Pupils and Schools, or of no classification, and whether the Country has the best guarantee possible for a series of good and cheap Books, when they are prepared by well-known and experienced Instructors, and authorized by a Council of Public Instruction, having no other interests than those of the supporters of the Public Schools.

Toronto, 13th April, 1866.

EGERTON RYERSON.

NOTE. Following this Letter was a series of corrections of alleged "mis-statements" made by Mr. Campbell in a further Letter which he had written to *The Globe* on this subject. I do not propose to insert them, as they have been in effect and practically corrected in Doctor Ryerson's Letters to the Editor of that paper, which are published in this Chapter.

## CHAPTER XXIV.

### EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1866.

#### I. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1866.

On the fifth of June, His Excellency the Governor General opened the Fifth Session of the Eighth Provincial Parliament of Canada, with a Speech from the Throne, in which he made no reference to any Educational subject.

June 13th, 1866. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. John Hawkins and others, of the Township of Elizabethtown, in the County of Leeds, praying that no alterations may be made in the present School Law of Upper Canada, until such alterations have been fully submitted to the People; of the Corporation of Ottawa College, praying for aid; of the Municipality of the Township of East Nissouri, praying that Township School Boards may be established in Upper Canada, and that the proposed system of compulsory education may not be assented to.

June 14th, 1866. Pursuant to the Order of the Day, the following Petition was read:—Of the Freeholders and Householdors of School Section Number Five, Township of Brantford, praying that no alteration be made in the existing School Law of Upper Canada, as far as relates to the appointment of School Section Trustees.

June 15th, 1866. Pursuant to the Order of the Day, the following Petitions were read:—Of the Right Reverend the Roman Catholic Bishop of the Diocese of Hamilton, praying for an Act of Incorporation under the name of "the College of St. Jerome," at the Village of Berlin; of the College of Regiopolis of the City of Kingston, praying for an Act of Incorporation under the name of "The University of Regiopolis;" of the Municipality of the Township of Delaware, praying that no alteration be made in the present School Law of Upper Canada.

June 19th, 1866. The Committee of the House on Private Bills reported that the Petition of the Roman Catholic Bishop of Hamilton, for incorporation of the College of St. Jerome at Berlin; and of the College of Regiopolis, for incorporation as an



University, does not appear to your Committee to be of a nature to require the publication of a notice.

*Ordered*, That the Honourable Mr. Attorney General J. A. Macdonald have leave to bring in a Bill to amend certain Acts respecting the College of Regiopolis, and to confer the powers and privileges of a University on the same. He accordingly presented the said Bill to the House, and the same was received and read for the First time, and ordered to be read a Second time, on Friday next.

*June 21st, 1866.* Mr. Speaker laid before the House, Return of the Real and Personal Property held by the Corporation of the Children's Industrial School of the City of Hamilton, and their Receipts and Expenditure between the 18th of January, 1865, and the 1st of May, 1866, in accordance with the Act, 28th Victoria, Chapter 145, Section Seven.

*Ordered*, That Mr. J. E. Bowman have leave to bring in a Bill to incorporate the College of St. Jerome, in the Town of Berlin. He accordingly presented the said Bill to the House, and the same was received and read for the First time, and ordered to be read a Second time to-morrow.

*June 22nd, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the County of Norfolk, praying that no alteration may be made in the present School Law, until such alterations have been fully submitted to the People.

*June 27th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Crowell Wilson and others, of the Township of London; praying that the Amendments to the School Laws of Upper Canada, proposed by the Chief Superintendent of Education for Upper Canada, at the School Conventions, may not become Law.

The Order of the Day for the Second reading of the Bill to incorporate the College of St. Jerome, in the Town of Berlin, being read, the Bill was accordingly read a Second time; and referred to the Standing Committee on Miscellaneous Private Bills.

*July 3rd, 1866.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Corporation of Ottawa College, praying for an Act to confer on the Institution the rank, position and powers of an University; and praying for amendments to its Act of Incorporation; of the Municipal Council of the County of Wentworth, praying for amendments to the School Law of Upper Canada.

The House, according to Order, again resolved itself into a Committee of Supply. In the Committee, it was,—

*Resolved*, That a sum, not exceeding One hundred and sixty thousand dollars be granted to Her Majesty, as an additional sum for Common Schools in Upper and Lower Canada; (Six thousand dollars out of the Lower Canada share to be applied to Normal Schools), for the financial year ending on the 30th of June, 1867.

*Resolved*, That the sum of Twenty-five thousand dollars, (\$25,000), be granted to the Superior Education Income Fund, Upper Canada, to be distributed as follows:—To the Victoria College, Cobourg, the sum of Five thousand dollars; to the Regiopolis College, Kingston; the sum of Three thousand dollars; to the St. Michael's College, Toronto, the sum of Two thousand dollars; to Trinity College, Toronto, the sum of Four thousand dollars; to the Bytown College, Ottawa, the sum of One thousand four hundred dollars; to the L'Assomption College, Sandwich, the sum of One thousand dollars, and to the Grammar School Fund, Upper Canada, the sum of Three thousand six hundred dollars; for the financial year ending on the 30th of June, 1867.

*Resolved*, That a sum not exceeding Fourteen thousand and seven hundred dollars, (\$14,700), be granted to Her Majesty, to meet Salaries and Contingencies of Department of Education in Upper Canada, for the financial year ending on the 30th of June, 1867.

*Resolved*, That a sum not exceeding Seven hundred and fifty dollars, (\$750,) be granted to Her Majesty, as an aid to Medical Faculty of Victoria College, Cobourg, for the financial year ending on the 30th of June, 1867.



*Resolved*, That a sum not exceeding Seven hundred and fifty dollars, (\$750), be granted to Her Majesty, as an aid to the School of Medicine, Toronto, for the financial year ending on the 30th of June, 1867.

*Resolved*, That a sum not exceeding Seven hundred and fifty dollars, (\$750), be granted to Her Majesty, as an aid to the School of Medicine, Kingston, for the financial year ending on the 30th of June, 1867.

*Resolved*, That a sum not exceeding Three thousand dollars, (\$3,000,) be granted to Her Majesty as an aid to the Deaf and Dumb Institution for Upper Canada, Hamilton, for the financial year ending on the 30th of June, 1867.

*July 4th, 1866.* Mr. M. C. Cameron, (North Ontario,) from the Standing Committee on Standing Orders, presented to the House the Sixth Report of the said Committee, which was read, as follows:—The Petition of the Corporation of Ottawa College, praying that the said Institution may have conferred upon it the position and powers of an University, is not of a nature to require publication of notice.

*Ordered*, That Mr. J. M. Currier have leave to bring in a Bill to confer on the Ottawa College the rights and powers of an University. He accordingly presented the said Bill to the House, and the same was received and read for the First time, and ordered to be read a Second time to-morrow.

*July 5th, 1866.* Mr. J. S. Smith, (East Durham), from the Standing Committee on Miscellaneous Private Bills, presented to the House the Fourth Report of the said Committee, which was read, as follows:—Your Committee have considered the following Bill, and have prepared amendments, which they submit for the consideration of your Honourable House:—Bill, to Incorporate the College of St. Jerome, in the Town of Berlin.

*July 6th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. John Bateman, of the Township of Caradoc, praying that no alteration be made in the present School Law of Upper Canada.

The Order of the Day for the Second reading of the Bill to amend certain Acts respecting the College of Regiopolis, and to confer the powers and privileges of an University on the same, being read, the Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

The House, according to Order, resolved itself into a Committee on the Bill to incorporate the College of St. Jerome, in the Town of Berlin.

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

*July 9th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the United Counties of Stormont, Dundas and Glengarry, praying that the amendments to the School Laws of Upper Canada, proposed by the Chief Superintendent of Education for Upper Canada at the School Conventions, may not become Law.

A Bill to incorporate the College of St. Jerome, in the Town of Berlin, was, according to Order, read the Third time.

*Resolved*, That the Bill do pass.

*Ordered*, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

*July 11th, 1866.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Municipal Council of the County of Middlesex, praying that the Amendments to the School Law of Upper Canada, proposed by the Chief Superintendent of Education for Upper Canada, at the School Conventions, may not become Law; of the Municipal Council of the United Counties of Huron and Bruce, praying for certain Amendments to the School Law of Upper Canada; of Madame Yvonne Le Bihan and others, praying for an Act of Incorporation under the name of "The Ursuline Academy of Chatham."

*July 12th, 1866.* Pursuant to the Order of the Day the following Petitions were read:—Of Mr. James Wilkinson and others, of the Township of Goderich; of Mr. J.

Higgins and others, of the Township of Stanley; of Mr. S. McMath and others, of the Township of Goderich; of the Municipality of the Township of McGillivray; and of Mr. Peter Grunt and others, of the Township of Stanley; severally praying that the Amendments to the School Laws of Upper Canada, proposed by the Chief Superintendent of Education for Upper Canada, at the School Conventions, may not become Law.

Mr. Somerville, from the Standing Committee on Standing Orders, presented to the House the Eleventh Report of the said Committee, which was read, as follows:—The Petition of Madame Yvonne Le Bihan and others, for incorporation of the Ursuline Academy of Chatham, is not of a nature to require the publication of notice.

*July 13th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of Mr. Alexander Hotson and others, of the Township of McGillivray, County of Middlesex, praying that the Amendments to the School Law of Upper Canada, proposed by the Chief Superintendent of Education for Upper Canada, at the School Conventions, may not become Law.

*July 16th, 1866.* Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. John R. Dockson, of the City of Kingston, praying for the passing of an Act to incorporate the "Queen's College of Physicians and Surgeons," Kingston; of Mr. D. McGregor and others, of the Township of Stanley, County of Huron, praying that the Amendments to the School Law of Upper Canada, proposed by the Chief Superintendent of Education for Upper Canada, at the School Conventions, may not become Law.

The Order of the Day for the Second reading of the Bill to confer on the Ottawa College the right and power of a University, being read,—

Mr. Anson Wright, (Ottawa County,) moved, seconded by Mr. William Ferguson, (Frontenac,) and the Question being put, That the Bill be now read a Second time, the House divided, and it was resolved in the affirmative. The Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

*July 17th, 1866.* Mr. R. B. Somerville, from the Standing Committee on Standing Orders, presented to the House the Thirteenth Report of the said Committee, which was read, as follows:—Your Committee have examined the Notices given on the following Petition and find it sufficient:—Of Mr. John R. Dickson, for the Incorporation of the Queen's College of Physicians and Surgeons, Kingston.

A Bill to amend certain Acts respecting the College of Regiopolis, and to confer the powers and privileges of an University on the same, was, according to Order, read the Third time.

*Resolved,* That the Bill do pass, and that the title be:—"An Act to amend the Acts respecting the College of Regiopolis, and to erect the same into an University."

*Ordered,* That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

*July 18th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of the Medical Faculty of the Kingston School of Medicine, praying for increased aid.

*Ordered,* That the Honourable Mr. Attorney General, J. A. Macdonald, have leave to bring in a Bill to incorporate the Queen's College of Physicians and Surgeons of Kingston. He accordingly presented the Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, to-morrow.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill, without any amendment:—"An Act to Incorporate the College of St. Jerome, in the Town of Berlin."

*July 19th, 1866.* Mr. Alexander Morris, from the Standing Committee on Miscellaneous Private Bills, presented to the House, the Twelfth Report of the said Committee, which was read, as followeth:—Your Committee have considered the Bill to

confer upon the Ottawa College the rights and powers of an University, and have agreed to certain amendments, which they submit for the consideration of your Honourable House.

*July 20th, 1866.* The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill of their own, to which they desire the concurrence of this House:—"An Act to Incorporate the Ursuline Academy of Chatham."

On motion of Mr. Archibald McKellar, seconded by Mr. D. A. Macdonald, (Glen-garry,) it was,—

*Ordered,* That the Bill from the Legislative Council, intituled:—"An Act to Incorporate the Ursuline Academy of Chatham," be now read the First time. The Bill was accordingly read the First time; and ordered to be read a Second time on Monday next.

Mr. Alexander Mackenzie, from the Joint Committee of both Houses on the subject of the Printing of the Legislature, presented to the House the Fourth Report of the said Committee, which was read as follows:—

The Committee have carefully examined the Document referred to in the following Motion for Printing, and recommend that the following Document be printed:—Return from the Hamilton Industrial School.

*July 23rd, 1866.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend A. Carman and others, of the City of Ottawa, praying for the passing of an Act to amend the Act incorporating the Belleville Seminary, and to change the name to "Albert College."

The Order of the Day for the House in Committee on the Bill to confer on the Ottawa College the right and power of an University, being read, and the Question being put, That Mr. Speaker do now leave the Chair; the House divided, and it was resolved in the Affirmative.

The House accordingly resolved itself into the said Committee, and, after some time spent therein, Mr. Speaker resumed the Chair, and Mr. Felix Geoffrion reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

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

The Order of the Day for the Second reading of the Bill, from the Legislative Council, intituled, "An Act to Incorporate the Ursuline Academy of Chatham," being read, the Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

*July 24th, 1866.* Mr. R. B. Somerville, from the Standing Committee on Standing Orders, presented to the House the Fifteenth Report of the said Committee, which was read, as follows:—Your Committee have examined the Notice given on the following Petition and find them sufficient, videlicet:—Of the Reverend A. Carman and others, for an Act to amend the Act incorporating the Belleville Seminary, and to change the name to Albert College, with University powers.

*July 25th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of the University of Victoria College, praying for amendments to the Medical Act of Upper Canada.

Mr. Alexander Morris, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Sixteenth Report of the said Committee, which was read, as follows:—Your Committee have considered the following Bill, and have prepared amendments, which they submit for the consideration of Your Honourable House, videlicet:—Bill, from the Legislative Council, intituled, "An Act to Incorporate the Ursuline Academy of Chatham."

*July 27th, 1866.* The Order of the Day for the Second reading of the Bill to Incorporate the Queen's College of Physicians and Surgeons, Kingston, being read, The Bill

was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

A Bill to confer on the Ottawa College the right and powers of an University, was, according to Order, read the Third time.

*Resolved*, That the Bill do pass, and the title be, "An Act to amend the Acts incorporating 'the College of Ottawa' and to grant certain privileges to the said College."

*Ordered*, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

The Honourable William McDougall, one of Her Majesty's Executive Council, laid before the House, by Command of His Excellency the Governor General, The Report of the Chief Superintendent of Education of Upper Canada, for the year 1865.

The House, according to Order, resolved itself into a Committee on the Bill from the Legislative Council, intituled, "An Act to Incorporate the Ursuline Academy of Chatham;" and, after some time spent therein, Mr. Speaker resumed the Chair, and Mr. J. P. Wells reported, That the Committee had gone through the Bill, and made amendments thereunto.

*Ordered*, That the Report be now received.

Mr. Wells reported the Bill accordingly, and the amendments were read, as follows:—

Page 1, line 10,—Leave out from "and" to "it," in line 11.

Page 1, line 19,—Leave out from "Chatham" to "and," where it occurs the second time.

Page 1, line 25,—Leave out "five," and insert "three."

Page 1, line 29,—Leave out "five," and insert "three."

The said amendments, being read a Second time, were agreed to.

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

*July 31st, 1866.* Mr. R. J. Cartwright, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Eighteenth Report of the said Committee, which was read, as follows:—Your Committee have considered the following Bill, and have agreed to report the same without amendment:—Bill to Incorporate the Queen's College of Physicians and Surgeons, Kingston.

The House, according to Order, resolved itself into a Committee on the Bill to incorporate the Queen's College of Physicians and Surgeons, Kingston, and, after some time spent therein, Mr. Speaker resumed the Chair, and Mr. Cartwright reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

*Ordered*, That the Bill be read the Third time, on Thursday next.

*August 1st, 1866:* A Bill, from the Legislative Council, intituled, "An Act to Incorporate the Ursuline Academy, of Chatham," was, according to Order, read the Third time.

*Resolved*, That the Bill, with the amendments, do pass.

*Ordered*, That the Clerk do carry back the Bill to the Legislative Council, and acquaint their Honours that this House hath passed the same, with several amendments, to which they desire their concurrence.

*Ordered*, That Mr. Alexander Morris have leave to bring in a Bill for the establishment of Free Libraries.

He accordingly presented the said Bill to the House, and the same was received and read for the First time, and ordered to be read a Second time to-morrow.

*August 2nd, 1866.* On motion of Mr. Joseph Dufresne, (Montcalm,) seconded by Mr. Archibald McKellar, it was,—

*Ordered*, That the entries in the Journals of this House, of Tuesday last, in respect to the passing of the Bill, from the Legislative Council, intituled, "An Act to Incorporate the Ursuline Academy of Chatham," be now read. And the same was read accordingly.

*Resolved*, That a Message be sent to the Honourable the Legislative Council, informing their Honours that their Bill, intituled, "An Act to Incorporate the Ursuline Academy of Chatham," which was carried back to that House, as having been passed, without amendments, was so carried back in error, and requesting that their Honours will return the said Bill.

*Ordered*, That Mr. Joseph Dufresne, (Montcalm.) do carry the said Message to the Legislative Council.

A Bill to incorporate the Queen's College of Physicians and Surgeons, Kingston, was, according to Order, read the Third time.

*Resolved*, That the Bill do pass, and the title be, "An Act to Incorporate the Royal College of Physicians and Surgeons of Kingston."

*Ordered*, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—

The Legislative Council have passed the following Bills, without any amendments:— Bill, intituled, "An Act to amend the Acts incorporating 'the College of Ottawa,' and to grant certain privileges to the said College; Bill, intituled, "An Act to amend the Act incorporating the Belleville Seminary, and to confer on the same University powers, in so far as regards Degrees in Arts.

On motion of the Honourable William McDougall, seconded by the Honourable Mr. John S. Macdonald, (Cornwall),

*Ordered*, That the Bill from the Legislative Council, intituled, "An Act to amend the Act incorporating the Belleville Seminary, and to confer on the same University powers, in so far as regards Degrees in Arts," be now read the First time. The Bill was accordingly read the first time, and ordered to be read a Second time to-morrow.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—

The Legislative Council return the Bill, intituled, "An Act to Incorporate the Ursuline Academy of Chatham," as desired by the Legislative Assembly in their Message of this day. And then he withdrew.

*August 3rd, 1866.* *Ordered*, That Mr. Robert Bell have leave to bring in a Bill to amend the Act of the Parliament of Canada, passed in the Twenty-sixth year of the Reign of Her Majesty, Chapter Five, intituled, "An Act to restore to Roman Catholics in Upper Canada certain rights in respect to Separate Schools," and to extend to the Roman Catholic minority in Upper Canada similar and equal privileges with those granted by the Legislature to the Protestant minority in Lower Canada.

He accordingly presented the Bill to the House, and the same was received and read for the First time.

Mr. Robert Bell moved, seconded by Mr. J. M. Currier, and the Question being proposed, That the Bill be read a Second time, to-morrow.

Mr. Thomas Scatcherd moved, in amendment to the Question, seconded by Mr. James L. Biggar, That the word "to-morrow" be left out, and the words, "this day six months," inserted instead thereof. And a Debate arising thereupon; The Honourable A. T. Galt moved, seconded by the Honourable Mr. Attorney General Cartier, and the Question being proposed, That the Debate be adjourned. It being six o'clock, the House adjourned.

*August 4th, 1866.* The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—

The Legislative Council have passed the following Bill, without any amendment:— Bill, intituled, "An Act to Incorporate the Ursuline Academy of Chatham."

*August 6th, 1866.* The Honourable Mr. Attorney General Cartier, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, a Petition of the Bishops of the Roman Catholic Church in Canada, with a Copy of an answer in connection therewith, as follows:—



TO HIS EXCELLENCY THE RIGHT HONOURABLE LORD MONCK, GOVERNOR GENERAL-IN-COUNCIL.

*May it please Your Excellency:—*

The Undersigned, Bishops of the Province of Canada, assembled at Montreal, humbly submit to Your Excellency,—

That in view of the approaching Confederation of the British Provinces, a measure is being submitted to the Legislature, having for its object to grant to the Protestant minority of Lower Canada certain rights and privileges.

The Undersigned are quite willing that such a measure should become law, and that the minority in Lower Canada should have a recognized right to watch over the education of their Children. They, at the same time, beg leave to state that, in simple justice, all rights and privileges granted to the Protestant minority of Lower Canada, should be extended to the Catholic minority in Upper Canada.

The Undersigned, therefore, beg leave to urge upon Your Excellency the claims of the Catholic minority of Upper Canada, and pray that you would bring the matter under the serious consideration of your Council.

MONTREAL, 30th July, 1866.

(Signed,) †C. F., Bishop of Tloa. †J. G., Bishop of Montreal. †JOSEPH EUGENE, Bishop of Ottawa. †ALEXANDER, Bishop of St. Boniface. †JOHN FARRELL, Bishop of Hamilton. †ADOLFHE, Bishop of Sandwich. †E. J., Bishop of Kingston. †JOHN JOSEPH LYNCH, Bishop of Toronto. †CHARLES, Bishop of St. Hyacinthe.

#### REPLY TO THE FOREGOING PETITION.

I am directed by the Governor General to acknowledge the receipt of a Memorial from the Bishops of the Roman Catholic Church in Canada, requesting that any rights and privileges granted to the Protestant minority in Lower Canada, with respect to the education of their Children, may also be granted to the Catholic minority in Upper Canada.

I am to inform you that a copy of this Memorial will immediately be brought to the notice of the Executive Council.

OTTAWA, 1st August, 1866.

DENIS GODLEY, Civil Secretary.

The Order of the Day for the Second reading of the Bill for the establishment of Free Libraries, being read, it was,—

*Ordered*, That the said Order be discharged; it was also,—

*Ordered*, That the Bill be withdrawn.

NOTE. The following is a copy of this Bill:—

#### BILL.—AN ACT TO AUTHORIZE THE FORMATION OF FREE LIBRARIES.

Whereas it is expedient to grant facilities for the establishment of Free Preamble. Public Libraries; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The Mayor of the Municipality of any City, or Town, in Canada Mayor, or two Justices of the Peace to containing by the Census made next before the Meeting mentioned in this Section, not fewer than five thousand inhabitants, or any two Justices of the Peace to call a Meeting to decide the Peace for the locality embracing such City, or Town, but resident in whether such City, or Town, each possessed of Real Estate in such City, or Town, this Act shall be used in any City or Town. assessed at the value of \_\_\_\_\_, may at any time call a Public Meeting of the owners of Real Estate in the said City, or Town, in order to determine whether this Act shall be used and adopted with a view to the forming and maintaining a Free Public Library in such City, or Town, and ten



days' notice at least of the time, place and object of the Meeting, shall be given by advertising the said Meeting in at least one Newspaper published in such City, or Town, for at least ten days preceding the day appointed for the Meeting; and, if at any such Meeting two-thirds of the said Owners of Real Estate present at such Meeting so determine, then this Act shall forthwith be used, adopted and acted upon.

If the decision be in the negative.

2. If any Meeting so called, as aforesaid, to determine whether this Act shall be used, or adopted, shall determine in the negative, then no Meeting for a similar purpose shall be held for the space of one year, at least, from the time of holding the previous Meeting.

Filing and certifying of the proceedings at the meeting.

3. Whenever any such Meeting shall be convened the Mayor, or, in his absence, the said Justice of the Peace present at such Meeting, shall preside, and shall make, or cause to be made, a Minute of the Resolutions passed at such Meeting, and shall sign the same; and the said Minute shall then be deposited in the Office of the Registrar of the County, or Registration division within which the said City, or Town, may be, by the Chairman of the said Meeting, who shall make oath as to the authenticity of such Minute, before the said Registrar, and the Resolutions, so signed, shall be conclusive evidence that the Meeting was duly convened, and the vote thereat duly taken, and that the Minute contains a true account of the proceedings at the said Meeting.

Copies of proceedings.

4. The said Minute and affidavit shall continue and remain in the keeping of the said Registrar, who shall give certified copies of the same to any one requiring them, on payment of a fee of one dollar, and any copy so certified shall be *prima facie* evidence of the contents of the said Minute and affidavit in all legal proceedings.

If the Act be adopted in corporation of Free Library.

5. Immediately upon its being decided at any such Meeting that this Act shall be used and adopted, and a Free Public Library formed in such City, or Town, the owners of Real Estate in the said City, or Town, shall become a Body Corporate by the name of "The Free Library of the City, or Town, of, (as the case may be), and by that name may sue and be sued, and hold and dispose of Lands and immovable property in the said City, or Town, required for the purposes of their incorporation, and use a Common Seal.

Trustees for conducting its affairs: how appointed.

6. The affairs of the said Corporation shall be conducted by nine Trustees, six of whom shall be elected by the Ratepayers from among themselves, and three by those who have made donations to the Corporation of Books, or money, to the value of at least \_\_\_\_\_ each. The first six Trustees shall be elected at the Meeting at which the adoption of this Act has been decided on, and after the two-thirds vote for such adoption has been taken; and the three Trustees to be appointed by the donors may be appointed by them at any time within one month after the election of the said first six Trustees, by Memorandum in writing signed by four-fifths of such Donors, and delivered to the said first six Trustees, or at a Meeting convened for the purpose, by any one of such six Trustees, of which three days previous notice shall be given by advertisement, or in a Newspaper.

Yearly meetings.

Election of Trustees.

By ratepayers.

7. An Annual Meeting of the Ratepayers, and an Annual Meeting of the Donors then living, shall be held in each and every Year in the same month as the month in which the Meeting was held at which it was decided to adopt this Act. Every such Annual Meeting shall be convened by advertisement in a Newspaper upon six days' previous notice. Any one of the existing Trustees elected by the Ratepayers, and chosen by the Meeting,

shall preside at the Annual Meeting of the Ratepayers, and any one of the By donors.  
 existing Trustees elected by the Donors and chosen by the Meeting, shall  
 preside at the Annual Meeting of the Donors. Two of the Trustees elected  
 by the Ratepayers, and selected by ballot at the Annual Meeting of the  
 Ratepayers, shall go out of office each year, and their places be supplied  
 by two new Trustees to be elected by the Ratepayers at such Meeting, but  
 the out-going Trustees may be re-elected as such new Trustees. One of the  
 Trustees elected by the Donors, and selected by ballot at the Annual Meeting  
 of the Donors, shall go out each year, and his place be supplied by one new  
 Trustee to be elected by the Donors at such Meeting, but such out-going  
 Trustee may be re-elected as such new Trustee.

8. A majority of the Trustees for the time being shall constitute a Quorum:  
 its powers.  
 quorum, and the Trustees for the time being shall have all the powers of  
 the entire body of Trustees, notwithstanding that, at any time, there may  
 be no Trustees elected by the Donors, or the death, absence, or incapacity  
 of any one, or more, of the Trustees.

9. If, from any cause whatever, the Annual Meetings shall not be held Provision in  
 case of failure  
 of election.  
 at the time provided by this Act, or the Trustees shall, from any cause what-  
 ever, not be elected at such Annual Meeting, the said Corporation shall not  
 be thereby dissolved, but a new Meeting shall be called in the same manner  
 as an Annual Meeting, at which, if necessary, such election may be had;  
 and the Trustees for the time being shall retain their office and powers until  
 their Successors, or the Successors of any one of them, shall be duly elected.

10. The Trustees shall meet at least once in every calendar month, and Meetings of  
 Trustees.  
 at such other times as they think fit, at the Library or some other convenient  
 place, and any one Trustee may summon a Special Meeting of the Trustees  
 by giving three clear days' notice in writing to each Trustee, specifying  
 therein the purpose for which the Meeting is called, and no business shall  
 be transacted at any Meeting of the Trustees unless at least a majority  
 shall be present.

11. All orders and proceedings of the Trustees shall be entered in Books Orders and  
 proceedings:  
 how kept and  
 proved.  
 to be kept by them for that purpose, and shall be signed by the Trustees,  
 or any two of them, and all such orders and proceedings so entered and pur-  
 porting to be signed, shall be deemed to be original orders and proceedings,  
 and such Books may be produced and read as evidence of all such orders and  
 proceedings upon any judicial proceedings whatever.

12. The Trustees shall keep distinct and regular Accounts of their Accounts and  
 audit.  
 Receipts, Payments, Credits and Liabilities, which Accounts shall be audited  
 yearly, by two Auditors, not being Trustees, elected by the Ratepayers at  
 each Annual Meeting of the Ratepayers. The Auditors, so appointed, shall  
 report to the Trustees as soon as practicable, and such Report shall be open  
 to the inspection of any Ratepayer, or Donor, at all reasonable hours.

13. The said Trustees shall have the power to levy, for the purposes of Tax for  
 library  
 purposes.  
 the Library annually, a tax, not exceeding one-half cent. in the dollar, on  
 all rateable Real property within the City, or Town, where they are elected,  
 and the value of such rateable Real property shall be estimated for the  
 purpose of such Tax, according to the Assessment, or Valuation Rolls, made  
 by the Municipality of the said City, or Town, in the year next preceding  
 the levying of the said Rate by the said Trustees. Such Tax may be levied  
 and recovered from the Owners of the said Real property in the same manner How levied.  
 and by the same means as are used for the levying and recovering of any  
 other Rate, Tax, or Assessment, levied, or leviable, in the said City, or Town,

for the purposes of the City, or Town, Municipality, and such Tax shall, if unpaid, be a special charge and mortgage on such Real property, not requiring registration to preserve it.

14. The said Trustees may establish and maintain Free Reading Rooms <sup>Free Reading Rooms.</sup> in connection with, and as a part of, such Free Libraries, and, from time to time, purchase and provide the necessary fuel, lighting, and other similar matters, Books, Newspapers and Maps, for the use of the said Libraries and Reading Rooms, and cause the same to be bound and repaired when necessary.

15. The said Trustees may purchase and acquire Land in the City, or <sup>Power to hold land, etc.</sup> Town in the name of the Corporation, for the erection of a Library Building, and may mortgage the same at any time to procure funds for the erection, improvement, or repair thereof, or for the payment of any debt secured upon the same.

16. The said Trustees shall elect from among themselves, from time to <sup>President and other officers.</sup> time, a President, and shall appoint such subordinate Officers as they deem expedient, prescribe their remuneration and duties, and dismiss them, and shall, from time to time, make Rules and Regulations for the management of the said Library, not contrary to this Act, and may allow the Householders and Inhabitants to borrow and take away Books from the Library, on such <sup>Lending books.</sup> terms and conditions, and under such restrictions, as the Trustees may think fit to impose.

17. The said Trustees may establish Fines <sup>Fines.</sup> for the infraction of any Rules and Regulations, to be recoverable by them as in an action of debt.

18. The said Libraries shall be open to the Public free of charge, <sup>Regulations.</sup> but any one whom the Trustees may consider to have contravened any Rule, or Regulation, may be excluded therefrom.

19. The word "Ratepayer," whenever used in this Act, shall be con- <sup>Interpretation clause.</sup> strued to mean the Owner of Real Property within the City, or Town, whose property is assessed for the purposes of this Act, and the word "Donor," to mean any one who has given to the said Corporation, in Books, or money, a sum not less than           dollars. The word "City," shall apply to any Municipality called in any Statute a City in Upper Canada, or Lower Canada; and the word "Town," shall apply to any incorporated Town in Upper Canada, and to any incorporated Town, or local Municipality in Lower Canada.

20. This Act shall be deemed a Public Act.

Public Act.

The Order of the Day for resuming the adjourned Debate upon the amendment, which was, on Friday last, proposed to be made to the Question, That the Bill, (to amend the Act of the Parliament of Canada, passed in the Twenty-sixth year of the Reign of Her Majesty, Chapter Five, intituled, "An Act to restore to Roman Catholics in Upper Canada certain rights in respect to Separate Schools, and to extend to the Roman Catholic minority in Upper Canada, similar and equal privileges with those granted by the Legislature to the Protestant minority in Lower Canada), be read a Second time, to-morrow; and which amendment was, that the word "to-morrow" be left out, and that the words, "this day six months," inserted instead thereof, being read, it was,—

*Ordered*, That the said Order be discharged. It was also,—

*Ordered*, That the Bill be withdrawn.

(NOTE. The following is a copy of this Bill).

**BILL.**—AN ACT TO AMEND THE ACT OF THE PARLIAMENT OF CANADA, PASSED IN THE TWENTY-SIXTH YEAR OF THE REIGN OF HER MAJESTY, CHAPTER FIVE, INTITULED: AN ACT TO RESTORE TO ROMAN CATHOLICS IN UPPER CANADA CERTAIN RIGHTS IN RESPECT TO SEPARATE SCHOOLS, AND TO EXTEND TO THE ROMAN CATHOLIC MINORITY IN UPPER CANADA, SIMILAR AND EQUAL PRIVILEGES WITH THOSE GRANTED BY THE LEGISLATURE TO THE PROTESTANT MINORITY IN LOWER CANADA.\*

Whereas it is desirable to amend the said Act and to grant to the Roman Catholic minority in Upper Canada, the same rights and privileges in respect to Separate Schools and Superior Education as are enjoyed, or conceded, to the Protestant minority in Lower Canada; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. In Cities and Towns the Municipality shall, if so requested in writing by the Chairman of the Board of Separate Schools of such City or Town, collect annually the Separate School Rates and Assessments, and for that purpose shall insert the Rates and Assessments in a separate column of the Collector's Roll for such City, or Town, and the Collector shall, from time to time, so soon as such Rates and Assessments are collected pay over the same to the Treasurer of the Board of such Separate Schools; but nothing in this Section shall prevent such Separate School Trustees from collecting their own Taxes, as by law now provided, if they desire so to do.

2. Roman Catholic Separate School Rates and Assessments shall form a lien upon Real Estate against which the same shall be assessed, and, in default of the collection of the same by the Collector in the usual way, all arrears unpaid shall be collected by the sale of such Lands in the usual way, as directed by law, in the cases of unpaid Municipal Taxes; but this provision shall not apply to any arrears of Rates, or Assessments which may have become due previous to the first day of January last past.

3. Non-resident Land Owners, being Roman Catholics, may, in the usual way, become supporters of Separate Schools, and, in such case, the Rates assessed against their Lands shall go to the funds of the Separate School in which such Lands are situate.

4. The Common School Trustees in any Municipality shall alone have the power of levying Taxes on the Lands and Real Estate of Incorporated Companies, but they shall annually pay over to the Trustees of the Roman Catholic Separate Schools a proportion of all the Taxes levied by them on such Companies in the same ratio as the Government Grant for the same year shall have been divided between them,—and the proportion of Taxes, so levied, for the building of School Houses, and for the payment of debts thus paid over to the Roman Catholic Trustees aforesaid shall be set apart by them for the Building, or the repairing of their own School Houses.

5. The Seventeenth Section of the said Act, Twenty-sixth Victoria, Chapter Five, shall be amended by adding thereto the following words: "Provided always that such Rates are levied within six months from the date of the receipt by the Clerk of the Municipality of the notice of the establishment of such Separate School."

6. There shall be established in Upper Canada in such place as the Governor in Council shall select, a Normal School in connection with the Roman Catholic Separate Schools, and a Fund shall be appropriated out of the School Funds of Upper Canada, bearing the same proportion to the amount annually granted to the Normal School in Toronto, as the Roman Catholic population bears to the Protestant population in Upper Canada, according to the then last Census.

7. That all Provincial Grants for Superior Education, comprising Universities, Classical and Industrial Colleges, Grammar Schools and Seminaries, shall be annually divided between the Protestant and Roman Catholic Institutions in proportion to their respective Protestant and Catholic populations.

\* See Letter of the Chief Superintendent of Education to the Honourable William McDougall, Provincial Secretary, in regard to this Bill, in a subsequent Chapter of this Volume.

8. There shall be appointed a Roman Catholic Deputy Superintendent of Schools in Upper Canada, whose duty shall be exclusively limited to such Schools, and whose Salary shall be fixed by the Governor-in-Council, and shall be paid out of the Funds set apart for the support of the Education Office, in which is said Deputy Superintendent, and he shall have the general supervision of the Roman Catholic Separate Schools of Upper Canada.

9. There shall be appointed by the Governor-in-Council three additional Members of the Council of Public Instruction of Upper Canada, to be chosen from among the Roman Catholic Bishops of Upper Canada, Principals, or Professors of the Roman Catholic Colleges and Universities of Upper Canada.

10. Whenever the Roman Catholic Members of the Council of Public Instruction for Upper Canada shall be of opinion that the management of the Roman Catholic Separate Schools should be distinct and separate from that of the Common Schools, they may make known that opinion under their respective signatures to the Governor, through the Provincial Secretary.

11. Within three months after the receipt of said opinion by the Governor, an Order-in-Council shall be passed, dividing the management of the Schools in Upper Canada, and giving to the Roman Catholic Deputy Superintendent of Education the management of the Separate Schools, in the same manner as they are now under the management of the Chief Superintendent of Education.

12. Within the above mentioned three months the said Roman Catholic Members shall transmit to the Governor the names of three persons qualified to be Deputy Superintendent, and the Deputy Superintendent shall be appointed out of the above three persons, and shall have, within his jurisdiction, powers and duties similar to those given to, and imposed upon, the Chief Superintendent of Education.

13. From the date of the said Order-in-Council, all the said Roman Catholic Members shall cease to be Members of the Council of Public Instruction for Upper Canada; and the said Roman Catholic Members, together with the Roman Catholic Deputy Superintendent shall form, for the Separate Schools, a Council similar to the Council of Public Instruction, and said Council shall have, within its jurisdiction, powers and duties similar to those given to and imposed upon the said Council of Public Instruction.

14. From and after the said three months, or so soon after as may be convenient, the Provincial aid shall be annually divided as follows, videlicet: the portion appropriated for Common Schools shall be divided in the same manner, and according to the same principle, as are followed at the present moment; and the balance of said Provincial aid shall be divided between the Roman Catholic and Protestant Institutions, in proportion to the respective Roman Catholic and Protestant populations according to the then last Census, and the expenses of the Roman Catholic and Protestant Education Departments respectively shall be paid out of the corresponding share in said Provincial aid.

15. The Seventh Section of this Act shall not come into force until that part of the Province of Canada known as Upper Canada, shall become a separate Province and have a separate Government.

16. This Act is a Public Act.

The Order of the Day of the Second reading of the Bill, from the Legislative Council, intituled, "An Act to amend the Act incorporating the Belleville Seminary, and to confer on the same, University powers, in so far as regards Degrees in Arts," being read,—

The Bill was accordingly read the Second time, and referred to the Standing Committee on Miscellaneous Private Bills, and the Sixty-second Rule of this House was suspended as regards the same.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—

The Legislative Council has passed the following Bill, without any amendment:—  
 Bill, intituled, "An Act to Incorporate the Royal College of Physicians and Surgeons  
 of Kingston."

*August 8th, 1866.* Mr. M. C. Cameron, (North Ontario,) from the Standing Com-  
 mittee on Miscellaneous Private Bills, presented to the House, the Twenty-second  
 Report of the said Committee, which was read, as follows:—Your Committee have  
 considered the Bill from the Legislative Council, intituled, "An Act to amend the Act  
 incorporating the Belleville Seminary, and to confer on the same University powers, in so  
 far as regards Degrees in Arts," and have agreed to report the same, without amend-  
 ment.

*August 10th, 1866.* The House, according to Order, went into Committee on the  
 Bill, from the Legislative Council, intituled, "An Act to amend the Act incorporating  
 Belleville Seminary, and to confer on the same University powers, in so far as regards  
 Degrees in Arts," and, after some time spent therein, Mr. Speaker resumed the Chair;  
 and Mr. Thomas Scatcherd reported, that the Committee had gone through the Bill,  
 and directed him to report the same without any amendment.

*Ordered,* That the Bill be now read the Third time.

The Bill was accordingly read the Third time, and it was,—

*Resolved,* That the Bill do pass.

*Ordered,* That the Clerk do carry back the Bill to the Legislative Council, and  
 acquaint their Honours, that this House hath passed the same, without any amendment.

## II. EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE COUNCIL, 1866.

*June 13th, 1866.* Pursuant to the Order of the Day the following Petition was  
 read:—Of Mr. James McLaren, Senior, and others, of the Township of Elizabethtown,  
 in the County of Leeds; and of the Municipal Council of the Township of Nissouri  
 East, severally praying against the changes proposed by the Chief Superintendent of  
 Education at the School Conventions, in the Common School Law of Upper Canada.

*June 14th, 1866.* Pursuant to the Order of the Day, the following Petitions were  
 read:—Of Mr. Hiram Phelps and others, of School Section Number Five, in the Town-  
 ship of Brantford, praying against any alteration in the present School Laws of Upper  
 Canada; of the Municipal Council of the United Counties of Huron and Bruce, praying  
 for certain amendments in the Common School Laws of Upper Canada; of the Right  
 Reverend John Farrell, Bishop of Hamilton, and others, praying for an Act of Incor-  
 poration for "The College of St. Jerome," at Berlin.

*June 15th, 1866.* Pursuant to the Order of the Day, the following Petitions were  
 read:—Of the Board of Trustees of the University of Queen's College, Kingston, pray-  
 ing for the continuance and increase of their Annual Grant; of the College of Regi-  
 opolis, at the City of Kingston, praying for certain amendments to the Act incorporating  
 the said College, and for other purposes.

*June 21st, 1866.* Pursuant to the Order of the Day the following Petition was  
 read:—Of the Ottawa College, praying for aid.

*June 22nd, 1866.* The Honourable the Speaker presented to the House a Return of  
 the Children's Industrial School of the City of Hamilton, dated the 18th of June, 1866.

*June 27th, 1866.* Pursuant to the Order of the Day, the following Petition were  
 read:—Of the Municipal Council of the County of Wentworth, praying against the  
 amendments to the School Laws of Upper Canada, proposed by the Chief Superintendent  
 of Education at the School Conventions; of the Ottawa College, praying that the rank,  
 position, status and powers of a University may be conferred on the said College.

*July 9th, 1866.* Pursuant to the Order of the Day, the following Petitions were  
 read:—Of the Medical Faculty of the Kingston School of Medicine, praying for the  
 continuance and increase of their Annual Grant; of the Municipal Council of the  
 United Counties of Stormont, Dundas and Glengarry, praying against the amendments



to the Common School Laws of Upper Canada, proposed by the Chief Superintendent of Education at the School Conventions.

*July 11th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of Madame Yvonne Le Bihan, Superior, and others, of the Religious Order of Ursulines of Chatham, praying to be incorporated as “the Ursuline Academy of Chatham.”

*July 12th, 1866.* The Honourable Walter McCrea presented to the House a Bill intituled, “An Act to Incorporate the Ursuline Academy of Chatham.” The said Bill was read for the First time, and it was,—

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

*July 13th, 1866.* The Order of the Day being read for the Second reading of the Bill intituled, “An Act to Incorporate the Ursuline Academy of Chatham; on motion of the Honourable Walter McCrea, seconded by the Honourable J. C. Aikins, it was,—

*Ordered,* That the same be postponed until Monday next.

*July 16th, 1866.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Municipal Council of the Township of McGillivray, praying against the amendments of the Common School Laws of Upper Canada, proposed by the Chief Superintendent of Education at the School Conventions; of Mr. John R. Dickson, of Kingston, praying that the School of Medicine at Kingston, now connected with Queen’s College, may be made an independent Corporation as “The Queen’s College of Physicians and Surgeons.”

Pursuant to the Order of the Day, the Bill intituled, “An Act to Incorporate the Ursuline Academy of Chatham,” was read a Second time. On motion of the Honourable Walter McCrea, seconded by the Honourable John Sanborn, it was,—

*Ordered,* That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*July 17th, 1866.* The Committee on Standing Orders and Private Bills presented the following as their Sixteenth Report:—Your Committee have examined the following Petition and find that sufficient Notice has been given:—Of Mr. John R. Dickson of Kingston, praying that the School of Medicine at Kingston, now connected with Queen’s College, be made an independent Corporation, under the name of “The Queen’s College of Physicians and Surgeons.”

*July 18th, 1866.* The Honourable Walter McCrea moved, seconded by the Honourable J. N. Bossé, That the Sixty-second Rule of this House be dispensed with, in so far as it relates to the Bill to Incorporate the Ursuline Academy of Chatham. After Debate, said motion was, by leave of the House, withdrawn. The Honourable G. W. Allan moved, seconded by the Honourable Ebenezer Perry, That four days’ notice in the Lobbies be held to be sufficient, until the end of the present Session, instead of observing the Sixty-second Rule of this House. The Question of concurrence being put thereon the same was resolved in the affirmative, and it was,—

*Ordered,* accordingly.

*July 19th, 1866.* The Honourable G. W. Allan, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill, intituled, “An Act to Incorporate the Ursuline Academy of Chatham,” reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment.

On motion of the Honourable Walter McCrea, seconded by the Honourable J. N. Bossé, it was,—

*Ordered,* That the said Bill be read a Third time presently.

The said Bill was then read a Third time accordingly. The question being put whether this Bill shall pass? It was resolved in the affirmative.

*Ordered,* That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed a Bill intituled, “An Act to amend the Acts respecting the College of Regiopolis, and to erect the same into an University, to which they desire the concurrence of that House.

The said Bill was then read for the First time. On motion of the Honourable Alexander Campbell, seconded by the Honourable A. J. Fergusson-Blair, it was,—

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

*July 20th, 1866.* Pursuant to the Order of the Day, the Bill intituled, "An Act to amend the Acts respecting the College of Regiopolis, and to erect the same into an University," was read a Second time. On motion of the Honourable Alexander Campbell, seconded by the Honourable A. J. Fergusson-Blair, it was,—

*Ordered*, That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*July 25th, 1866.* Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend R. V. Rogers and others, of the City of Kingston, praying against the passing of the Bill to Incorporate the College of Regiopolis, as an University; of the Reverend Albert Carman and others, of Ottawa, praying for certain amendments to the Act of Incorporation of the Belleville Seminary, and that its name be changed to that of "Albert College."

The Honourable G. W. Allan, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled, "An Act to amend the Act respecting the College of Regiopolis, and to erect the same into an University," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment. On motion of the Honourable Alexander Campbell, seconded by the Honourable A. J. Fergusson-Blair, it was,—

*Ordered*, That the said Bill be read a Third time presently.

The said Bill was then read a Third time accordingly. The Question was put whether this Bill shall pass? It was resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill without any amendment.

The Honourable James G. Currie presented to the House a Bill intituled, "An Act to amend the Act incorporating 'Belleville Seminary,' and to confer on the same University powers, in so far as regards Degrees in Arts. The said Bill was read for the First time, and it was,—

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

*July 26th, 1866.* Pursuant to the Order of the Day, the following Petition was read:—Of the University of Victoria College, Cobourg, praying for certain amendments to the Medical Act, in relation to the admission and enrolling of Medical Students.

*July 27th, 1866.* The Order of the Day being read for the Second reading of the Bill intituled, "An Act to amend the Act incorporating Belleville Seminary, and to confer on the same University powers, in so far as regards Degrees in Arts."

The Honourable James G. Currie moved, seconded by the Honourable John Ross, That the said Bill be now read a Second time. After Debate, The question of concurrence being put thereon, the same was resolved in the affirmative, and the said Bill was then read a Second time accordingly, and it was,—

*Ordered*, That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*July 30th, 1866.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled, "An Act to amend the Acts incorporating 'The College of Ottawa,' and to grant certain privileges to the said College," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable James Skead, seconded by the Honourable Thomas Ryan, it was,—

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

*July 31st, 1866.* The Order of the Day being read for the Second reading of the Bill intituled, "An Act to amend the Acts incorporating the College of Ottawa, and to grant certain privileges to the said College."

The Honourable James Skead moved, seconded by the Honourable Thomas Ryan, That the Bill be now read a Second time. After a long Debate it was,—

*Ordered*, That further Debate on the said motion be postponed until the next sitting of the House.

Pursuant to the Order, the House resumed the adjourned Debate on the Honourable James Skead's Motion, videlicet: That the Bill intituled, "An Act to amend the Acts incorporating the College of Ottawa, and to grant certain privileges to the said College," be now read a Second time. After a long continued Debate, the question of concurrence being put thereon, the House divided, the vote being: Yeas, 39; Nays, 13. So it was resolved in the affirmative, and the said Bill was then read a Second time accordingly, and it was,—

*Ordered*, That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*August 1st, 1866.* The Honourable G. W. Allan, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled, "An Act to amend the Act incorporating the Belleville Seminary, and to confer on the same University powers, in so far as regards Degrees in Arts," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment.

The Honourable John Ross, seconded by the Honourable James G. Currie, that the said Bill be now read a Third time. The question of concurrence being put thereon, the same was, on a division, resolved in the affirmative, and the said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative.

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

The Honourable G. W. Allan, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled, "An Act to amend the Acts incorporating the College of Ottawa, and to grant certain privileges to the said College," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment.

The Honourable James Skead moved, seconded by the Honourable Thomas Ryan, That the said Bill be now read a Third time. The question of concurrence being put thereon, the same was, on a division, resolved in the affirmative, and the said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly and to acquaint that House that the Legislative Council have passed this Bill, without any amendment.

A Message was brought from the Legislative Assembly by their Clerk, to return the Bill intituled, "An Act to Incorporate the Ursuline Academy of Chatham," and to acquaint this House that they have passed the said Bill without any amendment.

*August 2nd, 1866.* A Message was brought from the Legislative Assembly by Mr. Joseph Dufresne, (Montcalm,) and others, in the following words:—

*Resolved*, That a Message be sent to the Honourable the Legislative Council, informing their Honours that their Bill intituled, "An Act to Incorporate the Ursuline Academy of Chatham," which was carried back to that House, as having been passed without any amendments, was so carried back in error, and requesting that their Honours will return the said Bill.

*Ordered*, That Mr. Joseph Dufresne, (Montcalm,) do carry the said Message to the Legislative Council.

W. B. LINDSAY, Clerk, Legislative Assembly.

LEGISLATIVE ASSEMBLY, Thursday, 2nd August, 1866.

On motion of the Honourable Sir N. F. Belleau, seconded by the Honourable Alexander Campbell, it was,—

*Ordered*, That the Clerk do go down to the Legislative Assembly and return the Bill intituled, "An Act to incorporate the Ursuline Academy of Chatham," as desired by that House, in their Message of this day.

*August 3rd, 1866.* A Message was brought from the Legislative Assembly by their Clerk to return the Bill intituled, "An Act to Incorporate the Ursuline Academy of Chatham," and to acquaint this House that they have passed the said Bill with several amendments, to which they desire the concurrence of the Legislative Council.

The said amendments were then read by the Clerk, as follows:—

Page 1, line 10,—Leave out from "and" to "it," in line 11.

Page 1, line 19,—Leave out from "Chatham" to "and," where it occurs the second time.

Page 1, line 25.—Leave out "five," and insert "three."

Page 1, line 29,—Leave out "five," and insert "three."

On motion of the Honourable Walter McCrea, seconded by the Honourable Thomas Ryan, it was,—

*Ordered*, That the said amendments be taken into consideration by the House at the next sitting thereof.

On motion of the Honourable Walter McCrea, seconded by the Honourable David Christie, it was,—

*Ordered*, That the Order for the consideration of the amendments made by the Legislative Assembly to the Bill intituled, "An Act to Incorporate the Ursuline Academy of Chatham," at the next sitting of this House, be discharged, and that the said amendments be now read a Second time and considered by the House.

And the said amendments being again read by the Clerk, and the question of concurrence put on each, they were severally agreed to.

*Ordered*, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council doth agree to the amendments made to the last mentioned Bill without any amendments.

*August 4th, 1866.* A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled, "An Act to Incorporate the Royal College of Physicians and Surgeons of Kingston," to which they desire the concurrence of this House. The said Bill was read for the First time.

On motion of the Honourable Sir N. F. Belleau, seconded by the Honourable John Hamilton, (Kingston,) it was,—

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

*August 6th, 1866.* Pursuant to the Order of the Day, the Bill intituled: "An Act to Incorporate the Royal College of Physicians and Surgeons of Kingston," was read a Second time.

On motion of the Honourable Alexander Campbell, seconded by the Honourable A. J. Fergusson-Blair, it was,—

*Ordered*, That the said Bill be referred to the Committee on Standing Orders and Private Bills.

*August 7th, 1866.* The Honourable G. W. Allan, from the Committee on Standing Orders and Private Bills, to whom was referred the Bill intituled: "An Act to Incorporate the Royal College of Physicians and Surgeons, of Kingston," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment.

On motion of the Honourable Sir N. F. Belleau, seconded by the Honourable A. J. Fergusson-Blair, it was,—

*Ordered*, That the said Bill be read a Third time presently.

The said Bill was then read a Third time accordingly. Then, on motion of the Honourable Sir N. F. Belleau, seconded by the Honourable A. J. Fergusson-Blair, it was,—

*Ordered*, That the said Bill be amended, as follows:—

Page 2, line 26,—Leave out "Medical," and insert "Medicine."

The question was put whether this Bill, as amended, shall pass? It was resolved in the affirmative.

*Ordered*, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill, with an amendment, to which they desire their concurrence.

*August 8th, 1866.* A Message was brought from the Legislative Assembly by their Clerk, to return the Bill intituled:—"An Act to Incorporate the Royal College of Physicians and Surgeons of Kingston."

*August 15th, 1866.* The Honourable the Speaker commanded the Gentleman Usher of the Black Rod to proceed to the Legislative Assembly and acquaint that House, that "It is His Excellency's pleasure that they attend him immediately in this House." Who, being come with their Speaker, the Clerk of the Crown in Chancery read the Titles of the Bills to be passed severally as follows:—

An Act to amend the Acts respecting the College of Regiopolis, and to erect the same into an University.

An Act to Incorporate the College of Saint Jerome, in the Town of Berlin.

An Act to amend the Acts incorporating "The College of Ottawa," and to grant certain privileges to the said College.

An Act to Incorporate the Ursuline Academy of Chatham.

An Act to amend the Act incorporating the Belleville Seminary, and to confer on the same University powers, in so far as regards Degrees in Arts.

## CHAPTER XXV.

### ACTS PASSED BY THE LEGISLATURE OF CANADA IN 1866.

29TH AND 30TH VICTORIA, CHAPTER CXXXIII.

#### AN ACT TO AMEND THE ACTS RESPECTING THE COLLEGE OF REGIOPOLIS, AND TO ERECT THE SAME INTO AN UNIVERSITY.

THE RIGHT HONOURABLE CHARLES STANLEY MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 15th of August, 1866.

Whereas the College of Regiopolis, in the City of Kingston, in the Province of Canada, has, by its Petition, represented, that, by an Act of the Legislature of Upper Canada, passed in the Seventh Year of the Reign of His Majesty King William the Fourth, Chapter Fifty-six, and intituled, An Act to Incorporate certain Persons therein named as a Board of Trustees for the Erection, Superintending and Management of a Roman Catholic College at Kingston, to be known by the name of the College of Regiopolis, and for other purposes therein mentioned, certain Land therein mentioned was conveyed to and vested in Trustees for the Erection, Support and Maintenance of a Roman Catholic Seminary, and the said Trustees and their Successors were thereby declared to be a Body Corporate and politic, by the name of The College of Regiopolis, and it was enacted, that the Trustees should have power, at all times, thereafter, to make such Rules and Regulations, not repugnant to the Laws of this Province, as might be necessary for the due management of the said Land, and also of the Roman Catholic Seminary, to be erected thereon; and further, that the provisions in the Act contained for the appointment of Trustees to fill the place of any dying, resigning, or becoming incapable of acting, have been found inconvenient, and that it is desirable to have other provisions made in lieu thereof in such respect, and that it has been found desirable that the rank and privileges of an University may be conferred



on the said College; and has prayed that provisions may be enacted for the purpose of providing Trustees for the purposes contemplated by the said Act, and that an University may be established in connection with the said College, to be known by the name of "The University of Regiopolis," with the usual rank, powers and privileges incidental to Universities; and whereas, it is expedient that the prayer of the said Petition should be granted; therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The Second Section of the said Act, made and passed in the Seventh Year of the Reign of King William the Fourth, is hereby repealed.

2. The Very Reverend George A. Hay, the Very Reverend Oliver Kelly, the Reverend Edmund P. Roach, and the Reverend John O'Brien, are hereby declared to be, together with the Roman Catholic Bishop of Kingston, and the Very Reverend Angus Macdonell, Vicar General, Trustees for the purposes of the said Act hereinbefore mentioned; and, whenever it shall happen that any one, or more, of the Trustees herein named shall die, or become resident abroad, or shall resign his trust, or become incapable of acting therein, it shall and may be lawful for the remaining Trustees to elect and appoint others, being Clergymen of the Roman Catholic Religion, resident in Upper Canada, to complete the number of six Trustees for the purposes contemplated by the said Act, in accordance with the terms and provisions of the Deed of Conveyance in the said Act mentioned; and all vacancies that shall, from time to time, happen in and among the said Trustees, shall be filled up in like manner; provided always, that the omission to elect and appoint new Trustees upon any such vacancy shall not operate as a forfeiture of the Land in the said Act mentioned.

3. For, and notwithstanding, anything contained in an Act of the Parliament of Canada, passed in the Eighth Year of Her Majesty's Reign, Chaptered Seventy-nine, and intituled: An Act to authorize the conveyance of certain Real Estates to the College of Regiopolis, and to enable the said College to acquire and hold Real Property to a certain amount, the College of Regiopolis shall, and may, hold Real Estate, the rents, issues and profits whereof shall not exceed Twenty-five thousand dollars per annum.

4. The Roman Catholic Bishop of Kingston and the Principal and Professors of the College of Regiopolis, and the Trustees mentioned in the Second Section of this Act for the time being, and their Successors, shall be a Body Corporate, by and under the name of the University of Regiopolis, with the powers vested in Corporate Bodies by the Interpretation Act.

5. The Governor shall, on behalf of Her Majesty, be Visitor of the said University.

6. The said Bishop of Kingston and the Principal and Professors of the said College, and the Trustees aforesaid, for the time being, shall constitute the Senate of the said University, and shall, in that capacity, have the management of and superintendence over, the affairs and business of the University.

7. The Senate may, from time to time, make and alter any Statutes not being repugnant to the Laws of Upper Canada:—

(1) Touching the examination for Degrees, or for Scholarships, Prizes, or Certificates of Honour, and

(2) The granting of such Degrees, Scholarships, or Certificates, and

(3) The Fees to be paid by the Candidates for Examination, or upon taking any Degree, and

(4) The application of such Fees, and

(5) Touching the periods of the regular Meetings of the Senate and the mode of convening special Meetings thereof, and

(6) The appointment of Examiners, Officers and Servants of the said University; and, in like manner, the removal of any of them, and

(7) Touching the time and mode of holding an examination of the Candidates, as aforesaid, and of the subjects of such examination, and



(8) Generally for promoting the purposes of the said University, touching all other matters regarding the same, or the business thereof, or for any purpose, for which provisions may be required for carrying out the same according to its intent and spirit.

8. The Statutes of the Senate, with respect to the Literary and Scientific attainments of persons obtaining Degrees, or Certificates of Honour, and their examination, shall, in so far as circumstances will, in the opinion of the Senate, permit, be similar to those at present in force for like purposes in the University of London, to the end that the standard of qualification in the University of Regiopolis may not be inferior to that at present adopted for a like Degree, or Certificate of Honour, in the University of London; Provided always, that any Statute passed for the purposes mentioned in this Section, shall be deposited with the Provincial Secretary within ten days after the passing thereof, to be laid before the Visitor, and such Statute shall have interim force and effect, and shall have full force and effect unless such Statute be disallowed by the Visitor, and such disallowance signified through the Provincial Secretary within three months after such deposit, as aforesaid.

9. All such Statutes shall be reduced in writing, and the Common Seal of the University shall be annexed thereto, and they shall be binding upon all Members, or Officers, of the University, and upon all Candidates for Degrees, Scholarships, Prizes, or Certificates of Honour, to be conferred by the said University, and upon all others whom it may concern.

10. All questions which come before the Senate shall be decided by a majority of the Members present, but, in case of an equality of votes, the Chairman shall have, in addition, a casting vote.

11. At every Meeting of the Senate, the Bishop, or, in his absence, the Principal of the College, shall preside as Chairman, or, in the absence of both, a Chairman shall be chosen by the Members present, or a majority of them; and no question shall be decided at any Meeting unless a majority of the Senate are present at the time of such decision, nor shall any Meeting be legal unless held at the times, or convened in the manner, provided for by the Statute to be passed, as aforesaid.

12. The Senate may, after examination, confer the several Degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine and Doctor of Medicine, and may examine for Medical Degrees in the four branches of Medicine, Surgery, Midwifery and Pharmacy; and such reasonable Fees shall be charged to the Candidates for Examination for Degrees, or for Certificates of Honour, as aforesaid, and shall be paid and applied, as the Senate, from time to time, may determine.

13. Each Examiner may be required to make the following declaration before the said Bishop, or the Principal of the said College:—

“I solemnly declare that I will perform my duty of Examiner without fear, favour, affection, or partiality, towards any Candidate, and that I will not knowingly allow to any Candidate any advantage, which is not equally allowed to all.”

14. The Senate, may, according to Regulations previously made and published, grant Scholarships, Prizes and Rewards, to Persons who distinguish themselves at their examinations.

15. The Senate of the University shall report to the Governor at such time as he may appoint, on the general state, progress and prospects of the University, and upon all matters touching the same, with such suggestions as they think proper to make; and the Senate shall also, at all times, when thereunto required by the Governor, inquire into, examine and report upon any subject, or matter, connected with the University; and copies of such Annual, or other, Reports shall be laid before both Houses of the Provincial Parliament at the then next Session thereof.

16. This Act shall be deemed a Public Act.

29TH AND 30TH VICTORIA, CHAPTER CXXXIV.

AN ACT TO INCORPORATE THE COLLEGE OF SAINT JEROME, IN THE TOWN OF BERLIN.

THE RIGHT HONOURABLE CHARLES STANLEY MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 15th of August, 1866.

Whereas His Lordship, the Right Reverend John Farrell, D.D., Roman Catholic Bishop of Hamilton, Eugene Funcken, Edward Glowalski, Francis Breitkoff, Louis Funcken, Ludwich Ellena, and other Persons of the County of Waterloo, have, by their Petition, represented to the Legislature that, for some time past, a College has been established in the said County of Waterloo, for the education of youth in the usual branches of a Collegiate Education, and have prayed that Corporate Powers may be conferred on the said College; and, in consideration of the great advantages to be derived from the said Establishment, it is expedient to grant the prayer of the said Petition; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The said College, which shall be composed of the Right Reverend John Farrell, D.D., Roman Catholic Bishop of Hamilton, the Reverend Eugene Funcken, the Reverend Edward Glowalski, the Reverend Francis Breitkoff, the Reverend Louis Funcken, and the Reverend Ludwich Ellena, and their Successors, together with all such necessary Officers as may be hereafter appointed under the provisions of this Act, and their several and respective Successors, shall be, and is hereby, constituted a Body politic and Corporate, in deed and in name, by and under the name of the "Corporation of the College of Saint Jerome, Berlin," and by that name shall have perpetual succession and a Common Seal, and by that name may, from time to time, and at all times hereafter, purchase, acquire, hold, possess and enjoy, and may have, take and receive for them and their Successors, to and for their actual use and occupation only, any Lands, Tenements and Hereditaments, and Real, or immovable, Property and Estate within this Province, so as the annual value of the same does not exceed Five thousand dollars, (\$5,000); and the same may sell, alienate and dispose of, whensoever they may deem it proper so to do; and the Corporation may further acquire any other Real Estate, or interest therein, by gift, devise, or bequest, not exceeding the like annual value of Five thousand dollars, (\$5,000), and may hold such Estate and interest therein for a period of not more than seven years; and the same, or any part, or portion, thereof, or interest therein, which may not, within the said period, have been alienated, or disposed of, shall revert to the party from whom the same was acquired, his Heirs, or other Representatives; and the proceeds of such Property as shall have been disposed of during the said period may be invested in the Public Securities of the Province, Stocks of Chartered Banks, Mortgages, or other approved Securities for the use of the Corporation.

2. The Board of Directors of the Corporation, for the time being, shall have power to frame a Constitution for the said Corporation, and to alter the same when it shall be deemed expedient, and to make all such By-laws, Rules and Regulations, for the admission into, and general management of, the said Corporation, not being contrary to this Act, or to the Laws in force in this Province, as shall be deemed useful, or necessary, for the interests of the said Corporation, and for the payment of Officers and Employés, and, generally, for all purposes relative to the conduct and well-working of the Corporation, and the management and business thereof, and, from time to time, to repeal, alter and amend such By-laws, or any of them; and shall have power to appoint such Officers and Servants as they deem right for the management of the said

College, and to remove them at pleasure, and appoint others in their places; and shall and may do, execute and perform, all and singular other the matters and things relating to the said Corporation, and the management thereof, or which shall, or may, appertain thereto; subject, nevertheless, to the Rules, Regulations, restrictions and provisions hereinafter prescribed and established.

3. The Rents, Revenues, issues and profits of all property Real and Personal, held by the said Corporation, shall be appropriated and applied solely to the maintenance of the said Corporation, the construction and repair of the Buildings requisite for the purposes of the said Corporation, and to the advancement of education, by the instruction of youth, and the payment of the expenses to be incurred for objects legitimately connected with, or depending on, the purposes aforesaid.

4. All and every the Estate and Property, Real and Personal, belonging to the Members of the said Institution, as such, or hereafter to be acquired by the said Institution, and all debts, claims and rights whatsoever due to the said Members in that quality, shall be, and are hereby, vested in the Corporation hereby established; and all debts due by the said Members, in their said quality, shall be paid and discharged by the said Corporation, but the By-laws, Rules, Orders and Regulations, now made for the management of the said Institution, shall be and continue to be the By-laws, Rules, Orders, and Regulations of the said Corporation, until altered, or repealed, in the manner herein provided for.

5. The Corporation shall have power to appoint such Attorney, or Attorneys, Administrator, or Administrators, of the Property of the Corporation, and such Officers, Teachers and Servants as shall be necessary for the well conducting of the business and affairs thereof, and to allow them compensation for their services; and shall be capable of exercising such other powers and authority for the well governing and ordering of the Officers of the said Corporation as shall be prescribed by the By-laws, Rules, Orders and Regulations of the said Corporation.

6. In case of any vacancy occurring in the number of the Members of the Board, by absence from the Province, death, resignation, or otherwise, such vacancy shall, and may, be filled up, from time to time, by the remaining Members of the said Corporation, within six months after the occurrence of such vacancy, or vacancies.

7. The Corporation shall, at all times, when thereunto required by the Governor, or either branch of the Legislature, make a full return of their property, Real and Personal, and of their Receipts and Expenditure, for such periods, and with such details and other information, as the Governor, or either branch of the Legislature, may require.

8. This Act shall be deemed a Public Act.

29TH AND 30TH VICTORIA, CHAPTER CXXXV.

AN ACT TO AMEND THE ACTS INCORPORATING "THE COLLEGE OF OTTAWA"  
AND TO GRANT CERTAIN PRIVILEGES TO THE SAID COLLEGE.

THE RIGHT HONOURABLE CHARLES STANLEY, LORD MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 15th of August, 1866.

Whereas the Corporation of the College of Ottawa have, by their Petition, set forth that the said Institution was incorporated by Act of Parliament of this Province in the year One thousand, eight hundred and forty-nine, and hath since that time continued in full and successful operation; that, in the opinion of the Petitioners the time has arrived when the usefulness of the said Institution might be more widely extended by conferring on the said Institution the status and powers of an University; and whereas, it is desirable to grant the same; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1 For, and notwithstanding anything contained in an Act of the Parliament of Canada, passed in the Twelfth Year of Her Majesty's Reign, Chapter One hundred and seven, the said Corporation shall have power to hold, possess and enjoy Real Property and Estate, not exceeding in yearly value the sum of Four thousand pounds, (£4,000), currency, and may, from time to time, as may be deemed advisable for the interest, progress and success of the said College, Mortgage the Real Estate which the said Corporation owns, or which, at any time, or times, hereafter it may acquire.

2. For the purposes hereinafter mentioned, the President of the said College, the Bursar of the said College, the Professor of Divinity of the said College, the Professor of Philosophy of the said College, the Professor of Rhetoric of the said College, the Professor of Belles-Lettres of the said College, and the Prefect of Studies of the said College, together with the *ex officio* Members, hereinafter named, shall constitute the "College Senate."

3. The Roman Catholic Bishop of Ottawa shall be *ex officio*, a Member of the "College Senate."

4. The College Senate shall have power and authority, after proper examination, to confer the several Degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine, and to examine for Medical Degrees in the four branches of Medicine, Surgery, Midwifery and Pharmacy; and such reasonable Fees shall be charged to the Candidates for examination for Degrees as the College Senate shall, by Statute, or Order in that behalf, from time to time, determine, and such Fees shall be paid into the General Fund of the said Corporaion.

5. Once, at least, in every year, at a time, or times, to be fixed by the College Senate, the College Senate shall cause to be held an examination of the Candidates for Degrees, Scholarships, or Prizes; and at any such examination, the Candidates shall be examined by Examiners appointed for the purpose by the College Senate, and at every such examination the Candidates shall be examined orally, or in writing, or otherwise, and in as many branches of general knowledge as the College Senate shall consider the most fitting subjects for such examination; and special Examinations may be held for Honours, and such Examinations shall be open and Public; but the first examination of Candidates for Degrees shall not be held, until proper arrangements are made for carrying out the provisions of this Act; and the College Senate shall, so soon as such arrangements are made, appoint, by Resolution, the time for the first examination to be held.

6. The Statutes of the Senate, with respect to the literary and scientific attainments of Persons obtaining Degrees, or Certificates of Honour, and their examination, shall, in so far as circumstances will, in the opinion of the Senate, permit, be similar to those at present in force for like purpose in the University of London, to the end that the standard of qualification in the University of Ottawa may not be inferior to that at present adopted for a like Degree, or Certificate of Honour in the University of London; Provided always, that any Statute passed for the purposes mentioned in this Section shall be deposited with the Provincial Secretary within ten days after the passing thereof, to be laid before the Visitor, and such Statute shall have interim force and effect, and shall have full force and effect unless such Statute be disallowed by the Visitor, and such disallowance signified through the Provincial Secretary, within three months after such deposit, as aforesaid.

7. All such Statutes shall be reduced in writing, and the Common Seal of the University shall be annexed thereto, and they shall be binding upon all Members, or Officers, of the University, and upon all Candidates for Degrees, Scholarships, Prizes, or Certificates of Honour, to be conferred by the said University, and upon all others whom it may concern.

8. The College Senate shall have power to appoint by Statute, or Resolution, and, from time to time, as there shall be occasion, to remove in like manner, all Examiners of the said College

9. The Examiners may be required to make the following declaration before the President of the said College:—

"I solemnly declare that I will perform my duty of Examiner without fear, love, or affection, or partiality towards any Candidate, and that I will not, knowingly, allow to any Candidate any advantage which is not equally allowed to all."

10. The College Senate may grant Scholarships, Prizes and Honours to Persons who shall distinguish themselves at their examination; and all such Scholarships, Prizes, and Rewards shall be granted according to Regulations previously made and published.

11. The College Senate shall meet at the College Building in Ottawa, from time to time, and at such times as they shall, by Statute, appoint, and for carrying the provisions of this Act fully into effect, shall have power and Authority to make and pass such Statutes, Rules, Orders and Regulations as may be deemed advisable, and to alter, vary and change the same.

12. The President of the Corporation of the said College of Ottawa shall be Chairman of the College Senate, or, in his absence, a Chairman shall be chosen by the Members present, or a majority of them; and no question shall be decided at any Meeting, unless a majority of the Senate are present at the time of such decision, nor shall any Meeting be legal unless held at the time, or convened in the manner, provided for by Statute, to be passed as aforesaid.

13. All questions which shall come up before the College Senate shall be decided by the majority of the Members present; but, in case of equality of votes, the maxim *præsumitur pro negante* shall prevail.

14. The Governor shall, on behalf of Her Majesty, be Visitor of the said University.

15. The College Senate of the University shall report to the Governor, at such times as he may appoint, on the general state, progress and prospects of the University, and upon all matters touching the same, with such suggestions as they think proper to make; and the Senate shall also, at all times, when thereunto required by the Governor, inquire into, examine and report upon any subject, or matter, connected with the University; and copies of such Annual, or other, Reports shall be laid before both Houses of the Provincial Parliament at the then next Session thereof.

16. This Act shall be deemed a Public Act.

#### 29<sup>TH</sup> AND 30<sup>TH</sup> VICTORIA, CHAPTER CXXXVI.

AN ACT TO AMEND THE ACT INCORPORATING BELLEVILLE SEMINARY, AND TO CONFER ON THE SAME UNIVERSITY POWERS, IN SO FAR AS REGARDS DEGREES IN ARTS.

RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 15th of August, 1866.

Whereas it has been represented by By Petition, in behalf of the Belleville Seminary, an Institution of Learning, in the Township of Thurlow, near the Town of Belleville, in this Province, incorporated by an Act of the Parliament of this Province, passed in the Twentieth Year of Her Majesty's Reign, Chapter One hundred and eighty-four, and intituled:—An Act to Incorporate the Belleville Seminary, that it has been found desirable that the said name, "Belleville Seminary," be changed to "Albert College;" and Whereas, it has been prayed that the change of name above specified, be made, and that University powers, so far as relate to Degrees in Arts, be conferred on the said College, with the usual rank, powers and privileges relating to Degrees in Arts, incidental to Universities; and Whereas it is expedient that the prayer of the said Petition should be granted; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. All the provisions of the original Act of Incorporation of the Belleville Seminary, Chaptered One hundred and eighty-four in the Statutes of this Province, passed in the Twentieth Year of Her Majesty's Reign and intituled:—An Act to Incorporate the Belleville Seminary, shall remain, with reference to Albert College, in full force and effect, as they have been up to the passing of this Act, with reference to the Belleville Seminary.

2. The Governor shall, on behalf of Her Majesty, be Visitor of the said Albert College.

3. The Bishops of the Methodist Episcopal Church in Canada, The Principal and Professors of the said College, the Reverend Gideon Shepard, the Reverend S. W. Ladu, the Reverend J. Gardiner, the Reverend William Brown, the Reverend M. Benson, the Reverend George Abbs, the Honourable John Ross, Members of the Legislative Council, the Honourable Lewis Wallbridge, Speaker of the Legislative Assembly, the Honourable William Buell Richards, Chief Justice of the Court of Common Pleas for Upper Canada, William Hope, M.D., and William Nichol, M.D., shall constitute the Senate of the said Albert College, and shall, in that capacity, have the management of and superintendence over all the affairs and business of said College not already under the direction of the Board of Management, as provided in the aforesaid original Act of Incorporation of the Belleville Seminary.

4. Any vacancies occurring in the Senate from removal from the Country, resignation, death, or other cause, may be filled, or any additional appointments to the Senate may be made by the General Conference of the said Methodist Episcopal Church, by and with the approval of the Visitor of the College.

5. The Senate may, from time to time, make and alter any Statutes not being repugnant to the Laws of Upper Canada,—

- (1) Touching the examination for Degrees, or for Scholarships, Prizes, or Certificates of Honour, and
- (2) The granting of such Degrees, Scholarships, or Certificates; and
- (3) The Fees to be paid by the Candidates for examination, or upon taking any Degree; and
- (4) The application of such Fees; and
- (5) Touching the periods of the regular Meetings of the Senate and the mode of convening special Meetings thereof; and
- (6) The appointment of Examiners of the said College, and, in like manner, the removal of any of them; and
- (7) Touching the time and the mode of holding an Examination of the Candidates as aforesaid, and of the subjects of such examination; and
- (8) Generally for promoting the purposes of the said College, touching all other matters regarding the same, or the business thereof, or for any purpose for which provision may be required for carrying out the same, according to its intent and spirit, such business not being already under the charge of the Board of Management of the said College.

6. The Statutes of the Senate, with respect to the literary and scientific attainments of persons obtaining Degrees, or Certificates of Honour, and their examination, shall, in so far as circumstances will, in the opinion of the Senate, permit, be similar to those at present in force for like purposes in the Toronto University, to the end that the standard of qualification in the Albert College may not be inferior to that at present adopted for a like Degree, or Certificate of Honour, in the Toronto University; Provided always, that any Statute passed for the purposes mentioned in this Section shall be deposited with the Provincial Secretary within ten days after the passing thereof, to be laid before the Visitor; and such Statute shall have interim force and effect, and shall have full force and effect unless such Statute be disallowed by the Visitor, and such disallowance signified through the Provincial Secretary within three months after such deposit, as aforesaid.



7. All such Statutes shall be reduced into writing, and the Common Seal of the College shall be affixed thereto, and they shall be binding upon all Members, or Officers, of the College, and upon all Candidates for Degrees, Scholarships, Prizes, or Certificates of Honour to be conferred by the said College, and upon all others whom it may concern.

8. All questions which come before the Senate shall be decided by a majority of the Members present, but, in case of an equality of votes, the Chairman shall have, in addition, a casting vote.

At every Meeting of the Senate the Bishop, or, in his absence, the Principal of the College, shall preside as Chairman, or, in the absence of both, a Chairman shall be chosen by the Members present, or a majority of them, nor shall any Meeting be legal unless held at the times, or convened in the manner, provided for by the Statute to be passed, as aforesaid.

10. Seven Members of the Senate shall constitute a quorum for the transaction of business.

11. The Senate may, after examination, confer the Degrees of Bachelor of Arts and Master of Arts; and such reasonable Fees shall be charged to the Candidates for examination for Degrees, or for Certificates of Honour as aforesaid, and shall be paid and applied, as the Senate, from time to time, may determine.

12. Each Examiner may be required to make the following declaration before the said Bishop, or the Principal of the said College.

"I solemnly declare that I will perform my duty of Examiner without fear, favour, affection or partiality towards any Candidate, and that I will not knowingly allow to any Candidate any advantage which is not equally allowed to all."

13. The Senate may, according to Regulations previously made and published, grant Scholarships, Prizes and Rewards to Persons who distinguish themselves at their examination.

14. The Senate of the College shall report to the Governor at such times as he may appoint, on the general state, progress and prospects of the College, and upon all matters touching the same, with such suggestions as they think proper to make, and the Senate shall also, at all times, when thereunto required by the Governor, inquire into, examine and report upon any subject, or matter, connected with the College; and copies of such Annual, or other, Reports shall be laid before both Houses of the Provincial Parliament at the then next Session thereof.

15. This Act shall be deemed a Public Act.

#### 29TH AND 30TH VICTORIA, CHAPTER CXXXVII.

### AN ACT TO INCORPORATE THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF KINGSTON.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 15th of August, 1866.

Whereas John R. Dickson, John Mair, Fife Fowler, Michael Lavell, Roderick Kennedy, Donald Maclean, Michael Sullivan and Richard A. Reeve, have, by their Petition, prayed to be incorporated as a College of Physicians and Surgeons; and Whereas, it is expedient to grant the prayer of the said Petition; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The said John R. Dickson, John Mair, Fife Fowler, Michael Lavell, Roderick Kennedy, Donald Maclean, Michael Sullivan and Richard A. Reeve, and their Successors, shall be and are hereby constituted a Body Politic and Corporate, by the name of the "Royal College of Physicians and Surgeons of Kingston," and, by that name, shall have perpetual succession and a Common Seal, with power to break, alter, or renew the

same, and may, by that name, sue and be sued, plead and be impleaded, in any Courts of Law, or Equity in this Province, and may purchase, lease, take and hold Real Estate and Personal Property, and may alienate and acquire other Property instead thereof; provided always, that the said Estate held by the said Corporation does not exceed the value of Twenty thousand dollars.

2. There shall be elected by and from among the Members of the said Corporation, a President, Registrar, Professors, and such other Officers as may, from time to time, be deemed necessary for the purpose of this Act, and, in such way and manner as the said Corporation may, in their By-laws, direct, who shall hold their offices for such time as may be prescribed by the said By-laws.

3. Whenever any of the Members of the said Corporation shall die, or shall resign, or it shall be deemed advisable by the Corporation to increase the number of Members thereof, then, the said Corporation shall proceed, according to their By-laws, for that purpose made and enacted, to elect such additional Members in the place and stead of those so dying, or resigning, as the case may be.

4. The said Corporation shall have power to make such By-laws as may be necessary for the conduct of its affairs and business, the appointment and removal of its Members, Professors and Officers, the Government, Education and Certificates of its Students, the admission of Licentiates and Fellows, and all other things necessary for carrying into effect the provisions of this Act, as to the Members thereof, it shall, from time to time, appear expedient, and as shall not be in any wise repugnant to law, or inconsistent with this Act; provided always, that no Members of the said Corporation shall be removed, nor shall any Professor be deprived of his Office, save and except under the terms of the By-laws under which he was appointed, until after enquiry has been duly instituted upon charges, or complaints, made, and a two-thirds vote of the Members of the Corporation present at a Meeting, to be specially called for considering the same, recorded against him.

5. Whenever any Student of the said College of Physicians and Surgeons shall, in his medical studies, and in all other particulars have complied with the requirements of the Corporation of the said College, and of the existing, or any future, Law regulating the practice of the Medical Profession in Upper Canada, it shall and may be lawful for the Corporation of the said College to grant him a Certificate of Qualification, or Diploma, or such other Credential, any, or either, of which shall entitle him to registration.

6. The said Corporation of the said College of Physicians and Surgeons shall be entitled to all the rights and privileges conferred on the Colleges mentioned in the Fourth Section of an Act passed in the last Session of Parliament, intituled, "The Medical Act for Upper Canada;" or by any future Act referring thereto, and shall and may transmit, from time to time, to the Registrar mentioned in the said Act, lists certified under their Seal, of the several Persons who, in respect of Qualifications granted by the said College, are, for the time being, entitled to be registered under the said Act, stating the respective qualifications and places of residence of such Persons; and it shall be lawful for the said Registrar thereupon, and upon payment of the Fee mentioned in the said Act, in respect of each Person to be registered, to enter in the Register the Persons mentioned in the list, with their qualifications and places or residence, as therein stated, without application in relation thereto.

7. If, at any time, the said Corporation of the College of Physicians and Surgeons shall deem it advisable, or expedient, to procure for their Students University Honours, or Degrees, in Medicine, Surgery and Midwifery, it shall and may be lawful for such purpose to affiliate with any University empowered to grant Degrees in this Province, upon such terms as the said College and such University may agree upon, and such University is hereby empowered to affiliate the said College with such University, and to grant such Degrees.

8. This Act shall be deemed a Public Act.

## 29TH AND 30TH VICTORIA. CHAPTER CXLII.

## AN ACT TO INCORPORATE THE URSULINE ACADEMY OF CHATHAM.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

Received the Royal Assent on the 15th of August, 1866.

Whereas a Society of Religious Ladies hath existed for years in the Town of Chatham, in the Roman Catholic Diocese of Sandwich, in Upper Canada, who have formed an Institution, under the name of "The Ursuline Academy of Chatham," for the instruction and education of young persons of the female sex, and have educated a great number of young persons gratuitously, (it being one of the Rules of their Community to educate the poor and indigent without charge, as far as practicable), and others at very moderate Rates; and Whereas, the said Ladies have, by their Petition, prayed that the said Society may be incorporated, and it is expedient to grant their prayer; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. Mesdames Yvonne Le Bihan, Superior of the said Society, Mary Henry, Assistant, Catherine Doyle, General Mistress, and Irmine Bedford, Depositary, and such other persons as shall, under the provisions of this Act, become Members of the said Society, shall be, and are hereby declared to be a Body Politic and Corporate, in deed and in name, by the aforesaid name of "The Ursuline Academy of Chatham," and may, from time to time, and at all times hereafter, purchase, acquire, hold, possess and enjoy, and may have, take and receive for them and their successors to and for their actual use and occupation only, any Lands, Tenements and Hereditaments, Real and immovable Property and Estate, within this Province, not exceeding in annual value the sum of Three thousand dollars, and the same may sell, alienate and dispose of the same, whenever they may deem proper to do so; and the Corporation may further acquire any other Real Estate, not exceeding in value the sum of Three thousand dollars, or interest therein, by gift, devise, or bequest, and may hold such Estate and interest therein, for a period of not more than seven years, and the same, or any part or portion thereof, or interest therein, which may not, within the said period, have been alienated, or disposed of, shall revert to the party from whom the same was acquired, his Heirs, or other Representatives; and the proceeds of such Property as shall have been so disposed of during the said period, may be invested in the Public Securities of the Province, Stocks of Chartered Banks, Mortgages, or other approved Securities, for the use of the Corporation.

2. The Superior and her Council, for the time being, shall have power and authority to make and establish such Rules, Orders and Regulations, not being contrary to this Act, nor to the Laws in this Province, as shall be deemed useful, or necessary, for the interests of the said Corporation, and for the management thereof, and for the admission of Members into the said Corporation, and, from time to time, to alter, repeal and change such Rules, Orders and Regulations, or any of them, or those of the said Society in force at the time of the passing of this Act, and shall, and may, do, execute and perform all and singular other the matters and things relating to the said Corporation and the management thereof, or which shall, or may appertain thereto, subject nevertheless, to the Rules, Regulations, Stipulations and Provisions hereinafter prescribed and established.

3. The Rents, Revenues, Issues and Profits of all Property, Real and Personal, held by the said Corporation, shall be appropriated and applied solely to the maintenance of the Corporation, the construction and repairs of the Buildings requisite for the purposes of the said Corporation, and to the advancement of education, and the payment of the expenses to be incurred for objects legitimately connected with, or depending on, the purposes aforesaid.

4. All and every the Estate and Property, Real, or Personal, belonging to, or hereafter to be conveyed to the Members of the said Society, as such, and all debts, claims, and rights, whatsoever due to them in that quality, shall be, and are hereby, vested in the Corporation hereby established; and the Rules, Orders and Regulations now made, or to be made, for the management of the said Society, shall be and continue to be the Rules, Orders and Regulations of the said Corporation, until altered, or repealed, in the manner herein provided.

5. Nothing herein contained shall have the effect, or be construed to have the effect, of rendering all, or any of the said several parties hereinbefore mentioned, or all, or any of the Members of the said Corporation, or any person whatsoever, individually liable, or accountable for, or, by reason of any debt, contract, or security incurred, or entered into, for, or by reason of the Corporation, or for, or on account, or in respect, of any matter, or thing whatsoever, relating to the said Corporation.

6. The aforesaid Superior, or Council of the said Corporation for the time being, shall have the power to appoint such Attorney, or Attorneys, Administrator and Administrators of the property of the Corporation, and such Officers, Teachers, and Servants of the said Corporation, as shall be necessary for the well conducting of the business and affairs thereof, and to allow them such compensation for their services as shall be proper; and all Officers, so appointed, shall be capable of exercising such powers and authority for the well governing and ordering of the affairs of the said Corporation, as shall be prescribed by the Rules, Orders and Regulations of the said Corporation.

7. The Corporation shall, at all times, when thereunto required by the Governor, or either branch of the Legislature, make a full return of their Property, Real and Personal, and of their Receipts and Expenditure, for such period, and with such details and other information as the Governor, or either branch of the Legislature, may require.

8. This Act shall be deemed a Public Act.

## CHAPTER XXVI.

### DRAFTS OF TWO BILLS FOR THE IMPROVEMENT OF THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA, 1866.

These Drafts of Bills, designed to improve the condition and status of the Public School System of Upper Canada, were framed by the Chief Superintendent of Education, as arranged with the Honourable Attorney General, John A. Macdonald, on his late visit to the Seat of Government. They are based upon the result of the Proceedings of the School Conventions, which Doctor Ryerson had recently held in the several Counties of Upper Canada. The Resolutions passed at these Conventions will be found in Chapter XX., on Page 165 of this Volume.

The first of these Drafts of Bills provides for an expression of opinion, by means of Resolutions to be passed at the Annual School Section Meetings, on the expediency of substituting Township Boards of School Trustees for the isolated School Section System of local School Management. It also provides for the election of the Township Board of School Trustees, and for its proceedings when elected.

This Draft of Bill also provides for the appointment by the Government of County Boards of six Members each, selected, on the nomination of the

Chief Superintendent of Education, out of twelve recommended to him by the County Council. These County Boards are for the Examination, by means of authorized printed Questions, sent out to the Counties, under Seal, of Teachers, and the granting to them of First and Second Class Certificates, as the result of the answers which may be given by them to the questions proposed.

This Draft of Bill further provides for the institution of a system of elementary Military Drill in the Normal, Grammar and Public Schools by the Council of Public Instruction, with sanction of the Governor-in-Council.

In addition, the Bill provides for the substitution of the County Judge for the three Arbitrators named in the School Act for the settlement of disputes between Teachers and School Trustees. He is also to have jurisdiction in the case of disputes between Grammar School Masters and their Trustees. It further provides for the appointment of County Superintendents of Schools, with definite qualifications, to be prescribed, instead of Township Superintendents, with, or without, any ascertained qualifications for that office, as formerly.

Two additional Sections have been added to this Draft of Bill, relating, (1), to the Inspection of the Grammar and Separate Schools, and for additional Masters in the Normal School; (2), and for supplying Mechanics' Institutes with Books and Maps from the Educational Depository. The subject of these two Sections had been submitted to the Government by the Chief Superintendent, but they had not, at the time, been decided upon by it.

The Second Draft of Bill provides, in a modified form, for compelling Parents to educate their children, or be subject to a fine, for not doing so, by the Division Court Judge, or by the City Recorder. This subject was fully discussed at the County School Conventions, and while some objected to the principle of compulsory education, which it involved, as it interfered, as they stated, with the alleged "rights" of Parents in the matter; yet the general consensus of opinion of the Ratepayers present at the Conventions was in favour of some desirable means of preventing so many idle and vagrant children from being practically denied the advantage of a good Common School training.

**FIRST DRAFT OF BILL FOR THE IMPROVEMENT OF THE COMMON SCHOOL SYSTEM OF UPPER CANADA, BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1866.**

Whereas it is expedient to amend the Common School Laws of Upper Canada in certain particulars, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

I. The Thirty-second Section of the Upper Canada School Act shall be so amended as to read as follows:—

In case a majority of the Annual School Meetings, or other special School Meetings, lawfully called in the several School Sections of a Township, express a desire that the local School Sections should be abolished, and that all their Schools should be conducted under one system and one management, like the Schools in Cities and Towns, the Municipal Council of such Township shall comply with their request, by passing a By-law to give effect thereto, in which event, all the Common Schools of such Township shall



be managed by one Board of six Trustees, to be elected as provided in the following Sections of this Act.

II. The first forty-nine Sections of the Upper Canada Common School Act, 22nd Victoria, Chapter 64, and the twenty-four Sections of the Act to amend the Common School Act, 23rd Victoria, Chapter 49, are hereby repealed, and shall be substituted by the following provisions:—

There shall be one Board of Education for each Township, which Board shall be a Corporation under the name of "The Board of Education of the Township of \_\_\_\_\_, in the County of \_\_\_\_\_," and shall be invested with the same powers, and be subject to the same obligations, in respect to such Township, as is the Board of School Trustees in each City, or Town, by the Seventy-ninth Section of the Upper Canada Common School Act, except that no such Board of Education shall appoint a Local Superintendent of Schools, and shall succeed to all the agreements, debts, rights and powers of the Trustees of the several School Sections in each of such Townships; and the Municipal Council of each Township shall possess and exercise all the powers, and be subject to all the obligations, in respect to such Township, as the Municipal Council of each City and Town, in respect to such City, or Town.

III. The Members of the Board of Education for each Township shall be elected in the same manner, and their qualifications for office shall be the same as the Members of the Municipal Council for such Township; and the qualifications of Voters for the election of the Members of such Board shall be the same as those of Voters for the election of Members of the Municipal Council.

IV. At the first Meeting following the election of the Members of the Board of Education for each Township, (after the passing of this Act,) six Members shall be elected, who shall hold office during the periods hereinafter expressed, and from thence until their successors respectively have been elected.

V. The Members of each Board shall be divided by lot into three classes of two individuals each, to be numbered one, two, three; the first of which classes shall hold office one year, the second two years, and the third, three years, and until their Successors respectively are elected.

VI. The Members of the Board composing one of such classes shall retire yearly in rotation,—the Members first elected, being determined by lot, at the first Meeting after their election; and, except the Members elected at the first election, the Members, so to retire, shall be those who have held office for the next preceding three years, or who have been elected to supply any vacancy in the retiring class; and any Member elected to fill an occasional vacancy in such Board, (occasioned by death, removal from the Municipality, or resignation,) shall hold office only for the unexpired term of the Person, in whose place he was elected to serve.

VII. The expenses attending the election and proceedings of such Board of Education for each Township shall be defrayed in the same manner as are the expenses attending the elections and proceedings of the Municipal Council of such Township; and the Members of such Board shall be entitled to the same allowance for their attendance at the Meetings of such Board as are the Members of the Municipal Council; but not to exceed six days in any one year; and it shall be the duty of the Chief Superintendent of Education to aid each such Board of Education, and each Board of School Trustees, in procuring Text Books, on the same terms that he is authorized by law to aid them in procuring Maps and Apparatus for their Schools.

VIII. The first election of the Members of the Board of Education for each Township, shall be held on the third Wednesday in June, commencing at the hour of ten o'clock in the forenoon; and, on the same day, commencing at the same time in each year, the occasional elections for filling up vacancies in the Board shall be held annually.

IX. Whereas the property of some heretofore called School Sections has been taxed to build new and good School Houses, it shall be lawful for the Municipal Council of



such Township, on the recommendation of its Board of Education, to exempt such properties from any taxes that may be levied for the erection of School Houses.

X. The Ninety-fourth, Ninety-fifth, Ninety-sixth, Ninety-eighth and Ninety-ninth Sections of the aforesaid Upper Canada Common School Act are hereby repealed, and the following clauses shall be substituted in their place:—

(1) There shall be one Board of Examiners for each County, consisting of six Members to be appointed by the Governor-in-Council, from the names of not more than twelve persons submitted, through the Chief Superintendent of Education, by the Municipal Council of such County.

(2) Each County Board shall meet on the second Wednesday of January and July of each year, at the hour of Ten of the clock of the forenoon, in the County Town of the County; and, when met, three shall form a quorum for the transaction of business.

(3) The Board shall appoint a Chairman to preside, and a Secretary, to record its proceedings, and shall examine and give Certificates of Qualification to Teachers of Common Schools, arranging such Teachers into two classes, according to their attainments and abilities, as prescribed in a Programme and Questions of Examination prepared by a Committee, appointed by the Council of Public Instruction, and which, with the requisite instructions, shall be provided for each County Board by the Education Department. And each First Class Certificate, thus given, shall be valid in every part of Upper Canada, until cancelled for misconduct; or by the retirement from the profession of teaching for twelve months, of the holder, or by promulgation of a new Programme of Examination; and each Second Class Certificate thus given shall be limited to the County, in which it is given, and shall be valid for three years, unless sooner cancelled, revoked for just cause, or for misconduct.

(4) Every such Certificate of Qualification, to be valid, must be signed by the Chairman, and countersigned by the Secretary, and shall have the seal of the Board affixed. But no First Class Certificate shall be given to any Person, who does not furnish satisfactory proof to the Board, not only of good moral character, but also of his having successfully taught a School for, at least, three years; and no such Second Class Certificate shall be given to any Person, who does not furnish satisfactory proof to the Board of good moral character, and who is not a natural born, or naturalized, Subject of Her Majesty, or who does not produce a Certificate of having taken the Oath of Allegiance to Her Majesty before a Justice of the Peace for the County, in which such Person resides. But a Graduate of any University in the British Dominions shall be entitled to the rank and privileges, and be subject to the Regulations and obligations of a First Class Teacher.

XI. The Fifty-third Section of the aforesaid Upper Canada Common School Act shall be amended so as to read as follows:—

Each County Council shall appoint a Local Superintendent of Common Schools for the whole County, but shall have authority to appoint an Assistant Superintendent, in case the Schools in the County exceed one hundred and twenty-five in number. Provided, that no Person shall be eligible to the office of Local Superintendent, or Assistant Local Superintendent, or be recognized as such, who has not the legal qualifications of a First Class Teacher.

XII. It shall be the duty of the Council of Public Instruction to provide for the Military Drill and instruction of Male Teachers-in-training in the Normal School, in connexion with their other duties and exercises. It shall also be the duty of the Trustees of Grammar and Common Schools to provide for the Elementary Drill and instruction of the Male Pupils of their Schools, under such Regulations as may be provided by the Council of Public Instruction, with the sanction of the Governor-in-Council.

XIII. All disputes between any School Corporation and a Master, or Teacher, relative to Salary, or other matter, shall be decided by the Judge of the County, within which such Municipality is situated; and the several Sections of the Upper Canada

Grammar and Common School Acts relative to arbitrations between Trustees and Teachers, and the powers and payment of Arbitrators, are hereby repealed, as are also all provisions of said Common School Acts, which are inconsistent with the provisions of this Act.

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

XV. It shall be lawful for the Chief Superintendent of Education to assist Mechanics' Institutes and all other Institutions receiving Legislative aid, to establish and maintain Libraries, and procure Maps and School Apparatus, upon the same terms as such things are now supplied by the Education Department to Township and School Municipalities, in proportion to the sums which they have transmitted to him, or may transmit for such purposes; and, in the same manner, to establish prizes of Books and other publications in Public Schools and other Institutions aided by the Legislature.

EXPLANATORY MEMORANDUM ON THIS FIRST DRAFT OF SCHOOL BILL BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The provisions of this Draft of School Bill are the result of much consideration, and of the consultations which I have held with large numbers of intelligent Persons at County School Conventions, held in all the Counties of Upper Canada during the last Winter. Although the Bill contains only a few Sections, it will contribute greatly to simplify and improve the School System of the Province.

1. The First Section leaves it with a majority of the School Section Meetings of any Township to decide whether there shall be one Board of School Trustees for the whole Township, or whether the School Sections shall remain as they are. As the Act now stands, it requires the concurrence of a majority of every Section Meeting in the Township for that purpose. Although a large majority of the County School Conventions expressed themselves in favour of Township Boards of School Trustees; yet a very considerable minority were strongly opposed to any change in the Law in this respect; and I have not thought proper, at any time, to recommend any change, or improvement in the Law, however important I might deem it, unless with the very general and cordial concurrence of the Country.

The establishment of Township Boards engaged my attention when I prepared the Draft of the School Act of 1850, and was provided for by the Twentieth Section of that Act,—embodied in the Thirty-second Section of the Consolidated School Act; but the restriction unintentionally imposed, by the wording of the Section, have rendered it inoperative, except in two instances, where the unanimous concurrence of the School Sections was obtained for the establishment of a Township Board. In those instances the Township System has operated most admirably, and Conventions in the Counties in which the experiment has thus been tried, were, I believe, unanimous for the establishment of Township Boards.

The establishment of Township Boards would supersede Ninety-one Sections of the present School Law, and proportionally reduce litigation, while it would immensely contribute to improve the position of Teachers, and the elevation and efficiency of the Schools, as is illustrated by the example of the States of Massachusetts, Connecticut, Pennsylvania, Ohio, etcetera, where School Section Trustees have been superseded by Township Boards of School Trustees. But I think it better to let the system be gradu

ally introduced by a local vote, (as in the case of Free Schools), than forced upon a large opposing minority.

2. The Second to the Ninth Section of the Draft of Bill provides for the election of the Township Boards, and for the exercise of their powers, duties and obligations.

The Tenth Section of this Draft of Bill provides for modifying the constitution and duties of County Boards of Public Instruction. They are at present composed of all the Trustees of Grammar Schools in a County, and the Local Superintendents of Schools, in some instances from twenty to forty Members, most of whom are appointed simply as Trustees of Grammar Schools, and without any reference to their qualifications as Examiners of Teachers,—all of whom receive the same pay for time and travelling expenses as do County Councillors, while the duties of each County Board are performed by only two, or three, Members. Several County Councils have complained of the expensiveness, as well as unworkableness of such County Boards. It will be seen that all of the County Conventions desired a change in this respect.

It is proposed that each County Board shall consist of six Members, appointed by the Governor-in-Council, out of twelve recommended by each County Council. The appointment by Provincial authority is proposed, not only to secure a better selection than could probably be otherwise made, but also because the Certificates when given to Teachers shall be of Provincial extension and value.

In order to do this, it is proposed that the questions for the examination of the Teachers shall be prepared by a Committee of Practical Teachers, appointed by the Council of Public Instruction, and be the same for all the Counties. They will be transmitted under Seal to the Chairman of each County Board, and are not to be opened until the Board meets for business. The First Class Certificates to be awarded will be valid throughout Upper Canada, and during good behaviour, instead of such Certificates, as now, being limited to a County, or School Circuit, and to one, or two, years. This feature of the Scheme has been devised by the Trustees' Association for Upper Canada, and is justly regarded as a great boon to Teachers, and calculated to elevate their profession.

It is proposed to do away with the Third Class Certificates, as experience has shown them to be a great injury to Schools in many places, and they have driven many First and Second Class Teachers out of the profession, they being deprived of employment, by being underbid in their Counties by Third Class Teachers. It is everywhere admitted at the Conventions that there are enough First and Second Class Teachers to supply all the Schools. The only way to elevate the Schools and the qualifications and profession of Teachers, is to provide against the recognition of any, as Teachers, but those who are duly qualified. It was formerly difficult in some Counties to get enough Teachers of any kind to supply the Schools, but now the supply exceeds the demand; and the standard of Teachers' qualifications may therefore be raised. The details, as to the mode of conducting the Examinations, etcetera, will be provided for by the Regulations and Instructions of the Council of Public Instruction, and will be transmitted with the ordinary Questions, including blank Examination Papers, as well as the Answers, (under seal,) to the more difficult Questions.

3. The Eleventh Section provides for the appointment of County Superintendents, who must come up to a prescribed standard of qualifications, in accordance with the unanimous wishes of the only three County Councils, that were in Session at the time I visited their Counties, and also in accordance with the opinions of the most intelligent and experienced men, with whom I conversed on the subject, in all parts of the Province. As the question, on being discussed, introduced so many matters of personal qualifications, that I did what I could to prevent any reference to it in the public proceedings of the County Conventions, as many Local Superintendents were present. But, in some instances, it could not be kept out of such Meetings, and whenever anyone introduced the mention of County Superintendents it was received with applause, and its importance and necessity were strongly pressed upon me in private conversations.

It is true, that by the existing School Law County Councils may appoint County Superintendents; and I had hoped that this would have been the general rule. But it has proved to be the exception. Reeves have been pressed by men in their own respective Townships to be appointed Local Superintendents of such Townships. In many instances, if not in most, the Applicant has aided the Reeve in his election, and contributed to keep him in office; while the Township Reeve, in return, gets his Supporter, (generally some resident Minister of some sort,) appointed Township Superintendent; and this mutual support often continues from year to year, both offices of Reeve and Superintendent requiring annual election, or appointment. In this way, although there are some good Township Superintendents, very many are inefficient, and many are wholly unfit by education, or experience, for the Office. Very many County Councillors have assured me that they would regard it as a protection of themselves against electioneering and other influences that they cannot resist, if there was a provision in the School Law which would require the appointment of County instead of Township, Superintendents, and defining their qualifications.

4. The Twelfth Section provides for Military Drill and instruction in the Schools. It is also now being introduced in the Schools of the neighbouring States. The Regulations to be passed under this Section, with the sanction of the Government, will prescribe the age at which Pupils will commence drill, and the time to be allowed for it, etcetera.

5. The Thirteenth Section provides for substituting the Judge of the County Division Court for the three Arbitrators to decide disputes between Trustees and Teachers. When the School Act of 1850, providing for settling such disputes by arbitration was passed, the Law constituting local Division Courts was little known, and was very imperfect; and the idea was dominant that arbitration was the best and cheapest method of settling such disputes. My object and wish was to keep all School Matters out of the Civil Courts. But arbitrations in School Matters have proved less satisfactory, and more expensive, by far, than law costs in the Division Courts. At first, no provision was made to pay Arbitrators in School Matters; but Local Superintendents and other Arbitrators complained so strongly on this subject, that I recommended a provision in the School Amendment Act of 1860, allowing Arbitrators the same payment for mileage and time as the County Councillors received. These Arbitrators possessed the power to issue Warrants of distress on Goods and Chattels to execute their awards, from which there was no appeal. They have proved to be fruitful sources of litigation in the execution of their awards, as also from the refusal of many Arbitrators to issue a Warrant on account of the heavy legal expenses incurred by other Arbitrators in erroneously issuing such Warrants. The payments of three Arbitrators for time and mileage, as also the delays and other expenses are much heavier than those attending similar proceedings in the Division Courts, from whose decision, if wrong, an appeal can be had in various ways.

*Concluding General Remarks.* These several Sections introduce no new principle into the School Law, and change no general feature of it, but they remedy the weak and defective parts of it, and are intended to keep the School System in harmony with the improved and progressive educational and social state of the Country.

TORONTO, June 23rd, 1866.

EGERTON RYERSON.

#### SECOND DRAFT OF SCHOOL BILL, 1866.

BILL: AN ACT TO AUTHORIZE THE DIVISION COURT JUDGES TO IMPOSE A FINE UPON PARENTS, OR GUARDIANS, WHO NEGLECT SENDING THEIR CHILDREN TO SCHOOL.

Whereas it is due to all School Rate-payers that provision should be made for the accomplishment of the objects for which their Property is taxed.

And whereas, it is the right and duty of the authority which imposes a Tax for the education of all the youth of a Municipality, to provide, as far as possible, that

no youth in such Municipality should be deprived of the education intended to be provided by such Tax. Be it, therefore, enacted as follows:—

I. Each Judge of a Division Court in a County, and each Recorder of a City, shall have authority, and it shall be his duty, on complaint by any Board of Education, or School Trustees Corporation, to impose a Fine on any Parent, or Guardian, who shall have wilfully neglected to send any child, or children under his charge, able to go to School, between the ages of seven and fourteen years, to some School, during at least four months of the year. Provided always, that such Fine shall not exceed at the rate of five dollars per month for each child thus wilfully deprived of the benefit of School education; Provided, also, that a Fine shall not be imposed upon any Parent, or Guardian, whose poverty in the judgment of the Judge, or Recorder, has rendered him unable to send his child of children to School.

II. Every Municipality shall have authority to make provision for the education, during at least four months each year, of poor and destitute children between the ages of seven and fourteen years, within its jurisdiction.

III. Every Municipality shall have authority to make such Regulations and provision, as it shall judge expedient, to enforce the education of those children who are living in idleness, vagrancy, or by begging, within its limits.

## CHAPTER XXVII.

### PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1866.

*January 16th. 1866.* Read a Letter from the Provincial Secretary, dated the 29th of December, 1865, enclosing a copy of an Order-in-Council on various matters connected with the Finances of the University of Toronto and University College

Moved by the Vice Chancellor, seconded by Professor Cherriman, That the Senate, in acknowledging the receipt from the Provincial Secretary of the Order-in-Council of the Twenty-first day of December, 1865, begs to express its satisfaction at the manner in which His Excellency-in-Council has been pleased to deal with the several matters mentioned in such Order. (Carried).

The Vice Chancellor introduced the Report of the Committee to whom had been referred the applications of the Students, Messieurs Stewart, Preston and Elliott, by which it was recommended that the applications of those of the two former be not granted; and that Mr. Elliott be admitted to the standing of the third year in the Faculty of Law in this University.

Moved by the Vice Chancellor, seconded by Mr. G. R. R. Cockburn, That the Report just read be received and adopted. (Carried).

The Vice Chancellor introduced the Report of the Financial Committee, recommending a Draft Statute for the appointment of a Financial Committee.

Moved by the Vice Chancellor, seconded by Professor Cherriman, That the Report just read be received and adopted, and that the Statute as to a Financial Committee be read the first time. (Carried).

Moved by Mr. J. H. Morris, seconded by Doctor Daniel Wilson, That the annual allowance of Thirty dollars be paid to Mr. David Alderdice for his services in attending at the Senate Meetings. (Carried).

Doctor W. T. Aikins introduced a Statute relating to the appointment of a Member to the Medical Council.

Moved by Doctor W. T. Aikins, seconded by Mr. J. H. Morris, That the Statute respecting the appointment of a Member of the Medical Council be read a First time. (Carried).



*January 23rd, 1866.* Read a Letter from Mr. R. McM. Fleming, praying that he might be exempted from attendance upon Lectures in any affiliated College, on the ground that his circumstances did not enable him to attend, and that he is engaged in teaching a Grammar School.

Read a Memorial from Mr. J. Webster Hancock, LL.B., renewing his application to be admitted to the Degree of LL.D.

The Reverend Doctor McCaul presented the Report of the Committee, to whom was referred the Communication of the Bursar of the 30th of November last.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the application of Mr. R. McM. Fleming to be allowed to present himself for examination at the next Annual Examination in the Faculty of Arts, without being called upon to present a Certificate of his having attended the course of instruction in any affiliated College be granted. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the prayer of the Memorial of Mr. John Webster Hancock, Bachelor of Laws in this University, cannot be granted. (Carried).

Moved by the Reverend Doctor McCaul seconded by Doctor McMichael, That the Report of the Committee on the occupation of a portion of the Grounds by a Branch Lunatic Asylum be received and adopted. (Carried).

The Statute relative to the appointment of a Member of the Medical Council was discussed and the draft of the Statute amended.

Moved by Doctor W. T. Aikins, seconded by Mr. J. H. Morris, That the said Statute, as amended, be read a Second time and passed. (Carried).

The Statute relating to the appointment of a Financial Committee was discussed. Moved by the Reverend Doctor McCaul, seconded by Dictor Wilson, That the said Statute be read a Second time and passed. (Carried).

On motion of the Vice Chancellor, seconded by Doctor McCaul, a number of Examiners for the year 1866 were appointed.

Moved by the Vice Chancellor, seconded by Professor Cherriman, That Mauzini's I. Promessi Sposi be substituted for Bemba's History of Venice, as a Text Book, for examination in the Department of Modern Languages. (Carried).

*March 15th, 1866.* The following Letters were read:—(1) From the Provincial Secretary, enclosing Statutes, relating to the appointment of a Member of the Medical Council, and of the Finance Committee, approved by His Excellency the Visitor. (2) From the Reverend J. J. Gibson and Doctor Small expressing regret at their inability to accept the Examinerships offered to them. (3) From Messieurs Peter Wright and A. J. Robertson, asking dispensation from attendance upon Lectures at an affiliated College. (4) From Mr. S. Cowan, asking that his standing in Arts might be accepted as an equivalent for Matriculation in Medicine.

*April 24th, 1866.* Doctor Daniel Wilson gave notice that the Reverend Doctor McCaul would introduce a Statute to alter the Options at the final examination for B.A.

Doctor Wilson introduced the Report of the Committee on Upper Canada College.

Moved by Professor Cherriman, seconded by Mr. T. A. McLean, That, under the circumstances, stated in their respective applications of Mr. Charles D. Curry, Mr. Joseph Leggett, Mr. George Bruce, Mr. W. H. Ballard and Mr. David Black, be permitted to present themselves as Candidates at the ensuing Examinations, without producing a Certificate of attendance on the Lectures of any affiliated College. (Carried).

Moved by Professor Cherriman, seconded by Mr. T. A. McLean, That the Certificate of Mr. John Edward Kennedy's standing in the University of Trinity College, Toronto, having been found satisfactory, he be admitted to the standing of an Undergraduate of the Fourth Year in the Faculty of Arts in this University. (Carried).

Moved by Professor Cherriman, seconded by Mr. T. A. McLean, That Mr. William Mitchell, an Undergraduate in the Faculty of Arts in the University of McGill College,



be admitted to the standing of a Student of the Second Year in the Faculty of Arts in this University. (Carried).

Moved by Mr. T. A. McLean, seconded by Professor Cherriman, That the Report of Upper Canada College Committee be received and adopted. (Carried).

Moved by Doctor L. W. Smith, seconded by Mr. G. R. R. Cockburn, That the Annual Convocation be postponed until the 15th of June, and that the Vice Chancellor be requested, in arranging the order of Examination, to leave as long an interval as practicable between the Pass and Honour Examinations. (Carried).

Moved by Doctor Wilson, seconded by Professor Cherriman, That Doctor L. W. Smith, Mr. J. H. Morris and Mr. T. A. McLean be the Members of the Upper Canada College Committee, along with the Chancellor and Vice Chancellor for the ensuing Academic Year. (Carried).

*April 25th, 1866.* The Chancellor and Vice Chancellor being absent, Moved by Doctor Wilson, seconded by Mr. Cherriman, That Mr. John Langton do take the Chair. (Carried).

Mr. John Langton introduced the Statute of which notice had been given respecting the Boarding House and Salaries of Masters in Upper Canada College.

Moved by Mr. Langton, seconded by Mr. T. A. McLean, That the Statute respecting the Boarding House and Salaries of Masters in Upper Canada College be read a First time. (Carried).

Moved by Professor Cherriman, seconded by Doctor Wilson, That Doctor McMichael be elected Member of the Finance Committee. (Carried).

Doctor Wilson introduced the Statute prepared by Doctor McCaul, of which notice was given at the last Meeting.

Moved by Doctor Wilson, seconded by Professor Cherriman, That the Statute amending the Statute of the Faculty of Arts, (of 1864), be read a First time. (Carried).

Moved by Doctor Wilson, seconded by Professor Cherriman, That the pass work History of Second Year, the portions of Hallam's "History of the Middle Ages" shall be Chapter I, Part 2, and Chapter VIII. In the Honour work, Chapter I, Part 1, Chapter II, Chapter III, Chapter IV, and Chapter VI. (Carried).

*April 26th, 1866.* The Chancellor and Vice Chancellor being absent, it was moved by Doctor L. W. Smith, seconded by Professor Cherriman, That Mr. John Langton do take the Chair. (Carried).

Moved by Mr. John Langton, seconded by Mr. T. A. McLean, That the Statute respecting the Boarding House and Salaries of Masters in Upper Canada College be read a Second time and passed. (Carried).

Moved by Doctor Wilson, seconded by Professor Cherriman, That the Statute amending the Statute of the Faculty of Arts be read a Second time and passed. (Carried).

*May 9th, 1866.* The Chancellor and Vice Chancellor being absent, it was moved by Doctor Wilson, seconded by Professor Croft, That Doctor McCaul do take the Chair. (Carried).

The Returns of the Examiners in the Faculty of Medicine were read. The following recommendations were made for Medals and Scholarships:—Medals,—Gold Medal, Mr. W. J. Mickle; Silver Medal, Mr. J. McCullough; Silver Medal, Mr. J. J. Wadsworth. Scholarships.—Third Year, Mr. R. Palmer; Second Year, Mr. W. McGeachy; First Year, Mr. W. G. Farewell.

Moved by Professor Croft, seconded by Doctor Wilson, That the Report of the Examiners in the Faculty of Medicine be received and adopted. (Carried).

*June 12th, 1866.* There being no quorum present the Senate adjourned.

*June 15th, 1866.* At this Meeting, the Graduates present subscribed their names and agreed to abide by and observe the Statutes of the University of Toronto.

At the preceding Meeting a Petition was read from Mr. R. M. Thornton, praying that he might receive an ægrotat, and be allowed to present himself for the Second

Year's Examination. The Petition was accompanied by a Certificate of Doctor Tempest, verifying its Statements.

The Registrar was ordered to inform Mr. Thornton that, upon his passing the Examination of the Mathematics of the First Year, next September, for which he will be permitted to present himself, he may proceed regularly with the work of the Second Year.

Read a Letter from the Provincial Secretary, returning the approved Statute, amending the Statute of the Upper Canada College Boarding House, and Statute on Faculty of Arts.

The Vice Chancellor gave notice that he would at the next Meeting introduce a Statute for the erection of a Memorial Window, or other suitable Testimonial in the Convocation Hall to perpetuate the memories of Undergraduates, Mr. McKenzie, Mr. Newburn, and Mr. Tempest, who fell so gallantly, when repulsing the Fenian Invaders at Lime Ridge, on the 2nd day of June, 1866, in which Statute may also be provided that the names of those Members of the University, or University College, who were wounded, or took part in the same engagement, may be appropriately commemorated.

The Vice Chancellor gave notice that he would introduce a Resolution, or, (if necessary,) a Statute respecting Matriculation and other Examinations, and the subjects therefor in the Faculty of Medicine, in consequence of the recent By-law of the Medical Council for Upper Canada, relative to Certificates for licenses to practice.

June 26th, 1866. Degrees were conferred at Convocation, as recorded in the Convocation Book.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Statute relating to the Memorial to the Members of the University Rifle Corps, who fell at Lime-Ridge, be read a First time. (Carried).

July 10th, 1866. A quorum not being present, the Meeting adjourned.

On the 14th day of August, A.D. 1866, the Chancellor admitted to the Degree of B.A., Mr. John H. Miller, who duly passed the Examination last May.

October 2nd, 1866. Read a Letter from the Bursar, respecting a certain Lot of Land left to the University by the late Doctor Starr.

Read a Letter from Mr. Bulmer, respecting the affiliation of the Montreal School of Medicine with the University of Toronto.

Read a Letter from Mr. J. D. D. Sully, requesting to be admitted *ad eundem statum*.

The Vice Chancellor gave notice that, at the next Meeting of the Senate, he would introduce a Statute for the regulation of the proceeds of Doctor Starr's bequest for the establishment of Medals in the Faculty of Medicine. Also that a Resolution of thanks be transmitted to the friends of Doctor Starr.

Moved by the Vice Chancellor, seconded by Doctor W. T. Aikins, That the Letter of Mr. Bulmer, relative to the affiliation of the Montreal School of Medicine with the University of Toronto, be referred to a Committee to report upon, such Committee to be composed of the Vice Chancellor, the Reverend Doctor McCaul, Doctor W. T. Aikins, Doctor Daniel Wilson, and Professor Croft. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Letter of Mr. J. D. D. Sully, requesting to be allowed admission *ad eundem statum* be referred to a Committee, consisting of the Vice Chancellor, Doctor McCaul and Doctor Wilson.

Moved by the Vice Chancellor, seconded by Doctor Nelson, That the Statute relating to the Memorial Window in the Convocation Hall, be read a Second time and passed. (Carried).

Moved by Doctor McCaul, seconded by Doctor Nelson, That the following Committee be appointed to carry out the provisions of the foregoing Statute with power to co-operate with any Committee of the Graduates, or Undergraduates, that may be appointed for a similar purpose, videlicet, The Chancellor, the Vice Chancellor, Doctor

McCaul, Professor Croft, Doctor Wilson, Doctor L. W. Smith, Mr. T. A. McLean and Mr. J. H. Morris. (Carried).

The Vice Chancellor gave notice that at an adjourned Meeting of the Senate he will move the appointment of:—1. The Examiners in the different Faculties and Schools for the ensuing year. 2. The Committee on the Library for the same period. 3. The Committee on the Grounds for the same period. 4. The Committee on the Observatory for the same period.

The Vice Chancellor also gave notice that he would at the same time move, that another Book be substituted for Austin's Jurisprudence, as a Text Book for the Second Year in the Faculty of Law.

Also that another Book be substituted for the "I Promesi Sposi" in the Department of Modern Languages in the Faculty of Arts.

Professor Croft gave notice that he would at the next Meeting move that Bowman's Medical Chemistry be added to the list of Text Books for Examination in the Department of Chemistry.

October 4th, 1866. Read a Letter from the Bursar, dated October the 3rd, relating to the Starr bequest.

The Vice Chancellor submitted the Report of the Committee, to whom was referred the application of Mr. J. D. D. Sully, of the University of Edinburgh, for admission *ad eundem statum*.

The Report recommended that the application be granted, and that Mr. Sully be allowed the standing of the Fourth Year, and that, inasmuch, as he had produced satisfactory Certificates of having passed the Examinations required in the University of Edinburgh for the Degree of Master of Arts, with the exception of Classics, he should be permitted to present himself for examination for the Degree of B. A., on passing an examination in the Department of Classics. The Report was received and adopted.

The Vice Chancellor submitted the Report of the Committee as to the application of the Montreal School of Medicine for affiliation. The Committee regretted that such application could not be acceded to, and recommended, that the Registrar should be directed to express to the Secretary of the School the regret of the Senate that it is not in a position to comply with the request to affiliate such School with this University, on the terms proposed, although the Senate would be quite ready to hold the examinations in French, and to dispense with examinations in English, if any Student of such School was desirous of presenting himself for examination in Toronto; and also to mention to the Secretary that the application was taken up and considered by the Senate at its first Meeting since the receipt of the Secretary's Letter.

The Report was received and adopted.

The Vice Chancellor presented his Report on the result of the recent Matriculation Examination. The following recommendations by Examiners were made for Scholarships and approved, videlicet:—

Classics,—Gibson, (double).

Mathematics,—Wiggins, (double).

General Proficiency,—1. Gibson, (double), £10. 2. Wiggins, (double), £10. 3. Crozier. 4. Armstrong. 5. Spencer, (£20). 6. Robinson, (£20).

For the Senior Matriculation two Candidates presented themselves, videlicet:—Woolverton and Fraser, both of whom passed. A Scholarship was recommended to be awarded to Mr. Woolverton, he having obtained a First Class Standing in the Department of Classics. In the first year Messieurs Wardrop and Gilman passed a supplementary examination. In the Faculty of Medicine there were seventeen Candidates, of whom sixteen passed. Mr. Wagner was recommended for the Scholarship. In the Faculty of Law there was only one Candidate for Matriculation, (Mr. Grote,) who was rejected. Mr. J. W. Jones passed the supplementary examination for the First Year. In the Department of Civil Engineering, there were two Candidates, Messieurs Keppar

and Watson, both of whom passed. In the Department of Agriculture there was only one Candidate, (Mr. Squiers,) who passed. The Report was received and adopted.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Library Committee for the ensuing year be composed of the Chancellor, Vice Chancellor, Doctor Barclay, Mr. Davison, and Mr. Blake; that the Grounds Committee be composed of the Chancellor, Vice Chancellor, Doctor McCaul, Professor Croft, and Mr. Morris; and that the Observatory Committee be composed of the Chancellor, Vice Chancellor, Doctor Ryerson, Doctor Smith, and Professor Cherriman. (Carried).

Moved by Doctor Wilson, seconded by the Reverend Doctor Lillie, That Adam Crooks, LL.D., be the Vice Chancellor of the University for the ensuing term of two years. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Annual Convocation for the conferring of Degrees and the distribution of Prizes, Medals, Honours and Scholarships, be held on the sixteenth day of November next, and that it take place at the same time with the Annual Convocation of University College. (Carried).

November 16th, 1866. Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Senate, before proceeding to the Convocation Hall to confer Degrees in the Senate Chamber do now confer Degrees upon those Candidates who were unable to attend the Meetings held in June for conferring Degrees. (Lost on a Division).

The Senate then adjourned to the Convocation Hall, where the Degrees were conferred, the Scholars of the year admitted, and the Prizes bestowed.

December 13th, 1866. There not being a quorum present the Senate adjourned.

December 17th, 1866. Read a Letter from the Provincial Secretary, returning the Statute, as to the Memorial Window, with the approval of His Excellency the Visitor.

Read a Memorial from Mr. Alexander Brown, Assistant in the Library and Museum, praying for an increase of Salary. The Memorial was accompanied by a Certificate from Professor Huicks and Mr. Lorimer, (Librarian,) expressing their satisfaction with Mr. Brown.

Read a Letter from Mr. J. A. Jewell, stating that in his First Year he had passed the examination in Ancient History, and that he was unaware that it would be necessary to take that subject over again in the Second Year, although it is now prescribed by the Curriculum. He, therefore, prayed to be excused from taking the subject of History over again next year.

Read a Memorial from Mr. Robert Cameron, stating that he had passed the terminal examination of the First Year in University College in 1862-63, and had attended the Lectures of the Second Year, until the first of March, 1864, and praying that he may be allowed to go up for the examination of the Third Year, taking the extra subjects prescribed for Candidates entering the University at that year, except the subject of Mathematics, in which he has passed already.

Read a Letter from Mr. W. F. Walker, stating that he was prevented from attending the May examinations through being then engaged in service as Volunteer in the University Rifle Company, and that just before the Supplemental Examinations, in September, he was ordered into Camp at Thorold. He, therefore, prayed permission to go up for his Degree next May, on such terms as the Senate may think proper.

Read a Letter from Mr J. W. Marling, asking whether the Senate would admit a Graduate of the University of Harvard *ad eundem*.

Moved by the Vice Chancellor, seconded by Mr. T. A. McLean, That the Communications of Mr. J. W. Marling, Mr. J. A. Jewell and Mr. Robert Cameron be referred to a Committee to report thereon; such Committee being composed of the Vice Chancellor, the Reverend Doctor McCaul and Doctor Wilson. (Carried).

Moved by the Vice Chancellor, seconded by Mr. T. A. McLean, That the Communication of Mr. W. F. Walker be referred to a Committee, consisting of the Vice Chancellor, Reverend Doctor John McCaul and Professor Croft to report thereon. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Barclay, That the Petition of Mr. Alexander Brown be referred to a Committee to report thereon,—such Committee being composed of the Vice Chancellor. Reverend Doctor John McCaul, Professor Croft and Professor Cherriman.

The Vice Chancellor gave notice that, at the next Meeting, he would move the appointment of the Examiners for the ensuing year. Also that he will, at the same time, move that a Book in Italian be substituted for "I Promessi Sposi," as one of the subjects for Examination in the Department of Modern Languages in the Faculty of Arts.

Moved by the Vice Chancellor, seconded by Mr. T. A. McLean, That the usual gratuity of Thirty Dollars be paid to Mr. Alderdice, the Porter of Upper Canada College, for his attendance, for the year 1866, on the Meetings of the Senate. (Carried).

Moved by the Vice Chancellor, seconded by Mr. J. H. Morris, That "Manies' Ancient Law" be substituted for "Austin's Jurisprudence," as one of the subjects for examination in the Faculty of Law.

The Vice Chancellor introduced the Draft of a Statute, founded on Doctor Starr's Will.

Moved by the Vice Chancellor, seconded by Doctor W. T. Aikins, That the Statute respecting Doctor Starr's Medals in the Faculty of Medicine be read a First time. (Carried).

#### CONVOCAION OF THE UNIVERSITY OF TORONTO—MEMORIAL WINDOW, 1866.

At a Meeting of the Convocation of the University of Toronto, the Reverend Doctor McCaul, President of the University, thus referred to the Memorial Window, which had just been placed in the Convocation Hall, in honour of the Memory of those University Students who were killed at Limeridge, (or Ridgeway), last June, while engaged in assisting in repelling a band of marauders, known as Fenians, who had invaded our soil. This Window, the President said, which they were now about to unveil, had an interest and peculiarity attached to it which was unprecedented, and which arose out of circumstances that he hoped would never occur again. They were not intended to do honour to the memory of the aged, not for those who had closed a long life of usefulness, but for those who had been cut off before they had reached the prime of life, before they had arrived at the noon day of their existence, or before they were enabled to realize the sweetness of their early morn. They were for those who left their hearths and homes without a Father's blessing, uncomforted by a Mother's sweet voice, to go forth and pour out their life's blood on the soil they were protecting. It would be sufficient for him to say that they were in truth what was said of them on the inscription on the window, "*Egregi Summarque spei Adolescentes.*" Of each of them he would state that, if the Almighty had spared their lives, they would then have been on that platform, probably receiving the highest honours that the University could have placed upon them. There was, he was happy to say, one other topic without which his remarks would have been incomplete, and that was, the solitary hope that they had formed those good and Christian principles which prepared them for that transition from the seen to the unseen world. He would now call on the Gentlemen he had selected, Messieurs Kingsford, Patton, and Vandersmissen, to unveil the window. Before the next Meeting of the Convocation he trusted that the Hall would be adorned with another Memorial Window in honour of those from the University who took part in the engagement at Limeridge, last June, and those of them that were wounded on that occasion.

The Window, which is of richly stained glass, is situate at the north end of the hall, and is composed of three Gothic arches. Within a circle in the central arch are the arms of the University and College impaled,—one of the University supporters,



Minerva, being on the right, and one of the College supporters, a Dolphin, on the left. Within a circle in the upper compartment is the crest of the University, a maple tree, with the motto, "Velut arbor aevo," and within a circle in the lower compartment is the Crest of the College, a Roman Lamp, with the motto, "Rerum claris lucem dare." In the arch on the right is a branch of Laurel, with a cluster of Maple Leaves, above and below, and in that on the left a branch of Cypress with similar clusters. At the base of the central arch is the following inscription:—

IN. MEMORIAM                      EGREGIORVM  
 I. H. MEWBURN                    SVMMARQUE  
 MALC. MACKENZIE                SPEI  
 GVL. F. TEMPEST                ADOLESCENTIVM  
 QUI, PRO. PATRIA. PVGNANTES. OCCVBERVNT.  
 APVD. LIMERIDGE, II. NON. IVN. A.D. MDCCCLXVI.

which, being translated, reads:—

"To perpetuate the Memory of John Henry Mewburn, Malcolm McKenzie, and William Fairbanks Tempest, distinguished and very promising youths, who, whilst fighting for their Country, fell at Limeridge, on the 2nd of June, 1866."

Under the Window will be placed an ornamental Wainscot, in honour of the Members of the University Company, who took part in the action, especially Messieurs Vandermissen, Patterson, Paul and Kingsford, who were wounded in the engagement. The cost of the Window will be defrayed by subscription among the Officers, Graduates, and Students of the University and College. The work was executed at the establishment of Mr. McCausland, Toronto, chiefly by one of his employés, Mr. Theodore Lyon.

*Degrees Conferred.*—The Vice Chancellor Crooks of the University, then conferred Degrees upon a number of Gentlemen.

In closing the proceedings the Vice Chancellor remarked that one of the best modes of testing the prosperity of any Institution was to compare one year with another. He would, therefore, bring up a comparison of former years with that which had just passed. But before a test of figures could be relied on it would be well to ascertain what different changes had been made with regard to different pursuits. By instituting a comparison between the year 1866 and the year 1857, he found that in 1866 there were eighty Degrees granted against only twenty in 1857. It would thus be seen what rapid strides the University had been making. Taking the number of Degrees granted in the University from the year 1857 to 1866 it would give a fair idea of the progress of the Institution:—

	LL.D	M.D.	M.A.	LL.B.	M.B.	B.A.	TOTAL.
1857.....	...	.1	12	...	1	11	23
1859.....	...	5	9	4	5	10	33
1860.....	...	2	10	15	6	10	43
1861.....	2	1	4	12	6	14	39
1862.....	...	1	2	12	3	18	36
1863.....	1	...	4	5	14	15	39
1864.....	...	2	9	8	18	22	59
1865.....	...	4	8	3	19	22	56
1866.....	...	8	14	3	27	28	80

He, (the Vice Chancellor,) believed that a great deal of the success which now attended the University was owing to the zeal and ability of the Gentleman who had established the University of King's College, that which was now endowed as the University of Toronto, and the Province might be congratulated on having a Gentleman like the Reverend Doctor McCaul presiding over the University College. It was fortunate for the people of this Country that they possessed such a man, and it was well to know that, year after year, the Degrees which were conferred in this University were given for qualifications which were not inferior to those of the Mother Country.



## CHAPTER XXVIII.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS,  
1866.

## I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY, 1866.

*Proceedings of the Board of Victoria College, 1866.*

May 1st, 1866. The Reverend Doctor S. S. Nelles, President of the College, presented to the Board the University Calendar, containing a report of the Officers, Students, Curriculum and operations of the Institution for the current year.

Mr. William Kerr, Bursar, of the University, presented his Financial Statement, which was adopted.

The Reverend J. B. Aylesworth, M.D., presented to the Board his Report as Agent. Moved by Mr. William Kerr, seconded by the Reverend John Borland, and resolved that his Report be adopted.

The Reverend Charles Fish, Co-Agent, presented his Report. This Report was also adopted.

It was moved by the Reverend S. Rose, seconded by Doctor C. M. Cameron, That this Meeting desires to record its devout gratitude to Almighty God for the success which has already attended the labours of Messieurs Aylesworth and Fish, the Agents of Victoria College, in obtaining subscriptions for the removal of the debt upon this Institution. They also express their unfeigned thankfulness to the generous Donors throughout the bounds of the Canadian Conference who have so promptly and cheerfully contributed to the removal of a burden which has long seriously embarrassed the operations of the College. (Carried).

It was moved by the Reverend John Borland, seconded by Doctor M. Lavell, That the Board presents its warmest thanks to the Reverend Doctor Aylesworth, who has been so efficiently connected with the liquidation movement from its commencement, and to the Reverend Charles Fish, who has been zealously associated with him during the last two years for their persevering and laborious services in carrying out the plans of the College Board and of the Conference for the accomplishment of this noble enterprise. (Carried).

It was moved by Mr. J. H. Dumble, seconded by Doctor John Beatty, That the Board presents to the Members of Conference its most respectful and grateful thanks for their personal financial assistance, at a time of great embarrassment, an assistance which had a very beneficial effect upon the minds of our people, who so readily co-operated with us, and we have much pleasure in welcoming the liberation of the Ministers. for the present, from the necessity of further Assessment upon their Salaries, for the maintenance of this Institution. (Carried).

It was moved by Doctor John Beatty, seconded by Mr. J. H. Dumble, That, as it is deemed unnecessary to continue a paid agency, as heretofore, it is the judgment of this Board that the balances of the subscriptions still unpaid can be most effectually gathered in by the Brethern, Aylesworth and Fish, and that, therefore, the Authorities of the Conference be requested to furnish each of these Brethern with a supply for their ministerial work, at such season of the year as they may think most favourable for collecting what may remain due, after the ensuing Conference. They would also respectfully suggest that the Ministers throughout the Connexion will give their best assistance to the final completion of this gratifying result. (Carried).

It was moved by the Reverend Doctor Nelles, the President of the College, seconded by Doctor Lavell, and resolved, That the Reverend A. H. Reynar, B.A., be appointed

Professor of Modern Languages and English Literature, with the understanding that he shall spend twelve, or fifteen, months in Europe at his own expense, to qualify himself more fully for the duties of that Chair.

It was further resolved, That Mr. Reynar's salary be eight hundred dollars per annum, to commence with the beginning of his labours in the College.

*June 6th, 1866.* A Special Conference Meeting of the College was duly organized by the appointment of the Reverend George Scott, Chairman, and the Reverend S. S. Nelles, Secretary.

The Reverend J. B. Aylesworth, M.D., gave notice of motion of a series of Resolutions, to be seconded by the Reverend Asahel Hurlburt.

*June 13th, 1866.* The President of the University presented the University Calendar as the educational Report of the Institution for the past year.

He also introduced to the Conference Board Meeting Mr. William Kerr, Bursar of the University, who presented and explained, on behalf of the College Board, the annual Financial Statement.

The Reverend Thomas S. Keough read the Report of the Auditors. The several Reports were adopted by the Meeting.

It was moved by the Reverend William H. Poole, seconded by the Reverend Lachlan Taylor, D.D., That the thanks of this Meeting be due, and are hereby presented, to the joint Treasurers, the Reverend R. Jones, ex-President of Conference, and Mr. William Kerr, M.A., for their kind and valuable services to the University during the past year. (Carried).

The Reverend J. B. Aylesworth, M.D. moved the Resolutions of which he had given notice. The Reverend Asahel Hurlburt seconded the Resolutions.

Remarks and explanations having been offered by several Members of the Conference "the previous question" was moved in amendment by the Reverend John A. Williams, and seconded by the Reverend G. R. Sanderson. The amendments prevailed.

The Bursar read a Statement of the probable Income and Expenditure of the College for the ensuing year.

The Reverend William S. Griffin, the Reverend Thomas T. S. Keough, and the Reverend David B. Madden were reappointed Auditors.

Moved by the Reverend G. R. Sanderson, seconded by the Reverend R. Jones, the ex-President of the Conference, That this Annual Meeting with great cordiality and heartiness desires to record its high appreciation of the merits of the President of the University, the Reverend Doctor Nelles, to acknowledge the zeal, fidelity and success with which he has so long discharged his onerous duties; and to express not only the undiminished, but, with increasing years, increasing confidence in his ability, in all respects, to guide and govern the important Educational Institution, of which he is the appointed Head. (Carried).

(NOTE. Proceedings of the College Board Resumed).

*July 17th, 1866.* Mr. William Kerr, M.A., was appointed Treasurer, and the Reverend Richard Jones, Co-Treasurer.

The Reverend Doctor Green, Mr. J. H. Dumble, and Doctor John Beatty, were appointed Auditors of the College Accounts for the present year.

The Members of the Board residing in Cobourg were appointed a Committee of Finance and Consultation.

Mr. Abram, B.A., was appointed Rector of the Collegiate Grammar School, in connection with Victoria College, with an addition to his Salary of \$100 per annum.

*July 18th, 1866.* The Honourable Doctor John Rolph, Dean of the Faculty of Medicine, being present, was requested to make any statements he deemed advisable in reference to the affairs of his Department.

The attention of the Board was called by him to some defects in the recent Medical Act of Upper Canada, and a Draft of Doctor Parker's amendments, now before the Legislature, was read.

The President of the College, and the Dean of the Faculty of Medicine, were appointed a Committee to prepare a Memorial to the Legislature, with a view of securing some further amendments to the Medical Act.

*Resolved*, 1st, That, in the judgment of this Board, it is desirable to re-affirm the appointment of an Agent to collect the unpaid subscriptions to Victoria College, and to obtain, if possible, an additional sum sufficient to pay the amount due to the Scholarship Fund, and that the Reverend Charles Fish be re-appointed to that work, a suitable young man being secured to aid Mr. Fish on the Streetsville Circuit, the Board paying the amount of the young man's expenses, together with the travelling expenses of Mr. Fish.

*Resolved*, 2nd, That, in the event of Mr. Fish's services not being available, then, the Members of the Board in Cobourg be authorized to employ the Reverend J. B. Clarkson, Messieurs Lake, and Derrick, or such other suitable Agent, as they may deem best, whose time shall be given wholly to that work.

The Reverend Robert W. Ferrier, M.A., was appointed Instructor in Modern Languages and English Literature, during the absence of Professor Reynar in Europe.

The Reverend John Burwash, B.A., was appointed Tutor in the place of Tutor Adams, who had tendered his resignation.

A Letter from Professor E. P. Harris was read, in reference to the sale of his Cabinets, after which it was moved by the Reverend G. R. Sanderson, seconded by Mr. William Kerr, and unanimously,—

*Resolved*, 1st, That the offer of Doctor Harris to allow the University to purchase his Cabinets of Minerals for the sum of Eight hundred dollars be accepted, his subscription of Five hundred dollars being cancelled, and the sum of One hundred dollars a year being further to be paid to him for three years.

*Resolved*, 2nd, That the Agent be directed to procure special subscriptions to pay for the Cabinets purchased of Doctor Harris.

*Resolved*, That the College Agents of last year be instructed to leave with the Treasurers of the College all Books, Papers, Notes and subscription lists belonging to the College.

The Honourable Doctor Rolph, Dean of the Faculty of Medicine, presented to the Board a Financial Statement of the Medical Department of the College, for the past year. It was received and adopted, subject to the correction of any errors that might chance to be found, on further examination.

A Draft of Memorial to the Legislature was submitted by the Dean of the Faculty of Medicine to the consideration of the Board.

The Memorial was adopted, subject to any necessary verbal alterations, and the President of the University was directed to sign and seal the same, and have it duly presented to the Legislature.

*September 7th, 1866.* The Reverend Doctor Nelles, President of the College, informed the Board that he had received an application from the School of Medicine and Surgery of Montreal, for affiliation with this University, and that he had, on consultation with the leading Members of the Board, deemed it proper to lay the proposal before the Board, and to invite representatives from the School of Medicine to attend and present the subject, on behalf of that School.

Doctor Peltier and Doctor Beaubieu, Professors of the Montreal School of Medicine and Surgery, were present, and produced credentials of having been duly appointed to represent the School, and to make formal application for connection with the University.

Various questions were proposed to them by the Co-Delegate and other Members of the Board, eliciting information as to the status and powers of the Montreal School of Medicine and Surgery. And after a free exchange of views, the following Resolutions were unanimously adopted:—

Whereas, it has been made to appear to this Board that the sphere of usefulness and influence of this University would be greatly extended by the establishment of a

Medical Department in Montreal, and Whereas the Faculty of the School of Medicine and Surgery of Montreal have expressed a desire to become a part of this University, upon terms similar to those already in existence in the case of the Medical Department in Toronto; Therefore, be it,—

*Resolved*, That this University nominate and adopt the said School of Medicine and Surgery as the Medical Department of this University, upon the following basis of agreement, videlicet:—

1. That the School of Medicine and Surgery of Montreal shall be recognized as the Faculty of Medicine of the University of Victoria College in Montreal.

2. That the nomination of the Professors and Lecturers in the School of Medicine and Surgery in Montreal shall be with the School itself, but the appointment shall be with this Board,—the Professors of the School to be Members of the Senate of this University.

3. The Matriculation and Curriculum in Medicine to be such as the University approves.

4. The graduation Fees to be paid to the University.

5. All expenses connected with the management of the Medical Department to be borne by the Medical School.

6. The Board shall have authority to appoint Visitors and examining Inspectors of the School, who shall visit the Medical Department from time to time and attend its Examinations, with a view to satisfy the Board of the thoroughness and efficiency of the said Department, and all expenses incurred in such visitations and examinations shall be borne by the Medical Department.

7. The Degrees on Candidates from the Medical Department in Montreal shall be conferred at the usual Convocation of the University.

It was moved by Doctor W. H. Brouse, seconded by Reverend S. Rose, and,—

*Resolved*, That the Reverend Doctor Nelles and Mr. William Kerr, the Solicitor of the University, do prepare a By-law, and perfect the arrangements made with the Delegates of the School of Medicine and Surgery of Montreal, and submit the said By-law to this Board at its next Meeting, for its adoption, and the affixing to it of the Corporate Seal of the University.

The Bursar of the College brought before the Board the state of the Guelph property, and informed the Board that the Finance Committee were of the opinion that it would be better to offer the Property for sale. Moved by Doctor John Beatty, seconded by Doctor M. Lavell, That the Finance Committee be authorized to dispose of the Property on the best terms they can. (Carried).

The President of the College informed the Board that the Reverend Doctor Harris had tendered his resignation as Professor in the University.

The President of the College, in association with the Co-Delegates of the Conference, the Chairman of the Cobourg District, and Mr. William Kerr, Bursar, were appointed a Committee to correspond with, and secure, a suitable Person to propose to the Board as a Successor of Doctor Harris.

Moved by the Reverend S. Rose, seconded by Doctor M. Lavell, and,—

*Resolved*, That the Reverend W. R. Bain, the Rector of the Collegiate Grammar School, receive room-rent and fuel free, as a compensation for services rendered by him to the College, and in aiding the Bursar in collecting the rental due from the Students.

*September 28th, 1866.* The Secretary read a Letter received by him from Hector Peltier, M.D., Secretary of the School of Medicine and Surgery of Montreal, and also an official Document from the said School, acceding to the basis of Agreement between that School and this University, adopted by the Board at its last Meeting.

Moved by the Reverend John Borland, seconded by Reverend Doctor Wood, and,—

*Resolved*,—That the Secretary of the Board be instructed to have the Document from the Montreal School of Medicine slightly modified, so as to harmonize with the

terms of the original Resolutions of the Board, and, in conjunction with the Chairman of this Board, to sign and seal the same, on behalf of the Board.

Mr. William H. Brouse, M.D., was appointed to attend the next examinations of the Medical Department of the University in Montreal.

The Committee appointed to propose a suitable Person for the Chair of Natural Science, presented their Report, which was in favour of the appointment of the Reverend Nathaniel Burwash, B.A.

A Letter was also read from Doctor John Beatty, making application for the same Chair.

Moved by the Reverend S. Rose, seconded by the Reverend John Borland, and unanimously resolved that the Report of the Committee be adopted.

*Resolved*, That the Salary of the Reverend Nathaniel Burwash be \$800 per annum, for the first year, from the time of his entering upon his duties of his Professorship. It was further,—

*Resolved*,—That, in case it be found absolutely necessary, the Reverend John Burwash, now acting as sub-rector in the Collegiate Grammar School, be permitted to go to Hamilton to supply the place of his Brother there, until next Conference.

*Proceedings of the Annual College Conference Meeting, 1866.*

*June 6th, 1866.* The Annual Conference Meeting of Victoria College assembled at Montreal at this date.

The Secretary of the Annual Meeting having called the names of more than 40 Members of the Conference, who were found to be present, the Meeting was duly organized by the Appointment of the President of Conference, the Reverend George Scott, D.D., Chairman, and the Reverend S. S. Nelles, Secretary.

The Reverend J. B. Aylesworth, M.D., gave notice of motion of a series of Resolutions to be seconded by the Reverend Asahel Hurlburt.

The Resolutions were read, and a copy directed to be furnished to the Secretary on the morrow.

*June 13th, 1866.* The President of the College presented the Calendar of the University as the Educational Report of the University for the past year.

The President of the College then introduced Mr. William Kerr, M.A., the Bursar of the University, who presented and explained the Financial Statement, on behalf of the College Board.

The Reverend T. S. Keough read the Report of the Auditors. The several Reports were adopted by the Meeting.

The Reverend T. S. Keough, on behalf of the Auditors, made some additional statements and explanations respecting the Balance Sheet of last year.

It was moved by the Reverend W. H. Poole, seconded by the Reverend Doctor L. Taylor, That the thanks of this Annual Meeting are due, and are hereby presented, to the joint Treasurers, the Reverend R. Jones, ex-President of the Conference, and Mr. William Kerr, M.A., for their kind and valuable services given to the University of Victoria College during the year now closed.

The Bursar of the College made an additional Statement on various financial items. The Secretary read several Resolutions from the Minutes of the College Board, the following of which was adopted by the Annual Meeting:—That the Board presents its warmest thanks to the Reverend Doctor J. B. Aylesworth, who has been so efficiently connected with the liquidation movement from its commencement, and to the Reverend Charles Fish, who has been zealously associated with him for the last two years, for their persevering and laborious services in carrying out the plans of the Board and Conference for the accomplishment of this noble enterprise.

The Bursar read a Statement of the probable Expenditures and Income for the ensuing year.



The Reverend W. L. Griffin, the Reverend T. S. Keough, and the Reverend D. B. Madden were re-appointed Auditors.

Moved by the Reverend G. R. Sanderson, seconded by the Reverend R. Jones, the ex-President, and,—

*Resolved*, That this Annual Meeting with great cordiality and heartiness desires to record its high appreciation of the merits of the President of the University, the Reverend Doctor S. S. Nelles, to acknowledge the zeal, fidelity and success with which he has so long discharged his onerous duties; and to express not only the undiminished, but with increasing years, increasing confidence in his ability, in all respects, to guide and govern the important Educational Institution of which he is the appointed Head.

The following Resolutions were moved by the Reverend Doctor J. B. Aylesworth:—

1st. That the Board, the Trustees, and Visitors, hereafter cause a printed Report to be prepared and sent, or presented, to every Member of the Annual Conference College Meeting, before, or by the day, upon which, in each year, the Annual Meeting may be appointed to be held.

2nd. That such Report shall contain a full account of all Proceedings, Acts, and Resolutions of each Meeting; also the Ayes and Nays upon all votes of importance, such as for the appropriations of money, appoints to, or displacements from office, the passage of By-laws, and the adoption of Reports.

3rd. That the accounts in detail be included in such Report, showing all the Income and Expenditure for the past year, the exact state of each Fund, and how invested.

4th. That a tabular Statement, giving the name of each Student, and the Studies to be pursued during the year; also, the name of each Professor and Tutor, and the number of Lectures, or Lessons, he gave, with the average, or usual, length of time spent in giving such lessons, be included.

5th. Also, Estimates, or a By-law, shewing in detail, the proposed Expenditures for the succeeding year, the Income and the sources from which it is expected, with the deficiency, if any, and the proposed provision for meeting such deficiency.

*Miscellaneous Resolutions adopted by the Annual College Conference Meeting in 1866.*

1st. That, whereas there is an amount of subscription for the payment of the debt uncollected, and also of other business belonging to the Institution unsettled, this Meeting recommends the Board to employ a suitable Agent for the purpose of collecting such subscription, and settling such business during the ensuing year.

2nd. That it is of paramount importance that the Educational Department of Victoria College should be thoroughly overseen and worked; and, as during the past and other years, the Principal of the Institution, and Head of the Faculty of Arts has been frequently absent, on account of his appointments and attendance upon Connexional Committees, this Annual Meeting requests the Conference to relieve that College Officer, from such burdensome interruptions of his Collegiate duties, by omitting his appointment upon these Committees.

3rd. That this Annual Meeting would recommend, for the purpose of promoting greater thoroughness in training and avoiding over taxation of the mental powers of the Students, that the Sessions be restored to their former length.

4th. That this Annual Meeting would express its gratification, that the large mixed Committee, which met in Kingston about the 1st March last, recommended a movement for the increased endowment of the departments of the College now in operation, and the endowment of a Theological Chair, or Department, and also its earnest desire that the proposed effort may be successfully made.

*Report of Auditors to the Annual Conference Meeting of 1866. Montreal, 1866.*

Your Auditors beg to report, that they met in Cobourg, at the time of the College Convocation, where every facility was afforded to them by the Treasurer, and other Officers of the Institution, for pursuing their inquiries.



They found the Books well and correctly kept, and the Accounts satisfactory.

Your Committee cannot close this brief Report without congratulating the Annual Meeting on the complete success which, through the blessing of God, has crowned the efforts to relieve the Institution from its load of debt, and on the greater power thereby given to it for prosecuting, on a larger scale, its great and important work.

## II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY, 1866.

### PROCEEDINGS OF THE SENATUS OF QUEEN'S UNIVERSITY, 1866.

*January 12th, 1866.* The Senatus agreed to request the Reverends R. P. Rogers and P. Gray to examine the Essays given for the Montreal Prize, and the Honourable John A. Macdonald and Thomas Kirkpatrick, Esquire, to examine those given in for the Ottawa Prizes. The Principal and Professors Bell and Mowat were appointed to make a preliminary examination of the Essay on Petroleum, and report to the Senatus.

There was read an Extract Minute of Synod, intimating that the Synod had agreed to insert Stewart's Outlines of Moral Philosophy, edited by Doctor McCosh, in room of Alexander's Moral Philosophy, in the list of subjects for examination prescribed to Candidates for License.

In regard to the change in the Arts Curriculum, recommended by the Senatus, the Trustees have adopted the recommendations 1, 2, 3, 4, 5, and have referred to the Synod for its approval, so much of the same as regards Divinity Students, as well as that portion of Number Six, which regulates fees payable by Students for the Ministry.

The donation of His Royal Highness, the Prince of Wales, will be applied to the foundation of a Gold Medal, or Medals, to be awarded, as hereafter be directed, and the Senatus is requested to report on the subject to the next Annual Meeting of the Trustees.

*January 29th, 1866.* It was agreed to request the Trustees to place at the disposal of the Senatus, for the benefit of the Scholarship and Library Funds, such Fees as may be received for Honorary Degrees.

*February 12th, 1866.* The Trustees agree to place at the disposal of the Senatus for the benefit of the Scholarship and Library Fund such fees as may be received for Honorary Degrees.

*February 26th, 1866.* Messieurs John A. Macdonald and Thomas Kirkpatrick, having differed with regard to the classification of the Essays given in for the Ottawa Prize, it was agreed to ask Judge Draper to act as Third Examiner.

There was read a Memorial from the Students of the Third Year, requesting that a portion of the subjects for the University Examination in English Literature and Classics be remitted to them. The Senatus agreed that the matter be left in the hands of the Professors, whose department it concerned; but that they be instructed to remit as little as possible of the prescribed subjects; to give express intimation that hereafter there shall be no remission in any department; and to call the attention of the Students to the fact that the Class work closes ten days earlier this Session than last.

*March 12th, 1866.* It was agreed that the following shall be hereafter the subjects of the Matriculation Examinations in Classics:—

Virgil, *Æneid*, Book II.

Greek Grammar.

Livy, Book II, Chapters 1-15.

Xenophon, *Anabasis*, Book I.

Translations from English into Latin Prose.

*March 25th, 1866.* There was read a Memorial from the Third Year Students of Arts, requesting that only that part of Moral Philosophy, which they had gone over in the Class, be taken up at the University Examination. The Senatus referred the Memorial to Professor Murray, to take such action upon it as he may think fit.

*April 3rd, 1866.* A Letter was read from Mrs. Robert Cassels, of Toronto, authorizing a Prize to be instituted in the University, to be called the "Toronto Prize." It

was agreed to award the Prize to the best Essay on the Oratory of the Ancient Greeks and Romans, and to make it open to all Students in Arts for 1866-7. The Principal was requested to convey to Mr. Cassels the thanks of the Senatus for his liberality.

PROCEEDINGS OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE, 1866.

*January 31st, 1866.* Moved by Doctor Alexander Morris, seconded by the Reverend Doctor Alexander Mathieson; That the Board have learned, with unfeigned sorrow, that one of their Members, the Honourable Archibald McLean, President of the Court of Error and Appeal for Upper Canada, has been removed by death since the last Meeting.

The Board, therefore, on this, the first occasion of their Meeting, desire to express their sense of the loss which the Board, in common with the Church and the Province, have sustained by the decease of their lamented Colleague, who was one of the Trustees originally named in the Charter of Queen's College, and who, during the long period of twenty-five years, rendered such valuable and efficient services to the College, and to the Church, of which alike he was a faithful and zealous Member.

The Board further desire to record their sense of the high attainments and the sterling worth, and the singular Christian piety, of their lamented Friend; and it was further resolved, that a copy of this Resolution be transmitted to the Widow and Family of the deceased.

Moved by the Reverend Doctor John Barclay, seconded by Doctor Alexander Morris, and,—

*Resolved*,—That Mr. Robert Cassels of Toronto be appointed a Member of this Board, in room of the late Chief Justice McLean.

It was resolved that the College Financial year shall hereafter terminate on the tenth day of April.

Moved by Doctor Alexander Morris, seconded by the Reverend Doctor Hugh Urquhart, and,—

*Resolved*,—That the Board, in view of the requirements of the College and the Church, as regards the imperative needs of additional aid for the teaching department of the Theological Faculty of the College, agree to transmit a Memorial on the subject to the Colonial Committee of the Church of Scotland, soliciting their aid in the establishment of an additional Chair in the Theological Faculty,—which was accordingly done.

The Reverend George Porteous, having resigned the office of Librarian of the College, Mr. N. F. Depuis was appointed in his place.

*February 1st, 1866.* Moved by Doctor Alexander Morris, seconded by Judge Malloch, and,—

*Resolved*,—That the following By-law be adopted for the election of a Member of the "General Council of Medical Education and Registration of Upper Canada."

Whereas, under the provisions of the Medical Act for Upper Canada, the Trustees of the University of Queen's College, at Kingston, are authorized and empowered to provide by By-law for the mode in which a Member of the "General Council of Medical Education and Registration of Upper Canada" shall, from time to time, be chosen by the said College, and it is desirable to provide for the mode of such election;

Therefore, at a Meeting of the Trustees of the said College, duly assembled, at Kingston, on the first day of February, A. D. 1866, the said Trustees enact the following By-law for the regulation of the mode of such election:—

1st. The Trustees shall, at their present Meeting, choose a fit and proper suitable Person to be a Member of "The General Council of Medical Education and Registration for Upper Canada," for the term of three years, as provided by the said Act.

2nd. Thereafter, the Trustees shall elect a Person to fill the vacancy triennially occurring in said Council, by virtue of the terms of said Act, or any other vacancy happening by death, or resignation, of the Member so elected by the said Board of Trustees, at any regular special, or adjourned Meeting of the said Board, duly assembled; Provided always, however, that at least fourteen days' notice of the inten-

tion to fill such vacancy at such Meeting shall have been first given by Circular deposited in the Post Office at the City of Kingston, addressed to each Trustee at his usual place of residence by the Secretary of the Board acting under the direction of the Chairman thereof with regard thereto.

Moved by Mr. John Paton, seconded by Mr. James Croil, and,—

*Resolved*,—That this Board approve of the investment of surplus funds of this Institution in first Mortgages on Real Estate.

A request from the Senatus that a grant, equal to that of last year, be made for Prizes, was acceded to. The Senatus also requested that the Fees received for Honorary Degrees be devoted to Scholarships and the Library, which was also agreed to.

As suggested by the Reverend Doctor James Williamson, an arrangement was made, by which his Assistant in the Observatory, Mr. N. F. Dupuis, the Librarian, could devote more time to the Observatory.

The Treasurer submitted a Letter from Mr. McLennan, Barrister of Toronto, respecting the payment into Court of the sum of \$1,540, on account of Mr. George Weir's salary, ordered by the Court of Chancery to be paid to him. The Board approved, and sanctioned the payment of the money by the Treasurer.

A Letter from Mr. W. R. Croil, Secretary-Treasurer to the Temporalities Board, dated Montreal, 18th of November, 1865, was read stating that the Temporalities Board have made such arrangements as will enable them to pay to Queen's College \$2,000 annually. The Treasurer stated that he had received the half yearly January payment of \$1,000.

*March 28th, 1866.* The Committee appointed at last Meeting of the Board to prepare the Annual Report of the Trustees to the Colonial Committee of the Church of Scotland, submitted the Draft of a Report, which was read and approved, and the Secretary was instructed to transmit the Report, after it had been signed by the Chairman of the Board, to the Secretary of the Colonial Committee in Scotland.

A Communication of the date of the 28th of March, 1866, was read from Professors Murray and McLean, appealing against the decision of the College Senate in the case of a complaint made to the Senate by Professor Bell against Mr. John V. Noel, a Medical Student.

The Board resolved to defer the consideration of the Letter of Professors Murray and McLean, and instructed the Secretary to intimate to them that, while willing to judge of the complaint contained in it, they are of opinion that it should be brought before them by the original complainant, accompanied by full extracts from the proceedings in the case.

*April 26th, 1866.* A Letter, dated Edinburgh, 6th of April, 1856, was read from Mr. Simon S. Laurie, Secretary of the Colonial Committee of the Church of Scotland, acknowledging the receipt of a Memorial from the Trustees of Queen's College, on the subject of an additional Chair in the Faculty of Theology, and informing the Board that the matter would be laid before the General Assembly.

A request from the Senatus was read, asking for a grant (of last year's amount), for Prizes during the Session of the College.

The Treasurer submitted his Account, as duly audited by Messieurs Riddell and Creighton, which was read, also the Auditor's Statement, both of which were approved.

The Annual Report of the Finance and Estate Committee was received and read; also an Estimate of the Revenue and Expenditure of the College for the ensuing year.

Moved by Doctor Alexander Morris, seconded by Mr. George Davidson, That the Finance and Estate Committee be authorized to make such repairs as are necessary for the preservation of the College Buildings.

Moved by Mr. George Davidson, seconded by the Reverend Doctor John Barclay, That the Reverend John H. McKerras, M.A., be appointed, during the pleasure of this Board, and no longer, Professor of Classical Literature, with a Salary of Fourteen hundred dollars, (\$1,400) per annum, to commence from the first day of October, 1866.

A Letter from Judge Malloch of Brockville, dated the 27th of March, was read, resigning his position as Trustee of the College, which was accepted.

*April 27th, 1866.* The Board consider that it is undesirable that the proposed organization of a College of Physicians and Surgeons at Kingston should be designated as "Queen's College of Physicians and Surgeons, Kingston, Canada," as inconvenience might arise from the incorporation of a College bearing a name so closely analogous to that of "Queen's College at Kingston," and, therefore, suggest to the parties applying for the proposed Act of Incorporation the adoption of another designation, and request the Principal to confer with the parties as to the matter, with a view to its friendly adjustment.

A Letter of the date of the 26th of April, 1866, from Professors Murray and McLean was read, relative to their appeal from the decision of the Senate in the John V. Noel case of discipline; also a Letter from Professor Bell of same date, and on the same subject, was read. These Letters were ordered to lie on the Table.

Moved by Doctor Alexander Morris, seconded by Mr. George Morrison, and,—

*Resolved*,—That, in fixing the Salary of Professor Mackerras at \$1,400 per annum, as the Board have done, they desire to state that the sum is adopted as the scale of the remuneration to be given to Professor Mackerras for his services, in consequence of the position of the Revenues of the College, and the necessity that exists for keeping the Expenditures of the Board within the Annual Revenue.

The Report of the Board to the Synod was read by the Principal and approved.

A Letter from Mr. John McMachar, dated the 26th of April, 1866, was read, resigning his appointment as Lecturer on Modern History. The Board, in accepting Mr. Machar's resignation, take occasion to record their sense of the value of the services rendered by him, and expressed their cordial thanks for the same.

The Principal, having stated that Mr. Joseph Antisell Allen had expressed to him his willingness to lecture in this Institution on Modern History, the Board gladly accept his services, and appoint him Lecturer on that subject,—only regretting that the funds of the College do not admit of a Salary being attached to the appointment.

*June 6th, 1866.* Owing to the absence of several Lay Members of the Board, no business was transacted at this Meeting.

*June 7th, 1866.* A Letter was read from Mr. Simon S. Laurie, Secretary of the Colonial Committee of the Church of Scotland, dated Edinburgh, acknowledging the receipt of the Annual Report of the Board of Trustees, and authorizing the Treasurer to draw upon the Committee for the usual Annual Grant of Three hundred and fifty pounds, (£350,) sterling.

A Letter was read from Mr. George Neilson, applying for a renewal of the Loan of Three thousand dollars, (\$3,000,) and also for an additional Loan of Five thousand dollars, (\$5,000,) from the Funds of the Institution, with the offer of ample security for the whole amount of Eight thousand dollars, (\$8,000). The Finance and Estate Committee was authorized to make the Grant, if they see proper.

*June 8th, 1866.* There was read an extract from the Minutes from the proceedings of the provisional College of Physicians and Surgeons at Kingston, embodying a Resolution adopted by them, with reference to affiliation with the University. After consideration of said Resolution, it was,—

*Resolved*,—To appoint the following Members of the Board a Committee to confer with the College of Physicians and Surgeons on the terms of affiliation, and to report at a subsequent Meeting:—videlicet,—The Chairman, the Principal, the Reverend Doctor John Barclay, Messieurs Logie, Davidson, and Paton.

A Letter was read from Doctor Litchfield, of date of the 2nd June, 1866, intimating his desire to retire from the duties of the Chair which he holds in the Medical Faculty, owing to the pressing character and increasing weight of the duties devolving upon him, as Superintendent of the Asylum of Rockwood. It was,—

*Resolved*,—To defer action upon said Letter until a subsequent Meeting.

*July 25th, 1866.* A Letter was read of the date of the 21st of May, 1866, from the Reverend J. H. Mackerras, accepting the appointment of Professor of Classical Literature in this Institution.

The Treasurer reported that he had received from the Principal a Letter of deposit, transmitted to him by the Reverend Robert Williamson, D.D., Collessie, Scotland, for One hundred pounds, (£100,) sterling, which sum Doctor Williamson had conveyed, through the Principal, to the Trustees of Queen's College, Kingston, to be by them, in their capacity of Trustees, held as a permanent foundation of a Leitch Memorial Scholarship, and that he had deposited the same in the Commercial Bank to the credit of the College. The Board agreed to accept, and hereby accept, the amount as designated, and instruct the Treasurer to communicate to Doctor Williamson an extract of this Minute and the thanks of the Board for his good offices in obtaining and transmitting the money.

*August 29th, 1866.* A Letter, dated Toronto, 2nd July, 1866, was read from the Executors to the Estate of the late Mr. George Michie, informing the Board that this Institution is entitled to a legacy of \$2,000, bequeathed by the late Mr. Michie, and that the College will be advised when the Estate will be in a condition to pay the amount bequeathed. The Secretary stated that he had duly acknowledged the receipt of the Communication.

The Treasurer reported that, in compliance with the instructions of the Finance and Estate Committee, he had deposited to the credit of the Receiver General the sum of Seven thousand three hundred dollars, (\$7,300,) to be invested in the new issue of Provincial Debentures at 7% per annum, on account of the following, videlicet:—\$1,300 of Leitch Memorial Scholarship funds, \$200 Mowat Scholarship funds, \$400 of Prince of Wales Scholarship funds, and \$5,400 of College funds for investment, all of which were approved by the Board.

The Report of the Committee appointed to confer with the Provisionally organized College of Physicians and Surgeons, Kingston, on the terms of affiliation with this University, as submitted at the last Meeting of the Board, was again read, also the Extract of the Minutes of the proceedings of the said College, proposing conditions of affiliation; a draft of By-laws on the subject of the graduation in Medicine, prepared, with the view of being adopted by the Senate of this University, and reported by the Principal to have received the approval of as many of the Members of Senate, being a majority of their number, exclusive of the Gentlemen belonging to the Medical Faculty, as he had been able to submit them to; the Letter of Doctor Litchfield, of the date of the 2nd of June, 1866, containing the resignation of his position as Professor of Forensic and State Medicine; and the Letter of Professor Bell of date of the 26th of April, 1866, relating to his position, in view of the probable establishment of the College of Physicians and Surgeons, in room of the existing Medical Faculty. The following Documents were also read: "An Act to Incorporate the Royal College of Physicians and Surgeons at Kingston;" A Report, supplementary to the Report, already present'ed, on the terms of affiliation, containing proposals concurred in by the Royal College of Physicians and Surgeons; and a Letter of the date of 16th of August, 1866, addressed to the Chairman of the Board by Professors Fowler, Lavell, Kennedy and Maclean, and by Doctor Sullivan, Assistant Professor of Anatomy, containing the resignation of those Gentlemen of the several positions held by them in this University.

After deliberation it was,—

*Resolved.*—I. To accept the resignations of Professors Litchfield, Fowler, Lavell, Kennedy and Maclean, and of Doctor Sullivan, Assistant Professor of Anatomy, and the same are hereby accepted.

II. To discontinue the Medical Faculty of the University, in so far as the teaching Department of the said Faculty is concerned, and the same is hereby discontinued, with instructions to the Secretary of the Board to intimate this Resolution to Doctor Horatio Yates, heretofore Professor of the Principles and Practice of Medicine, Doctor Octavius Yates, heretofore Professor of the Principles and Practice of Surgery, and Mr. Robert Bell, heretofore Professor of Chemistry in the Medical Department.



III. To approve of the Reports of the Committee appointed to confer with the Royal College of Physicians and Surgeons and, of the draft of the Bylaws prepared for the adoption by the Senate, and the same are hereby approved of, with instructions to the Secretary to engross the Supplementary Report, after entering this Minute in the Records.

IV. To affiliate "The Royal College of Physicians and Surgeons of Kingston" with this University, and the same is hereby affiliated, the connection thus formed to continue so long as it shall be agreeable to this Board and the Corporation of the said Royal College, or their Successors, respectively, it being agreed, in virtue of this affiliation: (1) That all actual Students in the said College, being already Matriculants in the Faculty of Medicine of Queen's College, shall have rank in this University as Undergraduates in Medicine, provided they have been registered, or so soon as they shall be registered in the Register of Queen's College. (2) That, hereafter, Students in the said College shall take rank as Undergraduates, or Graduates, of this University in Medicine, upon complying with the terms and requirements respecting Matriculation and Registration, or Graduation respectively, as set forth in the Reports and draft By-laws, approved of in the third of these Resolutions. (3) That the Senate of this University shall, in every way consistently with their duty to the University, consult the convenience and interests of the said College in all their arrangements for the examinations required for the admission of Students to the rank of Undergraduates and Graduates.

And the Board record their earnest hope that the Royal College of Physicians and Surgeons, now affiliated with this University, shall be eminently prosperous and successful in the important work which it is about to enter, and that the relation thus formed shall have a lasting, useful and honourable existence.

The Board instruct their Solicitors to prepare, in accordance with the recommendations of the Committee on Affiliation, a Contract of Lease of those portions of the Building hitherto occupied by the Medical Faculty, in which it shall be provided that the Rent shall be payable to the Treasurer to the Board in equal portions on the first day of April, and on the first day of October, and that either party may, on either of these days in any year, give six months' notice of the termination of the Contract, and agree that the same shall be in force so soon as it shall be signed by the Chairman of this Board, in behalf of the Board, and by the President of the Royal College of Physicians and Surgeons, for the purpose of making an Inventory and appraisement of the Books, Specimens, Models, Apparatus and Furniture, being the property of this University, and contained in the Buildings hitherto occupied by the Medical Faculty, after the Professor of Natural History shall have removed what may be necessary for the illustration of his Lectures,—a copy of which Inventory and Appraisement shall be placed in the hands of the Secretary to this Board, and be by him submitted to this Board. The Secretary is instructed to send an extract of this Minute to the Registrar of the Royal College of Surgeons, and to intimate that pressing requirements of the University, particularly in respect of suitable accommodation for a Library and Museum, are such that the Board may be necessitated, before very long, to resume occupancy of the Buildings now rented to the Royal College.

Considering the new position of the Medical Department, the Board deem it inexpedient to take any action on the appeal of Professors Murray, Maclean and Bell against the judgment of the Senate in the John V. Noel case of discipline, as represented to the Board in their Communications of the date of the 28th of March, and the 26th of April, 1866.

The following is the Supplementary Report, in terms of affiliation referred to in the third Resolution in the foregoing Minutes connected with the affiliation of the Royal College of Physicians and Surgeons for approval:—

That all actual Students in the Royal College of Physicians and Surgeons, who have matriculated as Students of Medicine in Queen's College, be deemed to be Matriculants of the University, provided that they have been registered, or when they shall be registered in the Register of Queen's College, and that, in future all Students matriculating, with the intention of graduating in the University, be required to have themselves registered in the Register of Queen's College after which they shall rank as Matriculants (or Undergraduates) of the University so long as they continue to be actual Students in the Royal College of Surgeons.



That hereafter the fee of one dollar and fifty cents, (\$1.50,) be paid to the Registrar of Queen's College for the use of the College by, or for, each Matriculant, upon registration in such manner as may be agreed upon, and that, in consideration of the said Fee, a complete list of Matriculants in Medicine shall be annually published in the Calendar of Queen's College along with the names of the Professors in the Royal College, and of the subjects taught by them respectively; that this proposal shall be in force until the By-laws of the Medical Council respecting Matriculation come into operation, until which time the matriculation of Students intending to graduate in the University shall be conducted by an Examiner, or Examiners, appointed by the Senate; and further that if, at any time, the By-laws of the Medical Council be modified so as to admit of the Matriculation Examination of intending Graduates being conducted wholly by an Examiner, or Examiners, appointed by the Senate of Queen's College, the Matriculation Examination shall be so conducted and a Fee for said Examination, including registration shall be payable by each Matriculant, as the Senate of Queen's College may direct, but it shall not exceed in amount the Fee at present chargeable under the By-Laws of the Medical Council." In behalf of the committee.

KINGSTON, August 29th, 1866.

W. SNODGRASS, Convenor.

There was read a Letter from Doctor Robert Williamson of *Canaan*, Scotland, requesting the full sanction of the Trustees to an arrangement suggested by Principal Snodgrass, with regard to Funds collected, and yet to be collected, for the Leitch Memorial Scholarships, namely, that, in addition to Two hundred pounds, (£200,) sterling, already nearly collected in Canada, and funded along with One hundred pounds, (£100,) sterling received per Doctor Robert Williamson from Scotland, £100 sterling shall be collected in Canada and funded, along with £100 sterling which Doctor Williamson undertakes to transmit, as soon as he is assured of an equivalent being collected in this Country, and that of the total amount of Five hundred pounds, (£500,) sterling, £300 shall be the foundation of a Scholarship, to be connected with the Theological Department, and to be awarded agreeably to the views of the Reverend Doctor Leitch's friends in Scotland, and £200 sterling shall be the foundation of a Leitch Scholarship to be connected with the Arts Department, and awarded agreeably to the views of the University Authorities.

The Board hereby sanction the foregoing arrangement, and renew their instructions to the Leitch Memorial Committee to proceed, as they have opportunity, with the collection of what is required to complete the total sum of £300 sterling to be collected in this Country.

REPORT ON BURSARY AND SCHOLARSHIP SCHEME FOR THE YEAR ENDING ON THE 23RD OF MAY, 1866.

The Committee of the Bursary Scheme beg leave to report as follows:—The appended Statement by the Treasurer shows the whole amount received for the year ending on the 23rd of May, 1866, to be \$664.07, the receipts from Congregations being \$616.34, and from other sources, \$47.73. The expenditure has been \$312.75, including \$93.40, overdrawn at the date of last Report, leaving an apparent balance at the credit of the Fund of \$361.32. From this sum must be deducted \$120 advanced during last Session by the College Treasurer for two Scholarships from St. Paul's Church, Montreal, which have still to be repaid from the Bursary Fund, of which the munificent contributions from that Congregation form so important a part. The actual balance, therefore, when this payment is deducted, is only \$241.32; and it is further to be remembered that another \$120 for the same purpose as the above, and \$85 for two Scholarships from the Bursary Committee must be disbursed out of this amount next Session, before another collection can be received, so that the balance left for Bursary purposes will be only \$36.32.

In general, the Scholarships and Bursaries, (from the funds at the disposal of the Committee), have been awarded according to merit, as ascertained by the different University Examinations, but the Members have exercised the discretionary power con-

vided to them by the Synod of also encouraging those whose circumstances might require aid, and who might have the prospect of usefulness in the Ministerial work. No Bursary, however, is granted except to Students who have passed the regular University Examination immediately preceding.

Your Committee trust that the Synod will again recommend this important scheme to the sympathy and support of the Church, and will renew its recommendation that on the day appointed for the collection, prayer be offered up for our Colleges in all the Congregations of our Church, and the attention of their Members be directed to the claims of the Gospel Ministry upon young men of piety and talent.

KINGSTON, 1866.

JAMES WILLIAMSON, CONVENOR.

Treasurer's Statement of Receipts and Expenditure.

Receipts ..... \$664 07 | Expenditure..... \$209 35

PROCEEDINGS OF THE BURSARY AND SCHOLARSHIP COMMITTEE, 1866.

Principal Snodgrass and Professor Murray were appointed a Committee to report on the Scotch Memorial Scholarships.

The Regulations for the University Examinations adopted *ad interim* last Session, were read, and after some slight amendments were again adopted *ad interim*.

April 20th, 1866. The Theses of Henry Edmison, B.A., Peterborough, Donald Fraser, B.A., Glengarry, Robert Jardine, B.A., Brockville, William McLennan, B.A., Glengarry, were sustained according to the Reports of the respective Examiners, and it was agreed to recommend these four gentlemen to the Senate for the Degree of M.A.

April 23rd, 1866. A Report by the Committee on the Leitch Memorial Scholarship was read and adopted. The account of the Examination Fee Fund was submitted and approved.

October 4th, 1866. It was agreed to adopt the following scale of marks for the Matriculation Examinations:—

1st Year—Classics, 350; Mathematics, 250; English Grammar, 150.

2nd Year—Classics, 450; Mathematics, 250; Rhetoric, 150.

3rd Year—Classics, 250; Mathematics and Natural Philosophy, 450; Logic, 150; Natural History, 1

November 6th, 1866. Professors Murray and McKerras were appointed a Committee to consider how the Arts Professors might best discharge the duty of Visitors of the County Grammar School, according to the terms of affiliation.

It was agreed that the Third Year Students of the three years Curriculum shall be examined in Porteous's Evidences for the Degree Examination.

December 19th, 1866. The Principal reported that the London Presbytery had intimated their intention of founding a Gaelic Presbyterian Scholarship, reserving to themselves the right of recommendation, and that they had recommended Mr. David Strachan for the Scholarship during the present Session. The recommendation of the Presbytery was agreed to.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE, 1866.

January 5th, 1866. Memorandum.—The usual Circulars were issued by the Bursar for the monthly Meeting to-day, but there was not a "quorum" present, therefore, the Committee on Statutes and on Discipline continue for this year.

February 13th, 1866. The Bursar reported the offer of \$50 per acre for the south half of Lot 19 in the first range north of the Longwood road, Mosa, when it was,—

*Resolved*,—That the Land Committee be authorized to employ some trustworthy person to inspect and report upon the College Lands in Enniskillen, Mosa, Sombra, Dawn, and Moore.

*Resolved*, That Mr. Musson be admitted to the Scholarship obtained in June last and vacated by him in consequence of his entering the Divinity Class,—Mr. Musson being first on the examination list who failed to obtain a Scholarship in that year, and being also in the opinion of the Examiners deserving of the same.

*Resolved*,—That the College appoint Doctor Bovell to attend the Meeting of the Medical Council as the Representative of the College under the Medical Act of 1865, and that Doctor Bovell be furnished with a Certificate of such appointment under the Seal of the College.

*Resolved*,—That the small debt due on the Gymnasium of \$72, be paid out of the College Funds, and the Bursar be requested to settle the same.

*Resolved*,—That a vote of thanks be passed by the Corporation to the Reverend H. W. Davies, for a present of Plate to the College on the occasion of his taking his Degree of B.D.

*Resolved*,—That, in accordance with the notice given by the Committee on Statutes in October last, the Statute on Scholarship be so modified as that the Strachan and Burnside Scholarship, now awarded according to the result of the examination in the Third Year, be awarded according to the result of the matriculation examination; and that the four foundation Scholarships, of the value of £30, £25, £20, and £20, respectively, awarded according to the result of the same examination, be consolidated into two Scholarships of the respective values of £50 and £45; and that this Regulation do take effect from October, 1866. Also, that no Scholarship in Arts be tenable by any other than a *bona fide* Arts Student.

March 13th, 1866. The Land and Finance Committee reported applications for Lands, and for the Seal to be affixed to the Deeds of Sale. (Adopted).

*Resolved*,—That the Seal be affixed to the discharge of the Mortgages of Mr. Henry Mogk and Mr. Joseph James, and to the assignment of the Mortgage of Mr. Lawrence Smith to Mr. Thomas Coupland.

*Resolved*,—That the offer of Mr. Boulton for the oil lands be declined under present circumstances, the Corporation not considering the same an adequate offer. That the Corporation feel confidence in leaving the matter in the hands of the Land Committee to receive further offers for the same; and to report the same to a special Council Meeting, if an offer is received, which they consider deserving of immediate action.

*Resolved*,—That, in consequence of the greatly improved state of the Finances of the College, this Corporation feel great pleasure in restoring the Salary of the Reverend the Provost to the amount at which it stood before the temporary reduction at the instance of the retrenchment Committee, and to which the Reverend Gentleman so generously submitted; and further that the Bursar make good to the Provost the amount which he has lost in consequence of said reduction.

*Resolved*,—That the Statute on Scholarships be amended as follows:—Scholarships in Arts. Section 19. No Scholarship in Arts shall be tenable by any other than a *bona fide* Student in Arts. Section 20. No Scholarship in Arts except the Cameron Scholarship shall be tenable for more than one year. Section 21. Two foundation Scholarships of the respective values of £50 and £45,—The Bishop Strachan Scholarship of £30, and one Dickson Scholarship of £30, shall be awarded to Matriculating Students, according to the result of the examination not provided in their case. Section 22. At the end of the first and second years, there shall be awarded, according to the result of the College Examination, one Wellington Scholarship of £50, one Allan Scholarship of £45, one Burnside Scholarship of £30, one Dickson Scholarship of £30. Section 23. These Regulations shall take effect on and after October the 1st, 1866.

*Resolved*,—That a Committee be appointed to obtain Plans and Estimates for a Building which shall constitute a Convocation Hall or a Convocation Hall and Library for Trinity College, and to report such Plans and Estimates to the Corporation, and also such mode of proceeding as they shall deem most expedient in procuring subscriptions for this object, and that the following Gentlemen be requested to act as Committee, with power to add to their number, videlicet, For the Diocese of Toronto, the Reverend A. Palmer, Reverend C. E. Thomson, Reverend A. Williams, Mr. Farncomb, and Mr. C. W. Paterson. For the Diocese of Huron, Mr. Sheriff Deedes, the Reverend Doctor Townley, Reverend J. G. R. Salter, Reverend J. Gibson, Reverend F. D. Fauquier. For the Diocese of Ottawa, Doctor Henderson, the Honourable John Hamilton of Hawkesbury, Archdeacon Patton, Reverend H. W. Davies, and Mr. W. B. Simpson,—Three to form a quorum.

*Resolved*,—That a Committee consisting of the Provost, Professor Ambery, Mr. C. J. Campbell, Mr. G. W. Allan, Mr. James Henderson and the Reverend Doctor Fuller, be appointed to consider if any reduction can be made in the Fees now paid by the resident Undergraduates in this University, and, if so, whether the reduction should be made in the form of Bursaries to deserving persons of small means, or in the reduction of Fees paid by all resident Undergraduates, and to report to the April Meeting of the Corporation.

*Resolved*,—That a Committee consisting of the Provost, Professor Ambery, Professor Bovell, Mr. G. W. Allan, Mr. S. B. Harman, Mr. C. J. Campbell, and the Reverend Doctor Fuller, be appointed to enquire what steps this Corporation should take to establish a Medical School in connection with this University, or to make arrangements for parties who have passed a year in Arts taking Medical Lectures elsewhere, and then entering this University for examination in Medicine, before receiving their Degrees therein, and to report to the next Meeting of the Corporation.

*April 10th, 1866.* The Land and Finance Committee reported as follows:—That, with respect to the 1,190 Acres of Lands in the Counties of Lambton and Middlesex, the Committee had the same advertised in *The Globe* and in *The Leader* Newspapers, but as yet, there is nothing particular to report with respect to the prospect of selling the same at such prices as your Committee consider the Lands should bring. With respect to investments your Committee have had before them, the security offered by the Debentures of the Canada Landed Credit Company, paying interest at 7 per cent. annually, and Debentures of the Township of Thorold for \$1,500, offered at \$1,400.

In consideration of the improved financial position of the College the Committee have pleasure in recommending that Professor Ambery's Salary be raised to £400 per annum, and that of Professor Jones to £300 per annum, to take effect from the 1st of April, instant, and while appreciating the long and valuable services rendered to the College at an almost nominal salary by Mr. Charles Magrath, who has filled with great efficiency the responsible office of Bursar and Secretary almost since the opening of the College, your Committee, as a further mark of their recognition of the same, do recommend that the future Salary of that Officer be placed at £200 per annum, dating from the 1st instant.

*Resolved*,—That the Report be received and adopted, and that the Salaries of the several Gentlemen named therein be paid according to the recommendations contained in the Report from the 1st of April, instant.

The Bursar laid on the Table the Annual Statement of the affairs of the College, a list of the Lands, and of the Securities held by the College.

*Resolved*,—That the Land and Finance Committee be authorized to purchase Debentures of the Township of Thorold amounting to \$1,500 at a rate to net 7½% per annum, on approval of the By-law.

The Committee appointed at the last Meeting of the Corporation, to whom was referred the question of the reduction of Fees, beg leave to report, That having considered the several propositions that had been offered, in regard to this question,

videlicet:—1st, the reduction of all Fees to resident Students to £40 per annum; 2nd, the reduction of Fees to Sons of Clergymen; and 3rd, the establishment of Bursaries for the benefit of those whose means are so limited that they cannot pay the regular Fees; have considered it most advisable to recommend a combination of the two latter propositions, videlicet:—That four Bursaries consisting of the remission of all Fees for tuition be open each year to Persons, who can show to the satisfaction of this Corporation, that, without such Bursaries, they cannot avail themselves of the advantages of the University, and who have not obtained Scholarships; and, in conferring these Bursaries, preference shall always be given "*cæteris paribus*" to the Sons of Clergymen, renewable, from year to year, during the College Course, on qualifying themselves for examination, and conducting themselves to the satisfaction of the College Authorities.

*Resolved*,—That the Report be received and accepted, and that notice be given to the public, as soon as convenient, of said Bursaries.

The Committee appointed at the last Meeting of the Corporation, to whom was referred the proposition to secure a good general professional education to Medical Students, beg leave to report:—That they consider it very desirable that the Statutes of the University should be so amended as to admit men desirous of obtaining Medical Degrees in the University on the following terms, videlicet:—That they pass the usual Matriculation Examination; that they keep one year in the Arts Course, and pass the June Examination; that they attend the whole Course of Lectures, at the Toronto School of Medicine, and pass satisfactory examinations in their Medical Studies before Examiners specially appointed for their examination by this Corporation, and that the details necessary to carry out this measure be arranged by the Professors of the College, so that the scheme may be brought into operation on the 1st of October next; all of which is respectfully submitted by the Committee.

*Resolved*,—That the Report be received and accepted, and the Professors be requested to prepare for the next Meeting the necessary details for carrying out this Measure.

The Committee on Statutes gave notice, that, at the next Monthly Meeting of this Corporation, a Statute will be introduced to give effect to the Report on Medical Education and Degrees.

*Resolved*,—That the application of the Reverend William Grant to be admitted to examination for the Degree of B.A., his examination at King's College being accepted in lieu of the Matriculation and Previous Examinations, be allowed, subject to the approval of the Bishop.

*Resolved*,—That a Committee consisting of the Reverend J. Ambery, Mr. S. B. Harman and Mr. G. W. Allan be constituted for the purpose of planting the Grounds in front of the College.

*Resolved*, That the Reverend W. Bleasdel and the Reverend C. J. Bethune be appointed additional Curators of the Museum.

*Resolved*,—That a vote of thanks be passed to the Reverend Maurice Baldwin for his gift of a copy of Victoria's Commentary on Aristotle's Rhetoric.

May 8th, 1866. The Bursar informed the Corporation that a Debenture of the Town of Port Hope for £200 had been paid, being part of the foundation of the Jubilee Scholarship; also,—

That the late Mr. Enoch Turner had left, by will to the College, the sum of £200, payable out of Gas Stock, upon the death of his wife.

*Resolved*,—That the Finance Committee be instructed to invest the moneys on hand for that purpose in Provincial Debentures, not exceeding £80 per currency for 5%, or £92 at 6%.

*Resolved*,—That the Seal of the College be attached to a Conveyance to the Florence Road Company for the allowance on Lot Number Nine in the 5th Concession of Ennis-killen.



The Committee on Statutes gave notice of their intention to introduce a By-law at the next Monthly Meeting, providing for the election of a Representative of the College at the Medical Council.

The Reverend Doctor Fuller sent a notice of his intention to move at the next Meeting the appointment of a Teacher in Foreign Languages.

The Committee on Statutes beg to submit the following Statute, respecting Medical Students.

Students in Medicine shall be admitted to Degrees in Medicine under the following conditions:—1st, They shall pass the Matriculation Examination. 2nd, They shall attend Lectures in the Acts course for three full terms. 3rd, They shall pass the June examination at the end of the first year to the satisfaction of the Examiners. 4th, They shall produce a Certificate of having complied with all the requisitions of the Toronto School of Medicine, in respect both of Lectures and Examinations. 5th, They shall pass examinations for the Degree of M.B., and M.D., conducted by Examiners appointed by Trinity College. It was,—

*Resolved*,—That this Statute be adopted. It was also,—

*Resolved*,—That the thanks of the Corporation of Trinity College, Toronto, are hereby given to the Reverend J. E. B. Mayor, B.A., Fellow of St. John's College, Cambridge, and Librarian of its University, for his second gift of 160 Volumes, besides pamphlets, to Trinity College.

*Resolved*,—That the Bishop of Toronto, not having signified any dissent to the admission of the Reverend Mr. Grant, a former Student of King's College, London, to the examination for the Degree of B.A., that Mr. Grant be notified that he may come up in October, subject to the general regulations of the College.

*Resolved*,—That this Council desires to embrace the first opportunity of expressing its deep and affectionate sympathy with the Bishop of Ontario in his recent severe affliction, and to record its gratitude to Almighty God for having spared so valuable a life to the Diocese of Ontario, and to the Church at large, and that the Provost be requested to forward to the Bishop a suitable Address in the name of the Corporation.

The Corporation decided that the question of admitting Graduates from other Universities to the Divinity Course be referred to the Committee on Statutes.

With respect to the Weston School, the Corporation requested the Reverend Mr. Johnson, who was in attendance, at the request of the Chancellor, to be called in, when the agreement was approved by Mr. Johnson, who said he was prepared to execute it when engrossed.

*Resolved*,—That the governing body of the Weston School shall consist of, videlicet:—*ex officio* Members, The Chancellor, the Provost, the Professor of Classics, the Professor of Mathematics, and the Professor of Natural History, the Reverend the Head Master. That the elected Members be, the Reverend W. A. Johnson, the Venerable the Arch-deacon of Toronto, the Reverend Doctor Fuller, the Reverend J. G. Geddes, the Honourable G. W. Allan, and Mr. C. J. Campbell, and that five Members constitute a quorum.

*June 12th, 1866. Resolved*,—That, in consequence of the present excited State of the Country, on account of the Fenian invasion, and the absence of several Members of the Corporation; the reading of the Minutes of the last Meeting be dispensed with, and that the same, and all other business, and this Meeting, be postponed to three o'clock on Tuesday, the 19th June, instant, at Trinity College. (*Note.* No Meeting was held on that day).

*July 10th, 1866. Resolved*,—That a By-law for the appointment of a Representative of the College at the Medical Board be prepared by Mr. S. B. Harman and Mr. C. Robinson, for consideration at the next Meeting of the Corporation.

*Resolved*,—That the expenses incurred by the Reverend Professor Ambery in proceeding to Ridgeway and Stratford, after the engagement, to visit the College corps, be paid by the Bursar.



*Resolved*,—That four weeks' board be remitted to the resident Students for the Easter Term, in consideration of their absence from College on duty as Volunteers during the "Fenian Raid."

*Resolved*,—That the Corporation have pleasure in recording on their Minutes the fact of the Trinity College Corps of Rifle Volunteers having been on duty as a Company of the Queen's Own Rifle Regiment in the recent engagement with the Fenian Invaders at Ridgeway, and that their gallant conduct in action was specially mentioned in the Military Despatches.

That Graduates of other Universities in Canada be admitted as Students of the Divinity Class, under the following conditions:—1st, That they shall have proceeded to their Degree by residence, and not simply by examination. 2nd, That they shall have graduated in Honours, or have taken an ordinary Degree, by passing an examination in Classics and Mathematics. 3rd, That they shall pass an examination in Trinity College in all the Divinity subjects for the B.A. examination, videlicet:—Scripture History, the Thirty-nine Articles of the Church of England, and the Acts of the Apostles in Greek. 4th, That they shall be recommended by the Bishop of the Diocese in which they reside, or in which they propose to serve. Which was carried, the Reverend Professor Jones dissenting.

*Resolved*,—That the Seal be affixed to a Discharge of the Mortgage of Mr. Robert T. Elliot, on Lot Number Twelve, in the 11th Concession of Enniskillen, he having on the 19th of April last paid for the same.

*Resolved*,—That the Reverend George J. Low of Milbank, in the Diocese of Huron, be allowed to proceed to a Degree in Trinity College by examination

*Resolved*,—That Mr. Pernet be employed as Teacher in French in Trinity College, at a Salary of £50 for one year.

*October 9th, 1866.* The Land and Finance Committee made the following Report:—

That, in consequence of the Bank of Upper Canada suspending specie payment on the 18th of September last, the Committee met and decided, from all the circumstances, to instruct the Bursar to draw out the balance in said Bank of \$113, and to sell the notes at not less than Seventy-five cents on the dollar, and to deposit the proceeds, and also the Securities belonging to the College held by the said Bank, in the Commercial Bank of Canada.

That the Bursar sold the said Bills for the highest price which could be obtained, videlicet, Seventy-five cents on the dollar, and deposited the proceeds, as also Securities, in the said Commercial Bank, to the credit, and on account of the College.

The Committee recommend the payment of \$50 to Mr. Henry Rowsell in full of advertisement and notices in *The Church Chronicle*, as a part of the arrangement made with Mr. Rowsell by the "Synod" and the "Church Society," this being the first payment made by the College for said periodical.

The Committee also recommend that the interest of £4.15.4 be remitted to the Reverend Mr. Westney, who has paid up all Fees due the College.

The Committee beg further to report that the Bursar Accounts were audited up to the 1st April last, and were found correct. Report adopted.

*Ordered*,—That the Bursar do pay the old account of the *Canadian Churchman*, of \$3.12, for an advertisement of the Weston School, without, by so doing, recognizing any right to such payment being made. (The Reverend Doctor Fuller dissenting).

The Bursar was instructed to send Mr. G. W. Allan Proxies to attend to interests of the College at the Special Meeting of Shareholders of the Bank of Upper Canada on the 13th of November next.

*Resolved*,—That the proposal made by the Montreal School of Medicine, through Mr. Bulwer, be referred to a Committee of the following Gentlemen, videlicet:—Doctor Bovell, the Reverend Doctor Fuller, Mr. S. B. Harman, and Professor Ambery, with instructions to report at the next Meeting.

*Resolved*,—That the Bursaries, under the recent Statute, be granted to Mr. Alexander Shaw and Mr. Allan Napier Macnab, the Corporation being satisfied that the cases of these Gentlemen come strictly under the principle for which the Bursaries were established.

*Resolved*,—That the Cameron Scholarship be awarded to Mr. Mackenzie, with an addition of £25 to make it equal to the first Foundation Scholarship, to which he is, by examination, entitled, and, that the Dickson Scholarship be awarded between Mr. Paterson, and Mr. Wilkins, and also being increased by £25, the remainder of the first Foundation Scholarship.

The Bursar was directed to write to Mr. Pernet to attend on the 13th instant, with the view of commencing his duties as French Master.

The following Letter, read from Mr. C. J. Campbell, Manager of the Commercial Bank of Canada:—The Bank will allow the Corporation 4% interest on its Deposit Account. Will collect the principal and interest on any Debentures deposited at a uniform rate of  $\frac{1}{2}$ % for principal moneys, and  $\frac{1}{4}$ % per interest, without reference to the place they may be payable within the Canadian Provinces. That the Bank is not to be liable for the loss of the Securities by fire, the Queen's enemies, Civil War, or, in fact, anything but the honesty of the Servants and the Agents of the Bank.

*November 8th, 1866.* The Bursar was instructed to get the Receipt of the Commercial Bank for securities, and have its terms altered, so as to leave out the latter, part, as to the honesty of Servants.

*Resolved*,—That the rapid growth and progress of Trinity College renders it an indispensable necessity to proceed at once with the erection of a Convocation Hall, in which the Public Proceedings and Meetings of the College may be conducted with becoming dignity and decorum.

That the Provost and Professor Ambery, with Messieurs S. B. Harman, C. J. Campbell and James Henderson, be a Committee to consider and report on the subject of a Convocation Hall, in all its bearings, with relation to Site and locality, architectural character and design, cost, collection and appropriation of Funds, and every other particular, with a view to immediate action being taken.

*Resolved*,—That authority be given to the Provost-in-charge, to provide certain articles of plate and furniture indispensably required for the College Hall and Dining Table; with leave to expend a sum not exceeding \$100 in carrying out this Resolution.

*Resolved*,—That a Prize, or Prizes, for French, to the value of \$10 each be awarded at a special examination in the same.

*Resolved*,—That, with respect to the Memorial presented by the Students, on the subject of wearing the academical dress in the Streets, during the severity of Winter, the Corporation being of opinion that the present Cap may be made sufficiently warm by the addition of black fur to meet all reasonable objections, and it can only consent to such alteration of a uniform character, as may be approved by the Professors-in-residence, and that the Gown must still be retained.

*Resolved*,—That Messieurs Kennedy, Roberts and Vankoughnet, having sent in Medical Certificates of their inability to attend Lectures at the end of the Michaelmas Term and the examination, and ask that they have their Terms allowed them.

*Resolved*,—That Messieurs Nicholas, Doherty and Vankoughnet, provided they be not holders of Scholarships of upward of £30 per annum, be allowed to be non-resident, if, on further conference with the Professors, they should desire to do so.

*Resolved*,—That the Letter of Doctor Bovell, explaining the reasons for his absence from his duties during Michaelmas Term be accepted by the Corporation as an adequate explanation.

*Resolved*,—That the following Gentlemen be appointed a Committee to adopt a stamp for the Prize Books of Trinity College School, videlicet, Mr. S. B. Harman, the Reverends Professors Ambery, Jones, and the Provost.

### III. THE (FREE) PRESBYTERIAN CHURCH, REPRESENTING KNOX COLLEGE, 1866.

#### PROCEEDINGS OF THE SYNOD OF THE CHURCH, 1866.

June 8th, 1866. The Synod called for the Report of the Board of Management of Knox College. The Report was read by the Chairman, Mr. W. Aikens. On motion made and duly seconded the Report was received.

The Report of the Board of Examiners was read by Doctor Ormiston, the Chairman. On motion of Mr. J. Ross, seconded by the Reverend J. M. King, the Report was received, the diligence of the Board approved, and thanks tendered to them for the great care and labour bestowed on this matter.

There was read also an Overture from the Presbytery of Paris, setting forth that the interests of Knox College and of the Church, at large, demanded that the interim arrangement of the past two years, for the supply of the vacant Professorship in Knox College, Toronto, should cease, and that two Theological Professors should be chosen for the said College

On motion of the Reverend William McLaren, duly seconded, the Synod agreed to take up the Report of the College Board, and consider its recommendations *seriatim*.

The first recommendation in the Report was to the effect, that it is desirable that steps be forthwith taken, to procure a permanent Endowment for the College.

It was moved by the Reverend W. McLaren, seconded by the Reverend R. F. Burns, and agreed to,—That the Synod, recognising the great importance of securing a permanent Endowment for Knox College, Toronto, agree to appoint a Committee, to take into consideration the practicability of such an undertaking, in the present circumstances of the Church; also, should they deem it expedient, to draw up a plan by which the work may be most successfully prosecuted, and to report at next Meeting of Synod.

The subject of the second recommendation in the Report was the appointment of a permanent Professor in Knox College. It was moved by the Reverend J. McTavish, seconded by the Reverend D. McRuer,—That the College work be conducted for another year in the same manner as it has been for two that are past.

It was moved, in amendment, by the Reverend William Inglis,—That the Synod proceed, forthwith, to the election of two permanent Theological Professors for Knox College.

It was moved, in further amendment, by the Reverend J. M. King, seconded by the Reverend A. Wilson,—That the Synod resolve to proceed to an immediate appointment of a Professor for Knox College.

Votes being taken, the amendment of Mr. King was, successively, carried by a large majority, and the Synod decided in accordance therewith.

It was then moved by the Reverend William Gregg, seconded by the Reverend Doctor Ormiston,—That the Reverend William Caven, of St. Mary's, be appointed to fill the office of the vacant Professorship in Knox College. A vote being taken, Mr. Caven was elected unanimously, and he being in the House, the Moderator, in suitable terms, announced to him the decision to which the Synod had come.

The third recommendation in the Report was read, to the effect, in substance, that it was inexpedient so frequently to change the Chairman of the Board, as had hitherto been the practice. On motion, this recommendation was accepted and approved.

It was moved by the Reverend J. McTavish, seconded by the Reverend Doctor Ormiston,—That, in this instance, the Students who were reported to the Synod as not having passed the Board of Examination, have the Status assigned them, which they would have had, if examined and approved by that Board.

It was moved in amendment, by the Reverend W. T. McMullen, seconded by the Reverend W. McLaren, That it be remitted to the Board of Examiners of Knox College

to determine the Status of those Students, who did not appear before the Board last Session, for examination.

A vote being taken, the motion of Mr. McTavish was carried, by a majority, and the Synod did, and do, decide in terms of the same.

The Curriculum, prepared by the Board of Examiners, for Students of Theology, who do not take a full University course, was again read, as set forth in the Report of said Board. On motion made and duly seconded, the Curriculum recommended was unanimously approved and adopted.

The Board of Examiners further recommended for the adoption of Synod, the Scheme for the examination of the Entrants upon the study of Theology, framed by the College Senate. The recommendation was approved and adopted.

The Synod agreed to call the attention of the Board of Examiners to the Eleventh Section of the Regulations, adopted last year, as recorded on page 38 of the printed Minutes, in regard to the institution of Scholarships, and to urge upon the Board to use all diligence for the attainment of so desirable an object.

*June 11th, 1866.* The Reverend William Caven, who had been elected to the office of Professor in Knox College, but at that time refrained from signifying what course he would pursue, in regard to his election, here submitted a statement in substance as follows:—That he had come to the conclusion that it was his duty to accept the appointment to a Professorship in Knox College, which the Synod had been pleased to make; that it was with difficulty, and not without pain, that he had been able to come to this decision; that he was far from regarding himself as possessing the qualifications which should be found in the case of such an appointment, and that it was with deep sorrow he reflected on the circumstance that his acceptance of the office of Professor implied his separation from the People of his Charge at St. Mary's,—a people with whom he had been very happy, and from whom he had received much kindness; that he was encouraged to accept the appointment by the unanimity and cordiality with which it had been made, and that he would enter on his work in the College with great humility, craving from the Synod a continuance of the kind consideration with which his imperfect services already rendered in Knox College had been regarded.

On motion of the Reverend W. Doak, seconded by the Reverend J. M. King, it was agreed,—That the Synod have heard with great satisfaction from the Reverend William Caven, that he accepts the appointment as a Professor in Knox College, Toronto, and remit the whole matter in respect to the further action to be taken in connection with Mr. Caven's appointment to a Committee, to report.

*June 12th, 1866.* The Synod called for the Report of the Committee to whom was referred the consideration of the action necessary to be taken in connection with Mr. Caven's appointment to a Professorship. The Report was given in and read by the Convenor of the Committee, the Reverend William Gregg.

On motion of the Reverend T. Lowry, seconded by the Reverend C. Chiniquy, the Report was received and adopted, and is, in terms, as follows:—

I. That the Presbytery of Stratford be instructed to take the necessary steps to release Mr. Caven from his present charge.

II. That the Senate of Knox College be instructed to instal Mr. Caven into his Office.

III. That Mr. Caven be designated Professor of Exegetical Theology, and that, in regard to the duties of his Professorship, the management of his Classes, and the treatment of the various departments of Study, assigned to him, in the Curriculum, his authority shall be, in all respects, co-ordinate with that of the other Professors.

IV. That, for the present, there be assigned to the Professor of Exegetical Theology, the Department of Evidences, Biblical Criticism, and Interpretation of Scripture.

V. That it be remitted to the Senate to re-arrange the Curriculum, so that all Theological Students shall be pleased each year under the instructions of both the Principal, and the Professor of Exegetical Theology.

VI. That the salary of the Professor of Exegetical Theology be sixteen Hundred Dollars per annum,—to commence from the date of his release from his present charge.

*Report of College Board.*—The Board have to report, that, in fulfilment of the purpose of their appointment by the Synod, they resolved to request the Reverend Messieurs Gregg and Caven to undertake again the charge of those departments which were assigned to them in the year preceding, the same amount of remuneration, \$400, being allowed for their services as before, with the understanding, however, that they would themselves make arrangement for the supply of their own pulpits. With this request the brethren named, while feeling some difficulty in the matter, saw it their duty to comply.

The Board, moreover, gratefully recognizing the services rendered by the Reverend Doctor Robert Burns during the previous Session, agreed to solicit him, if he should feel able, to devote four hours a week to the teaching of the Church History during the Session ensuing; and to the desire of the Board, as thus expressed, Doctor Burns most cordially assented.

The number of Students in attendance on the College during the past Session was not equal to the number of the Session before,—being 43 Theological and 9 Non-theological Students. The business of the several departments, of which detailed accounts are contained in the Report of the Senate,—appears to have been conducted with more than the usual spirit and efficiency.

Various measures were adopted by the Board with a view to the better support of the College financially. Circulars were adopted by the different Presbyteries and sent to defaulting Congregations, and, as the Statement of Receipts and Expenditure, hereto appended, indicates, not altogether without good results,—a large deficiency, however, in the funds necessary to meet the current expenses still remaining to be made up.

Whereas the balance against the College for the year ending May the 1st, 1865,	was .....	\$2,772 09	
with an additional sum due to Professors of .....	696 76		
			\$3,468 85
the balance for the year ending May 1st, 1866, was only .....	\$2,269 83		
with an additional sum due to Professors of .....	420 13		
			\$2,689 96
thus showing a balance in favour of year just ended, as compared with the	year preceding of .....		\$778 89

The General Account of the Total Receipts and Expenditure of Knox College from the 1st of May, 1865, to the 30th of April, 1866, was as follows:—

General Receipts .....	\$7,613 34
Bursary Receipts .....	1,230 57
Library Receipts .....	157 00
	<hr/>
	\$9,000 91
Expenditure .....	8,926 49
	<hr/>
Balance .....	\$74 42

One of the Students, Mr. Farries, having, with the authority of the Senate, conducted a Class for the instruction of the young men entering the Literary Course, the Board decided to grant him the sum of \$25, in addition to the Fees of the Students. The Board likewise resolved to grant the sum of \$100 for the purpose of having the Library re-arranged, and a Catalogue made out, and to allow \$50 a year additional to Mr. Willing, for his services in attending in the Class-rooms and supplying fire and light.

It will be recollected that the Synod at its last Session, having sanctioned the establishment of Scholarships and Bursaries on behalf of its Theological Students,



empowered the Reverend Doctor Robert Burns, who kindly expressed his willingness to engage in the work, to collect funds as he might have opportunity, for the purpose specified, from the Members of the Church, and other sources.

In following out the wishes of the Synod on this matter, Doctor Burns has drawn up and circulated an "Address" on the subject, with notices of what has been done in such a connection by other Churches, as well as our own, and an appeal to the willing, and the wealthy, among our friends. Congregations also have been appealed to; and, without it being premature to speak of any specific results, the Board are not without an impression that the matter has been and will be, silently but, seriously thought upon by not a few of our esteemed and revered Members in Canada, and by some philanthropic friends of Literature and Theology in other Lands, assured that the Synod will not overlook a topic so interesting and so vitally connected with the training for the Ministry. The Address of Doctor Burns, above referred to, is transmitted with this Report.

In concluding their Report, the Board agree to recommend to the Synod the consideration of some plan for the permanent endowment of the College, and also the question of the appointment of a permanent Professor; and furthermore to recommend that, in the Constitution of the College Board, the Convener, or Chairman, should not be so frequently changed as heretofore.

TORONTO, 1866.

W. AIKENS, Convener.

*Report of the Board of Examination.*—Arrangements having been made at a Meeting held on the 3rd of August, the Examinations were conducted on the 26th of September, in Toronto and Montreal, by written questions, on the subjects previously prescribed for Students of the 1st, 2nd and 3rd years in Theology, and Students in the Preparatory Classes were examined orally in the subjects prescribed. A number of Students who presented themselves as Candidates were passed by the Board.

The Board, having learned from Members of the Senate, as also by letter from several parties that some Students were unable, for various reasons, to come up for examination, as required, resolved to make the following recommendations to the Senate:—

1st. Any Students who may apply for admission, presenting satisfactory evidence, by medical Certificates, or otherwise, of their personal inability to be present at the examination, shall be admitted to their proper standing, by the Principal and Professors.

2nd. Students not detained by illness, or other unavoidable cause, shall, on application, be enrolled in their proper year, and their names reported to the Synod.

3rd. No Student shall be allowed to compete for any of the Bursaries, unless he has previously passed the Board.

Several Students were admitted in accordance with the preceding recommendations, as reported by the Senate.

It is exceedingly gratifying to the Board to be able to state that, in most cases, the examinations were satisfactory.

The Board, in accordance with the terms of their appointment, have prepared a Curriculum suited to the case of Students who do not take a full College Course, which they recommend for adoption by the Synod, videlicet:—

Entrance Examination in,—1. Geography. 2. English Grammar. 3. Arithmetic. 4. English History. 5. Latin Grammar, and one easy Latin Author. 6. Greek Grammar, and one easy Greek Author.

1st year. Attendance on Classes,—1. Latin and Greek. 2. Mathematics. 3. English Literature and History. 4. Elocution.

2nd Year. 1. Latin and Greek. 2. Logic and Rhetoric. 3. Chemistry. 4. Elocution.

3rd Year. 1. Greek and Hebrew. 2. Mental and Moral Philosophy.



Students are strongly recommended, in addition to the above, during the last two years, to attend classes in Natural History and Geology.

The Board respectfully recommended as subjects for examination at the commencement of next Session of the College, those in the Programme published by the Senate.

In reference to Scholarships: having learned that the Board of Management of Knox College had authorized the venerable Doctor Robert Burns to do what he could in the matter, the Examiners felt that they discharged their duty for the time in co-operating with him, and have, therefore, made no special distinct effort in that direction.

As this is the first year of the Board's operations, there was doubtless some difficulty experienced by a few of the Students in complying with its requirements, but, as the times and subjects of examinations will hereafter be more fully known, less inconvenience will be experienced in complying fully with the necessary Regulations,—and the real advantages of a uniform system of examination will become more obvious.

TORONTO, 1866.

W. ORMISTON, Convenor.

## CHAPTER XXIX.

### PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, 1866.

*March 16th, 1866.* Several Communications were laid before the Council.

The sudden death of Mr. James Scott Howard, late a Member of the Council, having been intimated by the Chief Superintendent of Education, it was,—

*Ordered*,—That, it having pleased Almighty God to remove Mr. James Scott Howard by death on the 1st instant, this Council desires to record its high esteem for Mr. Howard's character and many virtues, and the uniform punctuality, faithfulness and zeal with which he discharged his duties as a Member of this Council since its establishment in 1846,—the valuable service he rendered on all occasions, especially in Financial matters, during and since, the erection of the Normal School and Education Office Building. The Council begs also to express its deep sympathy with the Widow and family of Mr. Howard on account of their sudden and painful bereavement.

That a copy of this Minute be transmitted to Mrs. Howard and to Mr. Allan M. Howard.

Several applications from Superannuated Common School Teachers for a Pension were laid before the Council and approved.

The statement of Accounts of the Normal and Model Schools for 1865 was laid before the Council and approved.

*March 21st, 1866.* A Letter and a Telegram were laid before the Council.

The Telegram from Mr. Pakenham having been under consideration, it was,—

*Ordered*,—That, as the Council is not at present prepared to adopt any general rule on the subject of Mr. Pakenham's Telegram, the Chief Superintendent of Education be authorized to deal with each particular case referred to, which may be brought under the notice of the Department.

The question of the revision of the National Readers, deferred from the previous Meeting, having been again under consideration, it was,—

*Ordered*,—That a Committee, including the Reverends Doctors McCaul, Ormiston, Barclay, and the Reverend Henry James Grasett, B.D., be appointed by the Council of Public Instruction for Upper Canada to revise the National Readers, and the list of Text Books for Grammar and Common Schools. It was further,—

*Ordered*,—That the Council disapproves of the use, in any Grammar, or Common, School, of any Text Book which is not included in the list of Text Books authorized by the Council, as provided by Law, after the close of the current year, 1866.

July 20th, 1866. Several Communications were laid before the Council.

*Ordered*,—That the Head Master's leave of absence, asked for, be extended until Christmas.

*Ordered*,—That Doctor Sangster, Second Master in the Normal School, be appointed to act as Head Master during Mr. Robertson's leave of absence, and that the Reverend H. W. Davies, B.D., be appointed to assist Doctor Sangster in the Normal School for the coming Session. The Salary of Mr. Davies to be at the rate of \$1,400 per annum, and to commence on the 1st of August.

*Ordered*, That Doctor Sangster be requested to inspect the Students' Boarding Houses, and that no Boarding House be retained on the list unless a favourable Report respecting it is received from him; and that all applications for license of such Houses be made not less than a week before each Session.

October 4th, 1866. Several Communications were laid before the Council.

The death of the Head Master of the Normal School having been announced by the Chief Superintendent of Education, the following Minute was unanimously adopted by the Council:—

This Council records the expression of its deep regret at the decease, after a protracted illness, of Mr. T. J. Robertson, A.M., who has for nineteen years been the faithful and able Head Master of the Normal School for Upper Canada. During that period, Mr. Robertson, by his exemplary private life, affectionate assiduity and skill in teaching and Lectures and counsels to upwards of four thousand Students, who have been trained in the Normal School as Teachers, has largely contributed to improve and elevate the methods and character of School teaching and government throughout the Province.

*Ordered*,—That a copy of the foregoing Minute be transmitted to Mrs. Robertson, for whom and whose family, under their severe bereavement, this Council desires to express its warmest sympathy, and to assure them that it will do all in its power, consistent with its public duty, to mitigate the irreparable loss they have sustained in the removal of one, on whom they were so dependent, and whom they, with a large circle of friends, so much loved and respected.

*Ordered*,—That the Council, taking into the consideration the long and faithful services of Mr. Robertson, the late Head Master of the Normal School, and the circumstances of his bereaved family, authorize the payment to his Widow of his Salary for one year from the date of his decease.

*Ordered*,—That John Herbert Sangster, A.M., M.D., having been trained in our Normal and Model Schools, and long connected with them; and having given the most satisfactory proof of his high qualifications as a Teacher and Administrator of School government, be appointed Head Master of the Normal and Model Schools, in place of the late Mr. Robertson, deceased.

*Ordered*,—That Doctor Sangster's salary be the same as that of his lamented predecessor, and, to commence with the time of his appointment to the duties of acting Head Master of the Normal School.

The following Letter from Doctor Sangster to Doctor Ryerson was laid before the Council:—

I beg permission to formally direct your attention to what I conceive to be a very serious omission in the Scheme of professional training, known as the "Normal School Course." You will no doubt remember having yourself alluded to it, incidentally on more than one occasion.

In the ordinary Normal School Course of Instruction, liberal and ample provision is made for thoroughly qualifying Teachers in everything that relates to the mere oversight and management of their Schools; for familiarizing them with the practical use of School Apparatus; and for training them in those improved methods of teaching which

are sanctioned by the leading Educational Authorities of the present day. In a word, everything has been done to properly equip our Students for becoming efficient and successful Teachers.

It happens, however, that, from the condition of society in our Country, a School Teacher is not merely a School Teacher. In many School Sections he is a centre of general intelligence, and, in nearly all, he is looked upon as the authority on all matters pertaining to the provisions and requirements of the School Law, and the duties of School Officers. Unfortunately, there is, perhaps, no class of persons more lamentably ignorant, both of the great principles of law in general, and of the special provisions of the School Law in particular, than are Common School Teachers. In this respect Normal School trained Teachers occupy higher ground than those who are untrained.

Here, then, is the omission referred to, and I consider the present so favourable a conjuncture for rectifying it, that I have ventured thus to remind you of its existence, and to urge you to make such provision, as you may deem the exigencies of the case to demand. Probably six, or eight, Lectures upon the Upper Canada School Law would be sufficient for the remainder of this, the short Session, and once a week afterward, and these might be delivered by you, if your time and many engagements permitted, otherwise by the Deputy Superintendent, or by any other competent authority whom you might approve.

TORONTO, 2nd of October, 1866.

JOHN H. SANGSTER, Acting Head Master.

Doctor Sangster's Letter of recommendation that Mr. Hodgins be appointed Lecturer in the Normal School on the provisions of the School Law, having been under consideration, (Mr. Hodgins having retired), it was,—

*Ordered*,—That, in reference to the Communication of Doctor Sangster, respecting Lectures on the School Law to the Students of the Normal School, Mr. J. G. Hodgins, A.M., LL.B., Deputy Superintendent of Education, having a thorough and practical knowledge of the School Law, after having prepared several Editions of it, with notes, and the decisions on it of the Superior Courts, and his long experience in its administration, be appointed as Lecturer on the School Law in the Normal School,—to deliver a short course of Lectures each Session, and to receive the same remuneration as he has hitherto received as Clerk of this Council.

*Ordered*,—That Mr. Alexander Marling, LL.B., Senior Clerk in the Education Office, be the Clerk of the Council, with the same allowance as that which has hitherto been paid to Mr. Hodgins.

*December 10th, 1866.* The Inspector of Grammar Schools was present by request.

Several Communications were laid before the Council.

*Ordered*,—That the following Gentlemen be associated with the Masters of the Normal School, as Examiners for the ensuing year in the Normal School:—Mr. Archibald McCallum, M.A., Principal of the Central School, Hamilton, and Mr. Archibald MacMurchy, of the Toronto Grammar School, and that an allowance of \$50 per annum be made to each of these Gentlemen for their services.

*Ordered*,—That the Head Master be requested to recommend a Teacher for the position of Mistress of the Girls' Model School.

*Ordered*,—That the recommendations, as contained in the Report presented by the Text Book Committee be adopted.

*Ordered*,—That an allowance of \$15 each be paid to Messieurs McInnes and Carlaw for their services as Drill Instructors.

The Council conferred with the Text Book Committee and the Inspector of Grammar Schools respecting Books in the English branches for the Grammar Schools, and instructed the Committee to consider and report on the remainder of the list.

*December 18th, 1866.* Several Communications were laid before the Council.

With reference to the Minute passed at the last Meeting respecting Examiners in the Normal School, and the Correspondence thereon, now submitted, it was, —

*Ordered*,—That for the present Examination, the appointment of Mr. McMurchy do not take effect, but that the Reverend Doctor Ormiston be desired to act as Examiner, as before.

*Ordered*,—That, with respect to the applications of the Model School Teachers and Caretaker, a list of the employés of the Council, and their respective Salaries, and their periods of service, be prepared for the next Meeting of Council.

The Head Master of the Normal School having been heard in person respecting the recommendations made by him on the subject, it was,—

*Ordered*, That Mrs. Martha Cullen be appointed Mistress of the Girls' Model School, to enter on her duties on the 1st of February, at the same salary as is received by Miss Adams.

*Ordered*,—That Mr. David Kee of Wawanosh be admitted as a Pensioner on the Superannuated Teachers' Fund, for seventeen years' service, but for the next ten years, he is required to furnish evidence annually of his continued inability to teach.

## CHAPTER XXX.

### CORRESPONDENCE ARISING OUT OF THE PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION.

NOTE. During Doctor Ryerson's absence from Toronto a Letter was received from the Audit Office, objecting to the payment, without an Order of the Governor-General-in-Council of a year's salary to the Widow of the late Mr. Robertson, Head Master of the Normal School. I replied to it at the time, and, in the following note, I enclosed the Letter and Reply to Doctor Ryerson, as follows:—

The Honourable John Simpson, Assistant Auditor, has written, objecting to passing Mrs. Robertson's Voucher for \$2,000, without an Order-in-Council. I replied, giving the names of the Members of our Council and other particulars, and have had no further Letter from him on the subject.

It is rather odd that the Government should now make us answerable to the Civil Service Regulations, when they are so invariably interpreted adversely to us, and the Government have so steadily refused to give us the benefit of them when they are in our favour.

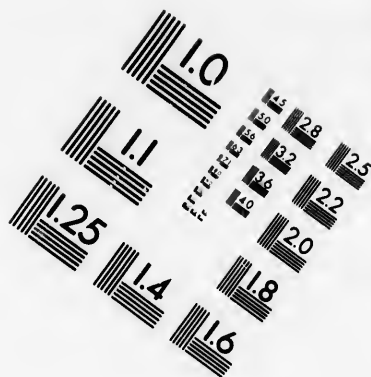
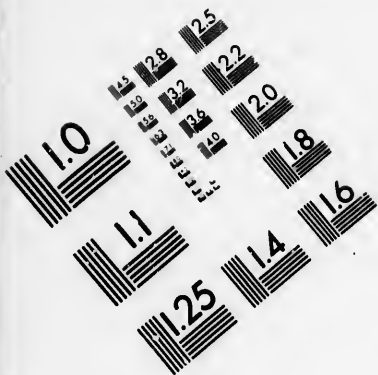
Doctor Sangster, the new Head Master of the Normal School, gets on very well. That School closed to-day, and I went up to say a few words on your behalf. A very good spirit prevails, and I think that we can, under the new arrangements, bring the Department and Students more into sympathy and good working order.

The Educational Depository never did better than just now. Upwards of 300 orders for Prize Books have come in during the twenty days of this Month. The receipts will be about \$4,000 over last year.

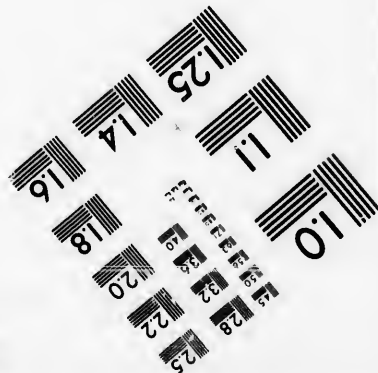
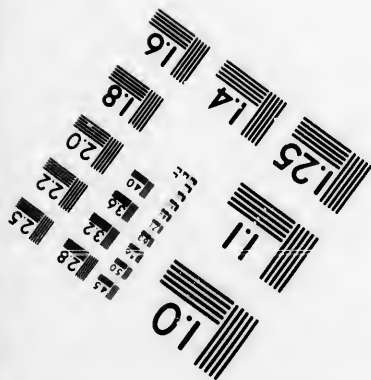
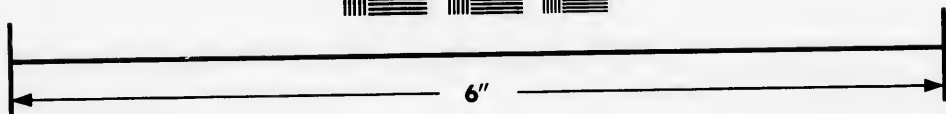
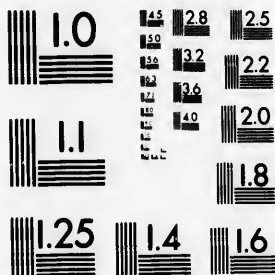
Things go on very smoothly in the Office. *The Globe* and *The Leader* had each an editorial on your Annual Report, but the *Hamilton Spectator* had four elaborate columns on it in its editorial, giving a full analysis of it.

As an effort is being made in Ottawa to get a bonus for the Departmental Clerks there, those in this Office have got up a joint application asking for a share. I transmitted the application yesterday to Mr. Meredith, the Assistant Secretary. It was simply acknowledged.





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At the request of the Ladies of the Boys' Home, I have consented to let them have a *Conversazione* in our Building some time next month.

I enclose a Memorandum which I asked Mr. Marling to give to me for you.

TORONTO, December 13th, 1866.

J. GEORGE HODGINS.

*(Financial Correspondence enclosed to Doctor Ryerson.)*

Voucher No. 13, in the October account of your Department, for a payment of \$2,000 to the Widow of the late Head Master of the Normal School, is of an unusual character; and I cannot pass it, except on the authority of an Order-in-Council.

OTTAWA, 28th November, 1866.

JOHN SIMPSON, Assistant Auditor.

*Reply to the foregoing Letter.*

I have the honour to acknowledge the receipt of your Letter of the 28th ultimo, and to state in reply, that, the 119th Section of the Consolidated Common School Act, enacts that:—"It shall be the duty of the Council of Public Instruction, and they are hereby empowered,—2. To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, etcetera. 3. To make, from time to time, the Rules and Regulations necessary for the management and government of such Normal School. . . . to select the location of such School, and erect, or procure and furnish the Buildings therefor; to determine the number and compensation of Teachers, and of all others who may be employed therein; and to do all lawful things which such Council may deem expedient to promote the objects and interests of such School."

Under the authority of this enactment the Council has erected its Buildings and authorized the expenditure of the Grant placed at its disposal by the Legislature for twenty years,—both in large and small sums, including Salaries, and gratuities and allowances, without the concurrence of the Executive being required by law for any of the items.

The Minute of the Council authorizing the payment of Mr. Robertson's Salary for a year extra to his Widow is enclosed herewith. [See page 269 herewith].

TORONTO, November, 1866.

J. GEORGE HODGINS, Deputy Superintendent.

NOTE. On the receipt of this Letter by Mr. Simpson, he submitted it to the Government, and had the following Order-in-Council passed, limiting the Grant to two months, instead of a year's, salary, to Mrs. Robertson. The following is the Order-in-Council:—

COPY OF A REPORT OF A COMMITTEE OF THE HONOURABLE THE EXECUTIVE COUNCIL, APPROVED BY HIS EXCELLENCY THE GOVERNOR GENERAL-IN-COUNCIL ON THE 8TH OF DECEMBER, 1866.

On a Communication, dated the 6th of December, 1866, from the Auditor of Public Accounts, stating that, in auditing the accounts of the Chief Superintendent of Education for Upper Canada, he found one charge for a gratuity of one year's Salary paid to the Widow of the late Head Master of the Normal School, by the authority of the Council of Public Instruction. That, as in no other branch of the Public Service does such a Gratuity ever exceed two months' Salary, and then on the authority of an Order-in-Council, he informed the Chief Superintendent that he could not pass this item, unless it were authorized by an Order-in-Council.

That he received a Letter in reply from the Deputy Superintendent of Education, which he submits, but as he cannot admit the authority of the Council of Public Instruc-

tion to make any such Grant, he requests that the matter be submitted to Council, in order that instructions on the subject may be issued.

The Committee concur in the opinion of the Auditor that no authority exists in the Council of Public Instruction, or in the Chief Superintendent of Education, for the appropriation and payment of the Gratuity referred to. They accordingly recommend, that the payment be disallowed; and that, on the usual application being made by Doctor Ryerson on behalf of the Widow, the allowance of two months' Salary, sanctioned by the general Order-in-Council of the 23rd of November, 1859, be authorized.

OTTAWA, 8th December, 1866. Certified, WM. H. LEE, Clerk of the Executive Council.

NOTE. The application referred to, having been made by the Chief Superintendent, the allowance of two months' Salary was confirmed, and Mrs. Robertson returned the extra ten months' Salary, which had been disallowed by the foregoing Order-in-Council.

## CHAPTER XXXI.

### APPORTIONMENT OF THE LEGISLATIVE GRANT TO GRAMMAR AND COMMON SCHOOLS, 1866.

#### CIRCULAR TO THE BOARDS OF GRAMMAR SCHOOL TRUSTEES IN UPPER CANADA.

The Sixth Section of the Grammar School Improvement Act of 1865, enacts, that,—

6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of Fees, equal at least to half the sum apportioned to such School, and expended for the same purpose as the said fund.

In a Circular addressed to the Boards of Grammar School Trustees, in December last, the following paragraph occurs:—

Relying upon the liberal co-operation of the County, City, Town, and Village Municipalities, and to facilitate, as far as possible, the labours of the Trustees, I will make and pay the next year's Apportionment of the Grammar School Fund, in aid of the Grammar Schools which are conducted according to Law, without waiting for the proportionate sums required by Law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then by my duty to withhold, in all such cases, the payment of any further sums from the School Fund, until the deficiency is made up.

Notice was, at the same time, given of the following Regulation, adopted by the Council of Public Instruction, and approved by his Excellency the Governor-General:—

2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable Accommodations shall be provided for it, and unless it shall have a daily average attendance, (times of epidemic excepted,) of at least ten Pupils learning Greek, or Latin; nor shall any other Pupils, who have passed the preliminary and final Entrance Examinations, and are pursuing the yearly subjects of one of the two Courses of Studies prescribed in the Programme, be admitted, or continued, in any Grammar School.

It seems just and desirable that ample time should be afforded for a compliance with the Law, as above quoted and explained, and that the Trustees and Municipal Authorities should be informed, at the earliest possible period, of the minimum amount to be raised within the year for the purpose in question. It has, therefore, been determined to make the Apportionment for the current year on the basis of the work done by the Grammar Schools in 1865.

The following is the Section of the Grammar School Improvement Act of 1865, which regulates the Apportionment:—

7. The apportionment payable half yearly to the Grammar Schools, shall be made to each School conducted according to Law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed accord-

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ing to Law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

As the Trustees have already been reminded, by the Circular above quoted, under the provisions of the new Act, that there is no Apportionment to Counties according to population, nor any distinction between Senior and Junior Grammar Schools.

In bringing this new principle of distribution into practice for the first time, the letter of the Law would require large and sudden reduction in the Grants to some of the Schools, (especially the Senior Schools), as compared with those of the past year, or two; but, where that has been the case, I have sought to render the operation of this provision of the law as favourable as possible to the Schools and individuals concerned, for the present year.

The Grant to your School, for 1866, will be at the rate of \$                    per annum, for the period during which it is kept open, with the required average attendance, and conducted according to Law; and the smallest sum required to be raised under the Sixth Section above quoted, within the year, is \$

It is hoped and expected that, in the course of the year, the system of local Municipal support will be so generally adopted and matured as to largely increase the means for the support of Grammar Schools and their Masters. It must be remembered that, in a complete System of Public Education, the Grammar Schools are only second, if second at all, in importance, to the Common Schools themselves.

Circulars explaining the provisions of the Law were sent to the Wardens of Counties, the Mayors of Cities and Towns, and the Reeves of Villages, in November and December last; a sufficient number of copies of the present Circular are sent to you, to enable the Trustees, if necessary, to bring the matter again under the notice of the Municipal Bodies.

TORONTO, May, 1866.

EGERTON RYERSON.

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

I have the honour to transmit herewith a certified copy of the Apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada.

The basis of Apportionment to the several Counties, Cities, Towns, Villages and Townships for this year, is the School population, as reported by the Local Superintendents for 1865, and I have no more generally accurate statistics of a late date. From 1862 to the present time, the Census of 1861 was the basis; but the large increase of population in some Townships necessitated another standard for 1866.

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

The gross sum apportioned to all the Schools this year is about \$4,000 more than that apportioned last year.

The apportionment is made on the supposition that the amount usually placed on the Estimates, for the support of Common Schools, will be voted during the present Session of Parliament. There is, however, I think, no doubt that the whole sum will be voted by the Legislature.

I shall endeavour to have the apportionment paid at this Office, to the Agent of the Treasurer of your Municipality, about the 1st of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however,

a number of Municipalities which have not yet sent in their Accounts of School moneys, now several months over due, and in these cases the payment must necessarily be deferred until the law has been complied with.

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

TORONTO, 16th June, 1866.

EGERTON RYERSON.

APPORTIONMENT FOR CITIES, TOWNS, AND VILLAGES, FOR 1866.

	Common Schools.	Separate Schools.	Total.
<i>Cities—</i>			
	\$ c.	\$ c.	\$ c.
Toronto .....	3,315 00	2,082 00	5,377 00
Hamilton .....	1,892 00	399 00	2,291 00
Kingston .....	1,216 00	433 00	1,649 00
London .....	1,271 00	191 00	1,462 00
Ottawa .....	748 00	1,012 00	1,760 00
	\$8,442 00	\$4,097 00	\$12,539 00
<i>Towns—</i>			
	\$ c.	\$ c.	\$ c.
Amherstburg .....	160 00	116 00	276 00
Barrie .....	117 00	78 00	255 00
Belleville .....	561 00	192 00	753 00
Berlin .....	244 00	31 00	275 00
Bowmanville .....	328 00	.....	326 00
Brantford .....	621 00	127 00	748 00
Brockville .....	335 00	158 00	493 00
Chatham .....	481 00	53 00	534 00
Clifton .....	94 00	61 00	155 00
Cobourg .....	473 00	124 00	597 00
Collingwood .....	166 00	.....	166 00
Cornwall .....	239 00	.....	239 00
Dundas .....	230 00	117 00	347 00
Galt .....	368 00	.....	368 00
Goderich .....	387 00	.....	387 00
Guelph .....	442 00	167 00	609 00
Ingersoll .....	229 00	89 00	318 00
Lindsay .....	133 00	100 00	233 00
Milton .....	108 00	.....	108 00
Napanee .....	181 00	33 00	214 00
Niagara .....	189 00	59 00	248 00
Oakville .....	112 00	65 00	177 00
Owen Sound .....	.....	.....	265 00
Paris .....	222 00	62 00	284 00
* Perth .....	.....	.....	295 00
Peterborough .....	335 00	142 00	477 00
Pictou .....	175 00	73 00	248 00
Port Hope .....	499 00	.....	499 00
Prescott .....	166 00	144 00	310 00
Sandwich .....	133 00	.....	133 00
Sarnia .....	250 00	.....	250 00
St. Catharines .....	497 00	275 00	772 00
St. Mary's .....	333 00	.....	333 00
St. Thomas .....	195 00	.....	195 00
Simcoe .....	222 00	.....	222 00
Stratford .....	302 00	49 00	351 00
Whitby .....	273 00	50 00	323 00
Windsor .....	320 00	.....	320 00
Woodstock .....	400 00	.....	400 00
			\$13,503 00

## APPORTIONMENT FOR CITIES, TOWNS, AND VILLAGES, FOR 1866.—Continued.

	Common Schools.	Separate Schools.	Total.
<i>Villages</i>	\$ c.	\$ c.	\$ c.
Arnprior .....	118 00		118 00
Ashburnham .....	119 00		119 00
Aurora .....	144 00		144 00
Bath .....	90 00		90 00
Bradford .....	115 00		115 00
Brampton .....	195 00		195 00
Brighton .....	141 00		141 00
Caledonia .....	138 00		138 00
Cayuga .....	90 00		90 00
Chippewa .....	115 00	31 00	146 00
Clinton .....	134 00		134 00
Colborne .....	96 00		96 00
Dunnville .....	154 00		154 00
Elora .....	150 00		150 00
Embro .....	72 00		72 00
Fergus .....	120 00	16 00	136 00
Fort Erie .....	72 00	24 00	96 00
Gananoque .....	181 00		181 00
Georgetown .....	156 00		156 00
Hawkesbury .....	151 00		151 00
Hespeler .....	87 00		87 00
Holland Landing .....	88 00		88 00
Iroquois .....	74 00		74 00
Kemptville .....	128 00		128 00
Kincardine .....	128 00		128 00
Lanark .....	72 00		72 00
Merrickville .....	71 00	37 00	108 00
Mitchell .....	163 00		163 00
Morrisburgh .....	110 00		110 00
Mount Forest .....	85 00	13 00	98 00
Newburgh .....	140 00		140 00
Newcastle .....	123 00		123 00
New Hamburg .....	111 00		111 00
Newmarket .....	116 00	53 00	169 00
Oil Springs .....	117 00		117 00
Orangeville .....	92 00		92 00
Oshawa .....	204 00	42 00	246 00
Pembroke .....	56 00	25 00	81 00
Portsmouth .....	84 00	38 00	122 00
Port Dalhousie .....	159 00		159 00
Preston .....	152 00	32 00	184 00
Renfrew .....	84 00		84 00
Richmond .....	65 00		65 00
Smith's Falls .....	166 00		166 00
Southampton .....	83 00		83 00
Stirling .....	90 00		90 00
Strathroy .....	113 00		113 00
Streetville .....	88 00		88 00
Thorold .....			210 00
Trenton .....	121 00	60 00	181 00
Vienna .....	108 00		108 00
Waterloo .....	152 00		152 00
Welland .....	104 00		104 00
Wellington .....	97 00		97 00
Yorkville .....	188 00		188 00
			\$6,920 00



SUMMARY OF APPORTIONMENT TO COUNTIES FOR 1866.

Total.

\$ c.  
 118 00  
 119 00  
 144 00  
 96 00  
 115 00  
 195 00  
 141 00  
 138 00  
 90 00  
 146 00  
 134 00  
 96 00  
 154 00  
 150 00  
 72 00  
 136 00  
 96 00  
 181 00  
 156 00  
 151 00  
 87 00  
 88 00  
 74 00  
 128 00  
 128 00  
 72 00  
 108 00  
 163 00  
 110 00  
 98 00  
 140 00  
 123 00  
 111 00  
 168 00  
 117 00  
 92 00  
 246 00  
 81 00  
 122 00  
 159 00  
 184 00  
 84 00  
 65 00  
 136 00  
 83 00  
 90 00  
 113 00  
 88 00  
 210 00  
 181 00  
 108 00  
 152 00  
 104 00  
 97 00  
 188 00

	Common Schools.		Separate Schools.		Total.	
	\$	c.	\$	c.	\$	c.
Glengarry	2,288	00	280	00	2,568	00
Stormont	1,965	00			1,965	00
Dundas	2,120	00			2,120	00
Prescott	1,586	00	130	00	1,716	00
Russell	825	00			825	06
Carleton	3,434	00	87	00	3,521	00
Grenville	2,305	00	50	00	2,355	00
Leeds	3,642	00	23	00	3,665	00
Lanark	3,310	00	16	00	3,326	00
Renfrew	2,276	00	99	00	2,375	00
Frontenac	2,879	00	155	00	3,034	00
Addington	1,932	00	75	00	2,007	00
Lennox	927	00			927	00
Prince Edward	2,158	00			2,158	00
Hastings	4,283	00	19	00	4,293	00
Northumberland	4,114	00	19	00	3,133	00
Durham	3,767	00			3,767	00
Peterborough	2,383	00	52	00	2,435	00
Victoria	2,627	00			2,627	00
Ontario	4,516	00			4,516	00
York	6,405	00	214	00	6,619	00
Peel	2,976	00	21	00	2,997	00
Simcoe	5,014	00	53	00	5,667	00
Halton	2,300	00			2,300	00
Wentworth	3,418	00	64	00	3,482	00
Brant	2,380	00			2,380	00
Lincoln	2,098	00	42	00	2,140	00
Welland	2,231	00	113	00	2,344	00
Haldimand	2,474	00	20	00	2,494	00
Norfolk	3,226	00	32	00	3,258	00
Oxford	4,817	00			4,817	00
Waterloo	3,394	00	147	00	3,541	00
Wellington	4,695	00	367	00	5,062	00
Grey	4,373	00	233	00	4,606	00
Perth	3,822	00	84	00	3,906	00
Huron	5,234	00	76	00	5,310	00
Bruce	3,380	00	46	00	3,426	00
Middlesex	6,553	00	115	00	6,668	00
Elgin	3,553	00			3,553	00
Kent	3,166	00	85	00	3,251	00
Lambton	2,659	00	56	00	2,715	00
Essex	2,330	00	49	00	2,379	00
District of Algoma	290	00			290	00
						\$136,938 00

GRAND TOTALS.

	\$	c.	\$	c.	\$	c.
*Counties and Districts					136,938	00
Cities	8,442	00	4,097	00	12,539	00
Towns					13,503	00
Villages					6,920	00
Reserved for Separate Schools newly established			100	00	100	00
						\$170,000 00

\*The Common School Reports for the Town of Perth, and the Village of Thorold, not having been received, the division of the apportionment between the Common and Separate schools there cannot be made.

\$6,920 00

## CHAPTER XXXII.

## THE SEPARATE SCHOOL QUESTION IN 1866.

## I. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE WILLIAM McDougall, PROVINCIAL SECRETARY.

I observe that a warm discussion took place last night in the House of Assembly on Mr. Robert Bell's introduction of a new Separate School Bill for Upper Canada; and I have this morning read the provisions of that Bill, the most disingenuous, partial and execrable that can be conceived.

When I went lately to Ottawa on Departmental business, I had no idea that the Separate School Question of Upper Canada would be even reached in the Assembly, but, during the two days that I was there, I heard that several Ecclesiastics were in the City from Upper Canada, although I did not meet with any of them; and I was told that, in settling the Lower Canada School Question, it was intended by the advocates of the Roman Catholic Separate Schools in Upper Canada, to get further provisions on the subject passed by the Legislature. I need not repeat what I said to you and to the Honourable Alexander Mackenzie, and other Members of the Legislature, on the subject; but I beg to offer the following remarks:—

1. I refused even to consult with Mr. R. W. Scott, in regard to his Separate School Bill of 1863, much less to be a party to its passing into an Act, except on two conditions:—First, that what we agreed upon should be accepted by the Authorities of his Church as a final settlement of the Separate School Question in Upper Canada. Secondly, that it should have the sanction and responsibility of the Government for its passing. The manner in which the authorized Representatives of the Roman Catholic Church met Mr. Scott and me in the Parliamentary Library at Quebec, and in which a duplicate copy of the Bill agreed upon was made out, one for each party, and in which both parties waited upon the Head of the Ministry, and represented the Bill, as thus agreed upon, as designed to settle the question in Upper Canada, is well known, and was shortly afterwards published. And nothing can be more dishonourable and truthless, than for either party now to vary that settlement of the question, and seek to subvert it.

2. The question of the Separate School Law was thus settled for Upper Canada, without any reference to what had been done, or might be done, in Lower Canada.

3. The School Question between Roman Catholics and Protestants in Lower Canada, is peculiar to Lower Canada, having nothing analogous in Upper Canada, except that there are Roman Catholics and Protestants here, as well as there. The Roman Catholics there being in the majority, have resolved that the Schools of the majority there should be Roman Catholic Schools, as much so as the Convents themselves, except that they are Day, and not Boarding, Schools. The Protestants in Upper Canada, being in the majority, have resolved that, by Law, and in fact, the Schools of the majority here should not be Denominational, not Roman Catholic, or Protestant, but national, equally common and acceptable to Protestants and Roman Catholics. In confirmation of this fact, I refer not merely to the provisions of the Law and the General Regulations, but to two facts in connexion with the operations of our School System. Of the 544 Roman Catholic Teachers of Common Schools employed in Upper Canada, according to my late printed Annual Report, 190 of them are employed in the Separate Schools, and 354 in the Public, or National Schools; and of the sixty odd thousand Roman Catholic Children taught in the Common Schools in Upper Canada, all but 17,000 of them, are taught in the Public, or National, Schools. Thus a majority of nearly three-fourths of the Teachers and Pupils of the Roman Catholic Church are connected with the Schools of the majority,—they preferring those Schools to Separate Schools, notwithstanding the ecclesiastical influence employed to sever them from the Public, and

connect them with the Separate, Schools, and notwithstanding the facility afforded by Law for the establishment and support of Separate Schools. I have conversed with a sufficient number of Roman Catholics, or rather a sufficient number of them have come and conversed with me, to satisfy me that a majority of the Roman Catholic Laity, do really regard the Separate School Law as an injury, rather than a benefit to themselves and families. I have given the most liberal interpretation and application of the Separate School Law, as I am sure every Roman Catholic Priest and Layman, who had had to do with my Department, will testify.

4. I will not discuss the provisions of Mr. Robert Bell's outrageous Bill. I may remark that the very first provision proposes to make Municipal Councils the Collectors for the Schools of the Roman Catholic Church,—one of the worst and most degrading features of "Church-and-State" connexion, so formally renounced by our Legislature in 1854, while, at the same time, by the Lower Canada School Act of 1857, the Supporters of Dissident Schools alone are authorized to levy and collect Taxes for the support of their Schools. The 58th Section of Chapter 15 of the Consolidated School Statute of Lower Canada declares that, "The Trustees of Dissident Schools shall alone have the right of fixing and collecting Assessments to be levied on the inhabitants so dissentient."

5. I will not advert to the provision relative to Colleges and higher Seminaries, except to observe that the wedge is there apparent, which it has been long sought to get inserted in our System of Public Instruction, to separate the Roman Catholics, as a Body, from the rest of the population in School matters, and thus to accomplish a favourite ultramontane object.

6. Nor will I notice the provisions for a Separate Superintendent, Council of Public Instruction, etcetera, except to remark that it is at variance with all English, as well as all United States precedent. In Ireland, Separate Schools may be established, but there is one Board of Education. In England, although the System of Elementary Schools is Denominational, there is but one Governmental Department of Education. If the two parties in Lower Canada agree upon a peculiar and double-headed System it is, of course, their own affair. I am persuaded that the minority will gain a loss by it, in many ways, they now little anticipate. But I have not interfered with the Lower Canada System; and I have advised all Upper Canada Members of the Legislature to leave the Lower Canada School Question to be settled by Parties connected with that Province; and then not suffer them to interfere in our School affairs, any more than they should attempt to impose upon Upper Canada two Houses of the Legislature, because they wish two Houses for Lower Canada.

I desire to add that, although the Government cannot prevent a private Member from insulting Upper Canada by the introduction of such a Bill as Mr. Robert Bell's, yet I think the people of Upper Canada, as well as those of Lower Canada, have a right to look to Government for the protection, as well as the improvement of their School System, and to give the decision and influence of the Government against any Bill, or Measure, which would subvert, or weaken, that System established under its auspices, and maintained by its authority, as well by the all but unanimous voice of the People of Upper Canada.\*

TORONTO, August 4th, 1866.

EGERTON RYERSON.

II. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO E. A. MEREDITH, LL.D., ASSISTANT SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 13th instant, enclosing an appeal, (returned herewith,) from the Reverend Jeremiah Ryan, Chairman of the Board of Separate School Trustees, in Oakville, to the Governor General-in-Coun-

\* It will be seen by reference to the proceedings of the House of Assembly (on page 210 herewith), that, immediately on receipt of this Letter from Doctor Ryerson by Mr. McDougall, he had Mr. Bell's Separate School Bill withdrawn. Doctor Ryerson's Letter was dated on the 4th of August, and, on the 6th of that month, Mr. Bell's objectionable Bill was withdrawn in the House of Assembly.

cil, against my decision, [printed on page 4 of this Volume], on his complaint against the Municipal Council of the Town of Oakville for not paying to him certain interest on the Clergy Reserve moneys invested by the Council. You requested me to communicate, for His Excellency's information, any remarks I may desire to make on the subject of Mr. Ryan's Memorial.

In reply, I beg to enclose copies of the two Letters addressed by me to Mr. Ryan, [printed on pages 11-13 of this Volume], containing my decision and the reasons for it, on the subject of his appeal. It will be seen by my Letter of the 19th of April, 1865, that I not only took pains to examine all of the By-laws and Documents relating to the subject, but that I consulted the Honourable Attorney General before giving my final decision, and gave it according to his advice.

Mr. Ryan, as I have been informed by Ecclesiastics of his own Church, is an exceedingly litigious person, and seems thoroughly to enjoy himself in disputes. This may be inferred by references in my Letters to his statements and newspaper attacks upon the Town Council of Oakville as well as upon myself.

TORONTO, August 10th, 1866.

EGERTON RYERSON.

## CHAPTER XXXIII.

### THE CHIEF SUPERINTENDENT'S EDUCATIONAL VISIT TO COUNTRIES IN EUROPE, 1866.

#### I. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to submit to the favourable consideration of His Excellency the Governor General-in-Council a respectful request for permission to visit some of the Countries of Europe, with a view to the reestablishment of my health, and the improvement of our System of Public Instruction in Upper Canada.

When I commenced the organization of our Educational System in 1844, it was with the intention, and understanding, that I should visit other educating Countries once in five years, in order to avail ourselves of their experience and practice in connexion with our own, for the purpose of employing every possible measure, appliance and influence to advance the educational interests of Upper Canada. Accordingly, I made such a foreign tour, educational inquiry and inspection in 1845-6, and again in 1850, again in 1855-6, since which time, excepting three months in 1857, I have confined my labours to the Province. During each of these Tours I had my own thoughts quickened and my views enlarged by conversation with the principal Educationists, by visiting the chief Educational Institutions and examining the School Systems, and modifications of them, in the different Countries I visited,—thus obtaining much information and many hints and suggestions which I have turned to useful purpose in improving the practical details of our own School System. During my last Tour of 1855-6, my impaired health was also very much improved.

I now propose to make the last official Tour of my life, in hopes of getting quite relieved from the affection in my Head, which has so seriously interfered with my work these last few years, and for which out door exercise, or travel, is my only relief, and to complete, as far as my life and labours are concerned, the educational structure I have been endeavouring these twenty-two years to rear for my native Country.

Besides the above mentioned general objects pursued in connexion with my educational Tours, I obtained at the Paris Exhibition of 1855, and during my Tour, many Models and Objects of Art adapted and intended for a Provincial School of Art and Design. I also obtained a Head Master for the Model Grammar School, now Principal of Upper Canada College. A Master of Vocal Music,—as taught in the latest improved

System in Europe,—who has rendered, and is still rendering, valuable service in connexion with our Normal Model Schools. I propose now, with such advice and assistance as I may obtain during my Tour, to add to the collection of Models and Objects of Art, suitable for the School of Art and Design, and for the Educational Museum, and to select and engage a properly qualified Master of the School of Art from the Graduates of the English Governmental School of Art and Science at South Kensington, and who must also have the standing of a Member of the Royal Academy. I have reason to believe, from my former inquiries and consultations, that such a Person can be obtained; but, it will require a considerable time to ascertain the character, qualifications, temper, etcetera, of available Candidates for such a position,—the last one to be filled in order to complete our Educational System.

We already have the requisite Rooms; nearly all the requisite Models, and, from applications already made, there will be an ample number of Pupils; and all that is now required is the selection of a suitable Head for that Branch of Instruction. If the Paris Exhibition be held next Spring, as proposed by the Emperor, it will greatly facilitate several objects of my Tour.

I shall make the requisite provision for the discharge of my Departmental duties during my absence. By the careful economy and saving of Funds, set apart by authority for the purposes to which I have referred, means are provided for all that I now propose. I desire to leave Canada some time next Autumn; not to be absent for more than nine, or ten, months, and that my expenses shall not, under any circumstances, exceed Seven hundred and fifty pounds, (£750), which will be paid out of the upwards of Four thousand pounds, (£4,000), saved and available for the Educational Museum and the School of Art and Design.

TORONTO, July 23rd, 1866.

EGERTON RYERSON.

## II. LETTER FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

NOTE. This Letter was not formally replied to until the 19th of October, 1866, when Doctor Ryerson received the following Letter:—

I have the honour to inform you that His Excellency, the Governor General, has had under his consideration in Council, your Letter of the 23rd of July last, applying for leave of absence to visit Europe for the purposes therein set forth.

His Excellency has been pleased to grant you leave of absence until the 1st of May, 1867, on the understanding that the cost of the Trip shall be limited and charged, as proposed, in the accompanying Memorandum.

I have further to request that you will carry out, as far as practicable, the suggestions contained in the Memorandum, as to collecting information, etcetera, during your Tour, respecting Schools for the Deaf, Dumb and Blind.

OTTAWA, 19th October, 1866.

WM. McDUGALL, Provincial Secretary.

ENCLOSURE:—*Memorandum on the Application of the Reverend Doctor Ryerson, Chief Superintendent of Education for Upper Canada, for Leave of Absence for Nine, or Ten, Months.*

1. Having read the Letter of the Reverend Doctor Ryerson, the undersigned would respectfully recommend that, in compliance with his request, leave of absence be granted to him until the 1st of May, 1867, to enable him to visit Europe, with a view to the re-establishment of his health and the improvement of the System of Public Instruction in Upper Canada.

2. The Chief Superintendent proposes, as a special object to be obtained by his visit to Europe to "add to the collection of Models and Objects of Art suitable for the proposed Provincial School of Art and Design, and for the purposes of the Educational Museum." He also proposes, while in England, to select and engage a properly quali-



fied Master of the School of Art and Design from the Graduates of the English Governmental School of Art and Science; and, under these circumstances, he submits that the expenses of his Trip, which are not to exceed £750, should be defrayed out of £4,000 saved and available for the Educational Museum and the School of Art and Design.

In view of the facts stated by the Superintendent, there seems to be no reason why the expenses of his Trip should be charged against the said Fund. The Superintendent should, however, be reminded to exercise all practical economy of expenditure, and, in no case, to exceed the sum of £750, above mentioned.

3. As it is contemplated to establish Government Schools for the Deaf and Dumb, and also for the Blind in Upper and Lower Canada, it is respectfully recommended that, in addition to the general and special Educational objects referred to in Doctor Ryerson's Letter, he be requested to visit the best Institutions in Great Britain and on the Continent of Europe, for the education of these two classes; with a view to collecting information as to the best mode of conducting such Institutions, and reporting on the subject to the Government on his return.

4. Doctor Ryerson should also be requested to ascertain on what terms a competent Person could be procured to take charge of an Institution for either, or both of the classes of persons already mentioned,—Deaf, Dumb and Blind.

OTTAWA, 25th August, 1866.

WM. McDUGALL, Provincial Secretary.

### III. LETTER TO THE PROVINCIAL AUDITOR FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to request that a Letter of Credit may be issued in my favour to the Bank of Montreal, in accordance with the Estimate transmitted to you on the 30th of May last, for \$12,000 for the following services:—

1. The Museum, for additional purchases, out of the unexpended Grant for that service, say .....	\$6,000
2. The School of Art and Design, for purchases, fittings, etcetera, out of the accumulated Grant, by Order-in-Council of 1861, at \$2,000 per annum, amounting on the 30th of June, 1867, to \$11,000, of which it is proposed to expend during the year, say .....	6,000
Total .....	\$12,000

As it is my intention shortly to proceed to Europe to effect these arrangements, and procure a Master for the School of Art and Design, you will oblige by getting the credit issued as soon as practicable.

TORONTO, 10th October, 1866.

EGERTON RYERSON.

### IV. TELEGRAM FROM THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Letter of Credit issued for Five thousand dollars, (\$5,000,) on the understanding that no Expenditure beyond the appropriations for the year by the School Act shall be made until further Instructions. I also write by mail.

OTTAWA, 22nd October, 1866.

JOHN LANGTON, Auditor.

### V. LETTER FROM THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT OF EDUCATION.

An Order-in-Council lately passed, laying down the principle that Parliamentary authority for expenditure, whether by general Act, or special Vote in the Annual Supply Act, was only to be considered as authorizing the Government to undertake such Expenditures; but that the several Departments, or other Officers charged with the superintendence of particular Services, could not act upon this general authority,



until the sanction of the Executive Council had been given to it. A subsequent Order-in-Council of October the 18th, explained the first, classifying the several Services, and general authority has been given in your Department for all necessary and lawful expenditure "to the extent of the appropriations of the Common School Act."

It is further provided "that the Auditor shall forthwith prepare a Statement of all Expenditure, which has been made during the current year, up to September the 30th, on account of the following Services,—shewing the balance of the Grant, under Parliamentary authority, remaining unexpended at that date; and no further Expenditure shall take place upon any of these Services, except to the extent of the authority which may, from time to time, be given by His Excellency-in-Council upon the application of the Minister having charge of the same." The Services named include: "the Apportionment from the Grammar School Fund, Upper Canada, and any Expenditure in excess of the appropriations in the Common School Act, which it may be proposed to charge against the unexpended Balances of former years"—I should have said that a previous Order authorized the payments for Salaries and Contingencies.

It will be necessary, therefore, for you to make a formal application to the Provincial Secretary, under whose superintendence Education has been placed, for authority to use any of the balances remaining over on June the 30th, either for the Service to which they were appropriated, or to apply them towards any other Service. I have, in the mean time, recommended a Letter of Credit for \$5,000 for your immediate wants, but you must be careful only to use it for the purposes authorized by the Order-in-Council.

OTTAWA, October 22nd, 1866.

JOHN LANGTON, Auditor.

#### VI. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 19th instant, in reply to mine of the 23rd of July, informing me that His Excellency-in-Council had been graciously pleased to grant me leave of absence until the 1st of May, 1867, approving of the objects of my proposed tour, and giving me a Memorandum of Instructions, which I shall endeavour faithfully to observe.

But, although my request had been kindly granted, and the means for the accomplishment of the objects of my Tour also granted; yet no Warrant has issued to provide me with the sum mentioned in your Letter. I wrote to Mr. Langton, the Auditor General, on the 10th instant, requesting that a Letter of Credit might be issued in my favour for \$12,000 for these purposes, pursuant to an Estimate which, at his request, I had communicated to him the 30th of last May; and of which I herewith transmit a copy.

It will be seen that, in addition to ordinary expenditure, I mentioned the intended expenditure of \$4,000 in Heating Apparatus for the Buildings of this Department, \$6,000 on the Educational Museum, and \$6,000 on the School of Art and Design. It was understood that the Government concurred in this proposed expenditure of the unexpended balances of School Grants heretofore placed at my disposal, but which I had not used.

The Heating Apparatus has been accordingly voted; and, on the 10th instant, I applied to Mr. Langton for the \$12,000 to enable me to carry out the proposed objects in connection with the Educational Museum and School of Art and Design, which received the formal sanction of His Excellency-in-Council, as intimated to me in your Letter of the 19th instant.

In a Letter from Mr. Langton, dated the 19th instant, he informed me that a Letter of Credit had issued in my favour for the \$12,000 in question; but, in a subsequent Letter, he informed me that I must again apply through you for the issue of the Letter of Credit for that sum. I beg, therefore, that you will have the kindness to direct that a Letter of Credit issue forthwith in my favour for the sum of \$12,000, out

of the unexpended balance of the Grants set apart by Order-in-Council in aid of the Educational Museum and School of Art and Design.

I beg also to respectfully request that, my leave of absence be specified to be for six months, from the time of my leaving for Europe, or until the 1st of June, instead of the 1st of May. My reason for the request is, that the Paris Exhibition will not open before the 1st of April, and hardly be perfected before the 1st of May; and that I anticipate, from what I saw at the Paris Exhibition of 1855, that a collection of the best Models, Maps, Symbols etcetera, for Schools, and for teaching the Deaf and Dumb and Blind, will likely be seen at this Exhibition. If I am required to be back in Canada by the 1st of May, I cannot avail myself of any of the advantages of the Paris Exhibition, and which I found, in 1855, of the greatest value, in suggesting improvements which I have since introduced into the working of our School System.

From the unexpected delays which have now occurred, I cannot commence my Tour until more than a month later than when I wrote you on the subject.

TORONTO, 30th October, 1866.

EGERTON RYERSON.

#### VII. THE ASSISTANT PROVINCIAL SECRETARY TO DOCTOR RYERSON.

I have the honour to inform you that His Excellency the Governor General has had under his consideration-in-Council, your Letter of the 30th ultimo, in reply to the communication from this office, of the 19th ultimo.

I have now the honour to enclose, for your information and guidance, a copy of an Extract of an Order-in-Council which has been passed upon the subject referred to in your communication.

I am further to state, that, in view of the special reasons set forth in your Letter, your leave of absence has been extended to the 1st of June, 1867.

OTTAWA, 12th November, 1866.

E. A. MEREDITH, Assistant Secretary.

*ENCLOSURE.—Extract from a Report of a Committee of the Honourable the Executive Council, approved by His Excellency the Governor General-in-Council, on the 6th of November, 1866.*

Upon the application of the Chief Superintendent of Education for Upper Canada, and upon the Report of the Auditor, upon the appropriation for that service, the Honourable the Provincial Secretary recommends that the following Expenditure be authorized, beyond the appropriation by the Common School Act, for the current year, and that they be charged against the balances of former years, videlicet:—

Common and Separate Schools .....	\$30,000
Normal and Model Schools .....	5,000
Museum .....	6,000
Grammar School Inspection, 1866-7 .....	1,000
Grammar School Inspection, to cover deficiency of 1865-6.....	781
School of Art and Design .....	6,000
Heating the Normal School Building .....	4,000

Total ..... \$52,781

He also recommends that the Chief Superintendent be authorized to expend from the Grammar School Income Fund during the current year the sum of \$53,000.

The Committee submit the above recommendation for Your Excellency's approval.

Certified, W. H. LEE, Clerk of the Executive Council.

OTTAWA, 6th November, 1866.

#### VIII. THE DEPUTY SUPERINTENDENT TO THE PROVINCIAL AUDITOR.

I have the honour to acknowledge the receipt of your Letter of the 22nd of October, and to state in reply that I have received from the Provincial Secretary, a copy of the

Order-in-Council, dated on the 6th of November, authorizing the Expenditure of certain sums from the unexpended balances of former years; and as authorized by the Order, I have now to request that a Letter of Credit for \$12,000, for the Museum and School of Art and Design, may be issued.

The Chief Superintendent has already commenced his Tour, and it is desirable that the necessary funds shall be placed at his disposal at once.

TORONTO, 15th November, 1866.

J. GEORGE HODGINS, Deputy Superintendent.

## CHAPTER XXXIV.

### APPLICATION TO THE GOVERNMENT FOR AN INCREASE OF SALARY TO THE OFFICERS OF THE EDUCATION DEPARTMENT.

NOTE. In arranging for the discharge of his Departmental Duties during his absence in Europe and before leaving, Doctor Ryerson made one more attempt to get the salaries of the Officers and Clerks in the Education Department placed on the same scale of remuneration as were those of the other various Departments of the Government at Ottawa. With that view, he wrote the following Letter on the subject to the Honourable William McDougall, Provincial Secretary:—

I desire respectfully to submit, through you, to the favourable consideration of His Excellency the Governor General-in-Council the justice and expediency of increasing the Salaries of the subordinate Officers in this Department to some extent, at least, in conformity with the increase which has been made, from time to time, to the Salaries of the subordinate Officers of other Public Departments of the Government, under the Civil Service Act.

The Salaries of the subordinate Officers of this Department have always been fixed, from time to time, by Orders-in-Council; and although they do not technically come under the provisions of the Civil Service Act, I think they do equitably; and may, of course, be dealt with, as in times past, at the pleasure of the Governor General-in-Council.

I do not refer here to Clerks employed and service rendered in the Book and Apparatus Depository Branch of this Department. That Branch has been established by permission of the Government, and by means of special Parliamentary Grants to aid the School Municipalities in providing their Schools with Libraries, Prizes, Books and Apparatus, have felt myself authorized to provide for the service of that Branch, as required from time to time; and more especially, as it is self-supporting. Nor do I refer to Officers and Servants of the Normal and Model Schools, whose Salaries and allowances are determined by the Council of Public Instruction: But, what I now submit, for the consideration of the Government, relates to the Salaries of Officers of the Education Office proper, and the work they perform therein. They are appointed and their Salaries determined by the Governor General-in-Council.

I hereto append a Table,\* stating the names of the Officers to whom I refer, the period of time each has served; the Salary fixed by the Governor-in-Council in 1857; the Salaries received by corresponding Officers in other Public Departments; and the amount I propose to be added to the Salary of each of the Officers named. I also append a Memorandum, explanatory of the standing and duties of each Officer, whose salary is proposed to be increased.

\* This Table is not inserted in this record, not being available.

After the conversations which I have had with you, and one, or two other Upper Canada Members of the Government, I will here only add the four following remarks.

1. The Gentlemen whose cases I submit, are, I believe, unexcelled in character, attainments, abilities and efficiency by the corresponding Officers in any other Public Department. They have all been employed on a six months trial, and have only been permanently appointed, after giving this practical proof of their qualifications and fitness for the duties for which they had been employed.

2. They have all been faithful and efficient in the discharge of their Office duties, and truly patriotic and loyal to their Country,—eleven of the employés of this Department being among the Volunteers on the Frontier, to repel the Fenian invasion, and nine of them in the Battle of Ridgeway,—one of whom was killed,—proceeding thither on a few hours' notice.

3. While the Salaries of the subordinate Officers of the Public Departments at the Seat of Government have been increased from time to time, under the Provisions of the Civil Service Act, the Salaries of the equally competent and faithful subordinate Officers of this Department have remained stationary.

What allowances they should receive for this non-increase of Salaries of past years, as well as the proposed increase of their Salaries, and at the present time also when living is so much dearer than it has been in past years, I respectfully and earnestly submit to the just and liberal consideration of His Excellency-in-Council.

The number of Local Common School Superintendents in Upper Canada greatly exceeds that in Lower Canada; the number of Pupils in the Schools is 50,000 more than double that in Lower Canada, and the work in this Department, proportionably in amount and variety, exceeds that of the Lower Canada Education Department; and the Accounts of this Department have never required to have an item of correction made in them for these ten years; yet the expenses of this Department, during the last nine and a half years is \$8,973 less than those of the School Department of Lower Canada. Nor has there been any increase in the current expenses of this Department during the last nine years, notwithstanding the very large increase of work, in doing which improved methods, (as the result of experience,) have been devised, without any increase of expense. Besides, the development of every branch of the School System, both the Grammar and Separate School Laws have been amended since 1857, which have imposed much additional work upon the Department.

TORONTO, 1st of August, 1866.

EGERTON RYERSON.

ENCLOSURES:—*Explanatory Memorandum relative to the Subordinate Officers of the Education Department of Upper Canada.*

1. Mr. John George Hodgins, A.M., LL.B., F.R.G.S., Deputy Superintendent, (one of the original Officers of the Queen's Own Rifles), has been in the Office since 1844,—22 years, and is, therefore, one of the oldest Servants of the Crown in Upper Canada. He was appointed by the Governor-in-Council as Deputy Superintendent in 1855. On my appointment to the Office in 1844, I employed Mr. Hodgins, (then a Student at College since 1840,) on trial; and after he evinced the necessary ability, I recommended him to go home to Dublin, and spend a year in the Great National Education Office of Ireland, in order to learn its whole mode of management in its seven different branches of service. I arranged with the National Board for Mr. Hodgins' admission to that Establishment. Mr. Hodgins did so at his own expense, and returned to Canada, bringing the highest Testimonials of the Dublin Board, as to his diligence, ability and complete mastery of their Office economy and management.\* Since then, Mr. Hodgins has performed an amount of office work not excelled, I believe, by any man in Canada; having most to do in organizing and superintending all the details in the different branches of the Department, and has administered it during my frequent absences and indisposition,—

\* These Testimonials will be found on page 119 of the Fifth Volume of this Documentary History.

including, in times past, a large portion of the Office Correspondence, and thus relieving me more and more, by assuming most of it. To Mr. Hodgins' ability, industry and skill, more than to mine, is the Country indebted for the economy and efficiency and completeness with which every Branch of the Department is organized and managed. Mr. Hodgins' Salary was fixed by Order-in-Council in 1857, at \$2,000, with \$200 extra a year as a "good service allowance," for his services in organizing a new Department of the Government. I now propose the addition of \$400 a year, and such allowances for arrears of Salary, as the Governor-in-Council may be disposed to grant.

I may add that during four years before Mr. Hodgins entered College in 1840, at the age of nineteen, he was employed in 1836-1840 in three Mercantile Establishments, the latter part of the time in the large wholesale and retail establishment of Thomas Stinson, and afterwards of the late firm of Messieurs E. and J. Stinson, at Hamilton,—being nearly one year fellow Clerk with Mr. Charles McGill, late Mayor, and present Member of Parliament for Hamilton. The Firm offered, (by Letter,) Mr. Hodgins, not only an advanced Clerkship, coupled with the personal assurance afterwards of being set up in business, when he became old enough, if he would return to them, after he had, in 1840, determined to enter College. Had he accepted their offer, he would doubtless have been ere this, with his business ability and talents, at the head of one of the largest Mercantile Establishments in Canada; but he determined to enter College, where he obtained distinction, and where I selected him as my first Assistant in 1844. I have seen a Hand Bill, or printed Circular, of one of the firms of a Branch Store, in which he was engaged, dated February, 1839, in which "Mr. John G. Hodgins," then eighteen years of age, is stated to the Customers and debtors to be "their Agent at Galt," authorized to receive payment of Accounts and to give Receipts.

2. LETTER FROM J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON, IN ADDITION TO HIS MEMORANDUM IN REGARD TO THE EDUCATION OFFICE SALARIES.

There are one or two points connected with my own case, which, (in addition to the explanatory Memorandum,) I may mention.

In 1857, when in my thirteenth year of Service in the Office, the Government of its own accord gave me £50 a year, (in addition to my regular Office Salary, as then fixed,) in consideration, (as stated in the Order-in-Council,) of "long and laborious service" in the formation of a new Department. I am now in my twenty-second year of service, and have not, so far as I am aware, relaxed in my exertions. I think I am now among the comparatively few senior Employés in the Public Service. It is possible that these facts may have a favourable influence in my case.

2. The next point is that the Civil Service Act fixed the pay of Deputies at the Seat of Government, at £650, while acting as such, and £600 when not so employed. Practically no difference was made, for all the Deputies, and those others who ranked as such, received £650 each per annum since 1857, not including extra pay for extra services, of which there are numerous instances. Since my appointment as Deputy in 1855, I have performed the duties of acting Head of the Department in your various official absences in Europe, and while making your Tours in the Province, for a period exceeding two years in all. For this I received no extra pay, although I think the Civil Service Act intended that £50 a year should be the remuneration for such extra services when performed by a Deputy.

3. The last point is, that failing success with the Government, I think you could procure for me the appointment of Lecturer on School Jurisprudence in the Normal School. Now that the system of instruction in that Institution is being revised, it seems to be an appropriate time to introduce this necessary and important feature in its Course of Instruction. It is of far more consequence than either Music, or Drawing, although both are useful in their place. It would have the effect of drawing closer the Teachers of the Normal School and the Department, and would give them a Status as



a School authority in their localities, as well as thus give us an additional hold upon them in the Country. The pay might be fixed at about £100 per annum, and then Mr. Marling might take the office of Recording Clerk to the Council, which I now hold.

TORONTO, July 25th, 1866.

J. GEORGE HODGINS.

3. Mr. Alexander Marling, LL.B., Senior Clerk and Accountant, keeps the Books and Cash Account, and pays all Bills, and makes out the Checks for Expenses, Salaries, and Grants,—varying from a few shillings to thousands of dollars, amounting in all to over \$300,000 per annum, and accounts for all Receipts and Payments monthly to the Auditor General; reports respecting all Apportionments and Grants, audits the School Accounts from each of the 400 Municipalities in Upper Canada; keeps a Register of the Teacher's Provincial Certificates; drafts most of the Letters respecting Separate and Grammar Schools, which involve the payments of Moneys; and prepares some of the Statistics, etcetera, for the Chief Superintendent's Annual Reports. I propose that \$400 a year be added to the \$1,200 fixed at present as his Salary by Order-in-Council in 1857, with such allowances for arrears of Salary as the Governor-in-Council may think just.

4. Mr. F. J. Taylor, First Class Graduate of the Military School, was in camp at Laprairie, is a Captain of Militia. In the Office ten years; files and enters all Letters in a Register, with an index; prepares most of the Statistical matter for the Departmental Annual Reports, comprising a large amount of calculation, and examination of several hundred local Reports. He is a very intelligent, trustworthy, and valuable man in the Department. His salary was fixed in 1857 at \$1,000 per annum. I propose its increase to \$1,200, apart from allowances for arrears.

5. Mr. J. T. R. Stinson,—(Son of the late Reverend Doctor Stinson,) a well educated man, First Class Graduate of the Military School, an Officer of the Queen's Own Rifles, who commanded a Company most efficiently at Lime Ridge, (or Ridgeway). He has been in the Office upwards of seven years. Keeps and arranges all the Letters; gets up the numerous cases requiring reference to previous Correspondence; keeps the Office Records; assists in making up Statistics and assists generally in the Office; is an excellent young man, and the only dependence of a widowed Mother. His salary is only \$500. I propose its increase to \$800, irrespective of back allowances.

Mr. W. H. Atkinson, an excellent penman, a fine young man. Has been in Office three years, to assist, and do now most of the work of, Doctor A. J. Williamson, (Clerk of Correspondence,) an aged man of seventy years, getting quite infirm, and whose Salary of \$900 I do not propose to increase, though it would be cruel to dismiss him, as he has been faithful and efficient copying Clerk for fourteen years. Mr. Atkinson's Salary is only \$340. I propose to make it \$500.

6. Mr. James Moore, resident Keeper of the Educational Buildings and Premises and Office Messenger. Was formerly a Sergeant in the Army. Has been in the Office eight years; makes all the purchases of Coals and Wood for the Education Office, and Normal and Model Schools, and sees that the contracts are duly fulfilled. A most trustworthy and useful man in the Establishment. His salary is \$300, and Residence. I propose to add \$50 to his Salary.

The whole amount of what propose in the increase of Salaries of six meritorious Officers of the Department, (apart from arrears,) is only \$1,510, not the amount of difference some years between the expenses of the Education Department of Upper and Lower Canada, a small thing for the Country, but important, and will be a great encouragement, as well as help, to men, who have not spared themselves either in the duties of the Office, or, when required, in the service of the Country.

TORONTO, 1st August, 1866.

EGERTON RYERSON.

(NOTE. There is no record in the Education Department that this Letter was either acknowledged, or replied to.)



CHAPTER XXXV.

CORRESPONDENCE WITH THE REVEREND DOCTOR RYERSON DURING HIS TOUR IN EUROPE, 1866.

NOTE. Owing to the delay in issuing the Letter of Credit, to which Doctor Ryerson referred in his Reply to the Provincial Secretary, he did not leave Canada until early in November, 1866. With a view to obtain information (as directed in his Letter of Instructions from the Government), in regard to Schools for the Deaf and Dumb and Blind, he first visited various Cities in the United States, where these Institutions were situated. As was his custom, when on such Tours, he addressed letters to me *en route*. His first Letter was from Cincinnati, as follows:—

I. DOCTOR RYERSON TO J. GEORGE HODGINS.

We are at Cincinnati thus far on our journey. I will thank you to get a Letter of Credit for me to use in England, and enclose it to me at New York, care of Mr. Cunard, Bowling Green, Agent of the Cunard Line of Steamers.

I find it impossible to get through in the United States, what I have undertaken so as to sail before the 28th instant, by the *Persia* from New York.

The Institutions of the Deaf and Dumb and Blind in these States are worthy of all admiration. I do not regret the trouble I have taken to visit them. In Illinois, the Institutions are free for seven years, boarding, as well as instructing the Pupils, and whether Parents are rich or poor, they are admirably conducted.

CINCINNATI, November 15th, 1866.

EGERTON RYERSON.

II. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I am getting from the Bank a Letter of Credit for you for \$10,000, and will send it at once, lest you might reach New York sooner than you expected, when you wrote from Cincinnati.

I enclose a copy of Mr. McDougall's Letter, extending your leave of absence until June. I also enclose a Letter from Doctor Sangster, which he wrote at my suggestion. I think the scheme he mentions a feasible one, and, if carried out fully, would help our Normal and Model School finances.

I wish you would give me your views on his proposition, before I submit it to the Council of Public Instruction. I will await your opinion in regard to it, before doing so.

TORONTO, November 22nd, 1866.

J. GEORGE HODGINS.

ENCLOSURE: Letter from Doctor Sangster in regard to the Reorganization of the Staff of the Model Schools.

I beg leave to submit for your consideration the following facts and suggestions in reference to the Model Schools. These Institutions form an important and prominent part of the Establishment for training Teachers, and it is very desirable that their entire arrangement should be as perfect as possible.

The Buildings at present occupied by the Model Schools were originally designed and erected for 240 Pupils only; and the accommodation afforded is very barely sufficient for that number, notwithstanding which fact, owing, I presume, to outside pressure, the number admitted has been increased to 300. The two School Rooms, it is true, are, in size and arrangement, all that can be desired; but the Galleries and Class-Rooms are quite insufficient for the purposes to which they are at present appropri-

ated. They are very imperfectly heated, badly lighted, and inadequately ventilated; and they are, moreover, so contracted in their dimensions as to seat with difficulty the smaller classes of 30, or 35, Pupils, for which they were primarily intended.

By means of the *Journal of Education*, Public Lectures, and Lectures in the Normal School, the Department has done much towards the improvement of School Architecture throughout the Country. It has never failed to insist upon the importance, nay, even absolute necessity, of large and airy apartments for School purposes. We are scarcely consistent with ourselves, therefore, in using, as Model School Houses, Buildings and internal arrangements which we cannot recommend for imitation elsewhere. In some of the Galleries, as at present occupied with classes of 60 children, there does not remain even standing room for a Visitor, or a Student-in-training, and the effect of thus over-crowding the Rooms is not only to seriously militate against the orderly and harmonious working of the School; but to vitiate the air, and otherwise prejudice the health and comfort of both Pupils and Teachers. Some vital alteration would, therefore, appear to be a matter of necessity.

The Rooms formerly appropriated to the Model Grammar School are not at present used for any definite purpose, and they contain nearly all the Desks and Forms required for the accommodation of a large number of Pupils. Under these circumstances, it becomes a question whether it would not be advisable to remove one entire department, (male, or female,) of the Model School to the Model Grammar School Building, and devote both of the ordinary Model Schools proper to the other.

Were these changes made, it would be necessary to fit up two of the Model Grammar School Rooms as Galleries and some minor alterations would be requisite in the Model Schools proper. The boys' and girls' departments could each keep their present Play grounds, Outhouse and School Entrances, and, of course, provision could still be made for the Religious Instruction in them on Friday afternoons.

The alterations proposed would afford accommodation for eight divisions, (four male and four female,) of 65 children each, or say 500 Pupils in all. The number of applicants now seeking admission would enable us to more than make up the number, and the additional Fees would more than cover the expense of paying the Salaries of the two extra Teachers, whose services would thus be required. The grand consideration, however, is, that large Classes would no longer be crowded into small Rooms, and the Schools would become, even in its arrangements, as far as the faulty construction of the Buildings would allow, a model for imitation elsewhere.

I have appended hereto a statement of the comparative annual Income and Expenditure under the present and proposed arrangements. I have only taken Salaries into account, as I do not consider that the contingent expenses could be materially affected one way or the other. Moreover, as three, or four, of the Teachers, at present on the Model School staff are on the eve of retiring from the profession, I have set down the Salaries of their Successors at the reduced rate, at which they would probably be placed by the Council.

JOHN H. SANGSTER, Head Master of the Normal School.

ENCLOSURE: STATEMENT OF INCOME AND EXPENDITURE OF THE TWO MODEL SCHOOLS.

1st. Under the present Arrangement.

Salary of the First Male Teacher in the Boys' Model School ..	\$1,000
Salary of the Second Male Teacher in the Boys' Model School	600
Salary of the Third Male Teacher in the Boys' Model School	500
Salary of the First Female Teacher in the Girls' Model School	600
Salary of the Second Female Teacher in the Girls' Model School	500
Salary of the Third Female Teacher in the Girl's Model School	400
Total .....	\$3,600

Proportional Salaries of extra Teachers and Janitors .....	1,760
Total Expenditure .....	\$5,360
Income of 360 Pupils at \$11 per annum .....	3,900
Annual Deficiency .....	\$1,400

*2nd. Under the proposed Arrangement.*

Salary of the First Teacher, Boys' Model School .....	\$1,000
Salary of the Second Teacher, Boys' Model School .....	500
Salary of the Third Teacher, Boys' Model School .....	450
Salary of the Fourth Teacher, Boys' Model School .....	375
Salary of the First Teacher, Girls' Model School .....	600
Salary of the Second Teacher, Girls' Model School .....	450
Salary of the Third Teacher, Girls' Model School .....	375
Salary of the Fourth Teacher, Girls' Model School .....	300

Proportion of Salaries of Extra Teachers, as before .....	1,760
Total Expenditure .....	\$5,810
Income 500 Pupils at \$11 per annum .....	5,500

Annual Deficiency .....	\$310
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Additional:—Writing Master, \$500; Drawing Master, \$200=\$700

NOTE. It would possibly be necessary, after the lapse of a year, or two, to increase some of these Salaries more nearly to their present amount.

J. H. S.

III. DOCTOR RYERSON TO J. GEORGE HODGINS.

I this evening received yours with enclosures. I have visited all the Institutions for the Deaf, Dumb and Blind which I desired to see, except the one at Hartford, Connecticut.

I find among the Passengers to sail to-morrow, are Mr. Portman, (formerly M.P.P. for Middlesex, and several Officers of the 100th Regiment.

I take with me for future reference and use the important Reports of the New York Institution for the Deaf and Dumb, published from 1861 to 1866. In view of our establishing such Institutions in Canada, my visit to those in the United States is of the greatest importance, as I shall fully report upon them.

I cannot at present bring my mind to concur in all of Doctor Sangster's suggestions. I think every possible improvement in School accommodation is desirable; but I hesitate about increasing the attendance to five hundred; nor am I satisfied that so large a number is necessary to the purposes of the Normal School. I think the proposed Salaries of the Teachers are too small,—except those of the Senior Teachers. We ought not to set an example of small Salaries of Teachers to the Country, any more than of defective School accommodation.

I want more leisure to think on the whole subject. Perhaps you will write me more fully on the subject, and I will answer you from London.

NEW YORK, November 23rd, 1866.

EGERTON RYERSON.

IV. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I hope that you have arrived safely in England.

As the Cashier could not give me the Letter of Credit in time to enclose in my Letter to you at New York, I sent it in my next Letter to you, which reached New

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York on Monday. Immediately on receipt of your Letter, I telegraphed to Mr. Cunard to forward the Letters for you, care of Mr. Potter in London, but, instead of doing so, he returned them to me at Toronto, and thus delayed them one Steamer. I now enclose them to you with one, or two, other Letters.

As to the Salary estimate, in Doctor Sangster's Letter, I did not think that of much practical importance. I understood him to say that, as the present Teachers would be leaving, (or most of them,) the Salaries of the new Teachers would be fixed at a lower rate, so as to allow a margin for raising them, and this, I think, was implied in his Letter.

I quite agree with what you say, that, as far as the practical purposes of the Schools, (in connection with the Normal School, is concerned,) we have Pupils enough, but I looked at the matter in a financial and economical point of view. Besides, the most important part is, that our Funds cannot long sustain the strain on them which they are being subjected to, and I know it would be worse than useless to ask for an additional Grant from the new Upper Canada Legislature. These were among the reasons why I prompted Doctor Sangster to draw up a Statement of the case for your consideration. I have intimated to him your objections, and he has written a Memo. on the subject, of which I enclose you a copy.

I had Mr. Maguire, M.P. for the County of Cork, at my House, while he was in Toronto, and also the Roman Catholic Bishop, whose Guest he was. . . . The Honourable Robert Spence and Mr. Moylan, Editor of *The Freeman*, were also with us. I was anxious to show Mr. Maguire how liberal and comprehensive our School System was, and he spent two hours with me in discussing it at the Office and in the Normal School.

TORONTO, November 29th, 1866.

J. GEORGE HODGINS.

ENCLOSURE: *Memorandum by Doctor Sangster.*

I do not advocate the increase in numbers in the Model School, because such increase will better enable us to illustrate our system of teaching. I would prefer the numbers remaining as they are. I proposed increasing the numbers to 500, so as to cover the current expenditure of the Institution, and because the changes which I specified, being made in the Buildings, that number could be easily accommodated. Of course, my main, and indeed my only, desire was to so use the two Buildings, as to prevent the over crowding now complained of in the one. Perhaps, in order to try the plan, it might be advisable to remove the present Boys' School into the Model Grammar School Buildings, without any increase in numbers, or to increase only the Girls' School by one division, and give it both of the Buildings at present appropriated to the Boys' Model School.

I quite agree with the Chief Superintendent, that it is not desirable to lower the Salaries of Teachers; and that it would be better were there less difference between Doctor Carlyle's Salary and that of the next Teacher in degree. Still, we cannot now interfere with Doctor Carlyle's Salary, and I put down the other Salaries simply at what I supposed the Chief Superintendent would determine them to be, at the commencement. It has always been the plan to so arrange the Salaries at starting, as to leave room for increase, if needed.

TORONTO, 27th November, 1866.

JOHN H. SANGSTER.

V. DOCTOR RYERSON TO J. GEORGE HODGINS.

From what I have read and thought on the passage to England, I am deeply impressed with the great importance of having visited the Institutions of the Deaf, Dumb and Blind in the United States, and to have read their Reports of the last and previous years. I have learned not only the peculiarities and success of these Institutions, but whereon they differ from English, French and German Institutions of the same kind. I will, therefore, be able to visit and examine into the operations of European Institutions of the same kind to much greater advantage.

The more I think of Doctor Sangster's proposition, the more I think we should consider it very carefully, before we increase the number of Pupils, and the expenses of the Model Schools. It is important to consider how far the efficiency of the Normal School will be thereby promoted. This is indeed the practical question involved.

LONDON, December 4th, 1866.

EGERTON RYERSON.

VI. DOCTOR RYERSON TO J. GEORGE HODGINS.

I saw to-day in London both Mr. John A. Macdonald and Mr. William McDougall, and read to them an extract of your Note in regard to entertaining Mr. Maguire, M.P. for Cork, Bishop Lynch, etcetera, and let each of them read the passages in *The Freeman* relating to it. They both expressed themselves much pleased.

I have visited the Deaf, Dumb and Blind Schools of London, as also the South Kensington Museum and the School of Art and Design, and most of the objects of special interest in London. I propose to go to Paris, (or perhaps to Holland and Belgium first,) the latter part of next week. Mr. McDougall went with me to South Kensington, and we had a long talk on the whole subject of the School of Art and Design, and the School System generally, and came to an understanding, as to what I should do in regard to the School of Art and Design, and those for the Deaf, Dumb and Blind. Nothing will be introduced in the articles of Confederation which will, in the least, affect our School System. Lord Carnarvon, the Colonial Minister, is out of Town; but Mr. John A. Macdonald gave me a Letter of Introduction to Mr. Adderley, M.P., the Under Secretary of State for the Colonies, who conversed with me a long time about our School System, and gave me a Note of Introduction to Lord Stanley, (at the Foreign Office,) with a view to my getting Letters of Introduction to British Ambassadors on the Continent. Mr. Adderley asked me if our School System was not established while Lord Elgin was in Canada, and said that he had read his account of it, and that Lord Elgin was an intimate personal friend of his, and had, in various conversations, expressed the deepest interest in the Upper Canada School System. I stated to him, how much Lord Elgin had done to assist me in establishing the School System, and how deeply we felt his death, and that of his Brother, General Bruce. Mr. Adderley offered to show me any attention, etcetera, I might require on my return from the Continent.

I have not time to write you more by this mail, as I have been necessarily out a good deal with the Attorney General Macdonald, Mr. McDougall, Mr. Adderley, and in the City at the Bank, and have only a few minutes before I go to the Wesleyan Normal Training School, where the Reverend William Arthur, (President of the British Wesleyan Conference,) is to address the Students at the close of the year.

LONDON, December 15th, 1866.

EGERTON RYERSON.

NOTE. Doctor Ryerson, having been invited to attend the closing Session of the Wesleyan Training School, and to take part in the proceedings, he did so, and spoke as follows:—

He must disclaim what had been said, (alluding to the remark of the Principal's) that he was a great power, and something more, in the matter of Education, in the Country of his birth. It had, indeed, he said, been his duty, during nearly twenty-two years, by the unanimous consent of the Conference of which he was a Member, to occupy the position in which he then stood, of Chief Superintendent of Education for the Province of Upper Canada. It had already been his duty to make several visits to other Countries for the purpose of enlarging his own views, refreshing his mind, and preparing for the more efficient discharge of his duties; and for the laying a deep and broad foundation for the future advancement of Education, and contributing, as far as might be, in connection with a System of Public Instruction, to the diffusion of



useful knowledge. He was now on his fourth Official Visit to Europe, and was about making what, at his age, he must consider his last visit of the kind to the principal Countries of Europe, in order that he might compare the results in these Countries with those in his native Country, and that he might be enabled the more effectually to supply any defect in their own System, while, at the same time, he might inspire them with higher views and more fervent zeal for the advancement of that which must ever be the foundation of all good government and all real and solid civilization. He had come there for the purpose of listening to the Address, and of getting his own mind more deeply impressed with those views, which he was sure would be enunciated by a Gentleman so pre-eminent both for learning and piety and of almost unrivalled ability. He need hardly say that he had not been disappointed, but felt that, however familiar he might be with these subjects in addressing Students of a Normal School, under his own immediate oversight, and he had the Administration of the School Law of his Country over upwards of four thousand Schools, yet at the same time he was not fully acquainted with those wants of society, those errors, and with those dangers to which young persons were exposed in society, which he had here heard described, and which knowledge was so essential to the delivering of a practical and instructive Address such as that with which they had just been favoured. He thanked the Reverend President with all his heart for the Address, and he congratulated the Students upon the opportunity of listening to such a one, which he was sure would instil feelings and establish principles for their future guidance, which would be to them a tower of strength in the future, and at the same time give them an impulse to zeal, activity, and success in their respective vocations. He might perhaps be pardoned for mentioning that when the President had referred to the three sources of influence, and three grounds for gratitude in the education of young people in connection with that College, he had thought of a fourth source of influence, and a fourth ground for gratitude, and that was due to their venerable Principal. He could not but think of the power and the influence which led to the establishment of that Normal College, and of that moral influence, and of that moral and Religious System, which gave birth to the man who had laid the foundation of that Institution, and had also produced the man who had delivered the Address on that occasion, and had led to the raising up of a succession of men, of whom he might say that there were nowhere their superiors, and scarcely anywhere their equals, in the moral regeneration of the age in which they lived. That day he had been in conversation, by request, with the Under Secretary of State for the Colonies, Mr. Adderley, who was anxious to learn of the Canadian System of Education. He felt it not only a duty, but the expression of an appropriate feeling of gratitude, wherever, or in whatever society he was, to raise his colours and avow his religious profession. He could not be considered yet what was called an aged man, yet he was the oldest member of the Canadian Conference, which numbered when he commenced labour in connection with it but 24 members, whereas now there were upwards of 500. He felt thankful to the venerable Principal for the allusions he had been pleased to make, and he prayed God that the influences of that night might long abide with and bless all who had been present.

LETTER OF INTRODUCTION TO HER MAJESTY'S REPRESENTATIVES AND CONSULS ABROAD.

NOTE. On presenting his Note of Introduction from Mr. Adderley, the Under Secretary of State, to Lord Stanley, Minister of Foreign Affairs, he gave Doctor Ryerson the following general Letter of Introduction to the Ambassadors and Consuls on the Continent of Europe, so as to enable him to prosecute his inquiries there in regard to the Institutions for the Deaf, Dumb and Blind, and also to make inquiries into the state and condition of Education generally in the various Countries which he should visit:—



This Letter will be presented to your Lordship by the Reverend Doctor Egerton Ryerson, who is the Chief Superintendent of Education in Upper Canada, and the Founder of the present Educational System there.

Doctor Ryerson is about to make a tour of inspection of certain Schools and Education generally, throughout Europe, and I have to request Your Lordship to afford him such facilities as may be in your power to enable him to carry out the objects of his Mission.

FOREIGN OFFICE, December 19th, 1866.

STANLEY.

#### VII. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I cannot say that I look at Doctor Sangster's proposal adversely. I think it cannot interfere with the efficiency of the Normal School, while it would be both economical and fill up the Building to advantage. However a sober review of the whole question will enable you to decide the matter satisfactorily.

The Normal School Session has terminated favourably, and I went up and said a few words to them on your behalf. A very good spirit prevailed.

Doctor Sangster has recommended Mrs. Cullen, (Mrs. Adams' Sister), of whom he said he spoke to you, and the Council has appointed her at the same salary.

I have consented to let the Ladies of the "Boys' Home" hold a *Conversazione* here on the 8th January. I think there could be no objection to it.

I have also added a little to the Salaries of Messieurs Wilkinson, Cope, Lillie, and Atkinson, as they well deserve a little encouragement. Mr. Marling also asked me if he could not get \$100 addition for the Meteorological work, as it is very heavy and takes all his spare time at home. He does the work well, and I told him I thought that there would be no objection to it.

We hope and trust you will be protected in your journeyings in the Old Land.

TORONTO, December 27th, 1866.

J. GEORGE HODGINS.

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

In regard to what you say respecting the Council of Public Instruction, I did not expect that you would vote in the Council; but I did expect you would attend its Meetings, and bring business before it, the same as myself. I also trusted that as Doctor Ormiston is now a Member of the Council, and as his views and aims are the same as my own, on all matters affecting the duties and policy of the Department, that he would virtually take my place in the Council; and I am sure, that with the assistance of Doctor McCaul, Mr. Grasett and Mr. McMaster he would control proceedings. Judge Morrison assured me that he would attend in any case of necessity, if informed by a private note. I hope, indeed, that Doctor Ormiston has withdrawn his resignation of the office of Examiner, as no one is fit to be an Examiner in the Normal School, who does not practically understand, as he does, the objects and character and standard of the School. I hope you will write to him, and tell him what I wish and hope from him, and what I think the interests of the great work, which I know he has as much at heart as I have, requires of him, and which he alone can render.

I feel wonderfully better than when I left home. I feel as I had some work in me yet; and I think, by the Divine blessing, if I live to return to Canada, I shall be able to do as much work for some time as I used to do.

We spent eight days in London and saw most of what is worth the time and labour of seeing. We have been eight days in Paris, and have seen a good deal here. But the season is unfavourable; we did not see the sun here for five days.

I feel confident that, under your management, every thing will go well. When I see Mr. McDougall, I will speak to him about the \$500, due to us by the Lower Canada Education Office.

PARIS, December 31st, 1866.

EGERTON RYERSON.

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

I duly received yours enclosing the Letter from Ottawa, communicating the disapproval of the Government of the allowance granted to Mrs. Robertson by the Council of Public Instruction. As the Members of the Government are now in England, I wrote to-day to Mr. McDougall, inquiring when he, the Attorney General, and Mr. Howland, will be in London, (after their New Year's Holiday,) that I may go there and lay the matter before them, and I am persuaded, when all the facts of the case are stated to them, they will readily sanction what has been done by the Council.

The more I think of it, the more satisfied I am that you ought to attend the Meetings of the Council and bring all matters before them. I have not our School Act here, but I am, and have always been under the impression, that the Council is not authorized to act upon any matter respecting Text Books, or Library Books, or General Regulations unless brought before them by the Chief Superintendent of Education, or by you, his legal Representative, as Deputy Superintendent, in the Department. I will consult the Attorney General on the matter, and will write the result before the end of the month. If I refuse to bring matters, or Books transmitted to me for the purpose, before the Council, the parties concerned can appeal against my decision to the Governor-in-Council. But the Council of Public Instruction was never intended to supersede the Department of Public Instruction, which ought always to be represented in it, and which is the only lawful medium of communication with it.

The only sight seeing, which I have yet done in Paris, has been to go for a couple of hours to the Exhibition Buildings.

I am glad to learn, in a Letter from Doctor Sangster, that the Session of the Normal School has successfully closed, and that your Lectures on the School Law have been well received.

PARIS, January 14th, 1867.

EGERTON RYERSON.

## X. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

The Heating Apparatus in the Building apparently works very well. I do not let the Boilers be left for a minute without some person being with them and Mr. Forsyth looks after them when William Anning, the Engineer, goes to dinner.

Things go on very quietly in the Office, and I try to keep up the work without letting anything fall behind.

The Depository has done right well this year. It has exceeded in receipts over any one year since its establishment more than \$2,000. In fact, it has been our best year yet. More money was received in December than in the whole of the year 1852, and within \$700 of that received in the whole of 1853.

Doctor Sangster, the Head Master of the Normal School, is doing very well; and a tone and vigour and efficiency has been imparted to both the Normal and Model Schools, which they never had before.

TORONTO, January 10th, 1867.

J. GEORGE HODGINS.

## XI. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

The Normal School opened on the 8th instant with about 120 Students, 70, or 80, females, and the rest males. They were an intelligent set of Students.

At the last Meeting of the Council of Public Instruction, only two were present, and no business was done.

Things go on very well in the Office and in the Normal School, etcetera.

TORONTO, January 17th, 1867.

J. GEORGE HODGINS.

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

Your Letter, incidentally mentioning that you had not been present at the proceedings of the Council of Public Instruction, took me by surprise, as I had expected that you, as my Deputy, would attend the Meetings of the Council and present and explain all matters requiring explanation, in my behalf and name, as much as if I were present, although I did not consider you as a Member of the Council and as having a right to vote. The whole School Law is framed upon the assumption and principle that the Department is always represented in the Council of Public Instruction, and that the Chief Superintendent is the Agent and Organ of communication between the Council and all Parties concerned in its proceedings, as has been the uniform practice for more than twenty years. It was never intended that the Department of Public Instruction should be ignored, or unrepresented, in the Council. On the contrary, one great object of creating the Council was to give additional aid to the Chief Superintendent in managing the Normal and Model School, in making General Regulations, selecting Text and Library Books, etcetera.

On receiving your Letter I determined to avail myself of the first opportunity to consult the Attorney General for Upper Canada on the subject. Coming from Paris to London last night, I waited upon the Attorney General to-day, and directed his attention to the several clauses of the Act bearing on the subject. He said I was mistaken in supposing that you were not a Member of the Council in my absence; that on the contrary, if I had appointed you my Deputy, you were as much a Member of the Council in my absence as I was, when present; that while, by the appointment of the Governor-in-Council I was, as an individual, made a Member of the Council of Public Instruction, the same as any other individual gazetted; I was also created *ex officio*, a Member of the Council by Act of Parliament, by the 114th Section of the School Act; and that by the ninth clause of the 106th Section of the same Act, I was authorized to appoint a Deputy "to perform the duties of my Office in my absence." The Attorney General remarked that the Law did not provide for an Assistant Superintendent, but for a Deputy, to exercise my powers and perform my duties in my absence. He said, therefore, that it was as much your right and duty to attend and vote in the Council of Public Instruction in my absence, as it was my right and duty to do so, when I was present. He also suggested to me, that, if I had not formally appointed you my Deputy, I had better do so forthwith,—your appointment by the Governor not being sufficient to meet the provisions of the School Act. I told him that I thought I had so appointed you some years ago; but lest I had not done so, I will write out and transmit your appointment as my Deputy now, according to the provisions of the School Act. I herewith enclose the Letter containing your appointment, which you will lay before the Council, and at the same time read this Letter to the Council, if you think proper.

LONDON, January 22nd, 1867.

EGERTON RYERSON.

ENCLOSURE:—*Commission to John George Hodgins to Act as Deputy Superintendent of Education, and also as Official Representative of the Chief Superintendent of Education in the Council of Public Instruction for Upper Canada, during his absence from the Education Department at Toronto.*

As authorized and provided by the Ninth Clause of the One hundred and sixth Section of the Consolidated Common School Act of Upper Canada, 22nd Victoria, Chapter 64, I hereby appoint you, John George Hodgins, LL.B., to be my Deputy to perform my duties as Chief Superintendent of Education for Upper Canada in my absence. You will, therefore, perform my duties as a Member of the Council of Public Instruction, as well as Administrator of the School Law of Upper Canada.

[Seal].

EGERTON RYERSON, Chief Superintendent of Education for Upper Canada.

LONDON, 22nd January, 1867.

## XIII. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I would gladly have been present at the Council Meetings, but when you were away before in England, there was some objection to it made by Mr. Howard, and apparently concurred in by other Members about my being there on your behalf. I, of course, did not press the point, and there the matter rested. This time I remained ready to be called in, should any Member of the Council wish it; but, of course, I felt that I had no other right to be present.

TORONTO, January 24th, 1867.

J. GEORGE HODGINS.

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

I brought the matter relating to the Grant to Mrs. Robertson before Messieurs McDougall, Howland, and the Attorney General to-day. They say they are not the Government, nor Lord Monck the Governor of Canada, while here, they are only Delegates. They cannot, therefore, do anything officially in the matter, until they return to Canada, and that the matter had better remain as it is until I return to Canada, and then for me to bring the matter before the Government, by stating all the facts of the case, and the reason for the proceedings of the Council in granting the sum in question to Mrs. Robertson, which, according to the Letter of the Act, was beyond the legal power of the Council, whose power was limited to granting salary compensation to Teachers, etcetera, but not to make gratuities to their families, after their decease. They thought I had better not discuss it as a question of Law, but as a special case, and a question of equity and humanity, and as in harmony with proceedings in some other cases, which had not been objected to by the Government, and not exceeding the provision made by the Act for the Normal School branch of the Public Service. . . .

The Attorney General told me to-day that I had won the heart of Mr. Adderley, M.P., Under Secretary of State for the Colonies, and he is an abler man, (says the Attorney General,) than his Chief, Lord Carnarvon. The Attorney General gave me a Note of Introduction to Mr. Adderley, (in the absence of Lord Carnarvon), in order to introduce me to Lord Stanley, which Mr. Adderley did. He asked me many questions about our School System, and told the Attorney General that I had given him an immense lot of information about it in a short time.

LONDON, January 22nd, 1867.

EGERTON RYERSON.

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

I am gratified to learn the efficient state of the Normal and Model Schools. It is what I expected from Doctor Sangster. I was confident of William Anning's business care and faithfulness.

PARIS, January 27th, 1867.

EGERTON RYERSON.

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

The System of Public Instruction in France has obtained a marvellous development and is rapidly and widely extending its influence and benefits. My Report on Education in Europe will contain full information on the subject.

PARIS, February 4th, 1867.

EGERTON RYERSON.

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

You have, of course, received my Letters from London, deciding your Membership in the Council of Public Instruction during my absence, a decision doubtless gratifying to yourself, (as you will act as a matter of right, and not of courtesy,) as I have no

doubt it will be beneficial to the work in which we are engaged. I have written to the Reverend Doctor Ormiston at length, having received a Letter from him. He will probably show you my Letter.

I think there is no need of haste as to the revision of the School Books. It may be appropriate, and be attended with a certain degree of eclat, to send out a revised series of School Books at the same time we adopt a new system of Government in Upper Canada.

PARIS, February 11th, 1867.

EGERTON RYERSON.

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

I have nothing new to write to-day. We leave for the South day after to-morrow. I expect to return to Paris about the middle of April.

I have rather overdone myself this last week. I feel very poorly to-day; but I think, with a little rest, I will soon be myself again.

If I get Letters from you before the day after to-morrow, I may write again before leaving Paris.

PARIS, February 18th, 1867.

EGERTON RYERSON.

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

We left Paris on Wednesday Evening, and reached Marseilles on Thursday at noon,—passing Lyons, Vienne, Avignon, etcetera, in the Valley of the Rhine, by daylight. The scenery was very beautiful; vineyards on the hill sides,—cultivated fields,—Trees and Shrubs and almond Trees in blossom. In the afternoon we “did” Marseilles,—visiting the Exchange, the Palais de Justice, the ancient and modern Port, (with its thousands of ships, 28,000 entering it per year,) ascended the lofty Mountain, with Garden walks on its sides, to the “Notre Dame” Church, which surmounts it, a small Church of the Sailors, being with innumerable characteristic Mementos of their escapes from shipwreck, through the interception of their “Mother Protector.” The view of the City and surrounding Country, all dotted with Villas, is magnificent. Next Morning we started for Nice. Toulon, (the Mediterranean Naval Station of France,) is about thirty-six miles on this side of Marseilles,—about one-third of the way to Nice. It is strongly fortified; its port, which is admirable, contains many French ships of War. The population is about 50,000. Between Toulon and Nice lies the Town of Cannes,—a rival of Nice, as a resort for Invalids. The scenery from Marseilles to Nice is beautiful, and sometimes grand, the Sea on one side, and the Gardens, Fields Olive and Orange Orchards; Hill-sides and Mountain Tops, dotted with Hamlets and Villas, on the other. On the background of Nice are seen the spurs of the Maritime Alps. Oranges are seen on the Trees, and they and the Shrubs and Flowers are green, and some of them in blossom. The Breezes are gentle, and the sun bright and warm, the sky clear, and the atmosphere soft and balmy. One seems to inhale healthful vigour with every breath, and to behold cheerful beauty on every side.

I have here met my old friend, Doctor Pantaleoni, who attended me some years ago, when I was ill in Rome; who was employed by Count Cavour to negotiate with Prince Napoleon and the Emperor of the French, the Treaty of the 15th of September, by which the French Troops have evacuated Rome; but he is now an exile from Rome, yet hopes soon to return thither. He has the first Medical practice here, as he had at Rome.

We leave here to-morrow morning by Steamer, arriving at Genoa to-morrow Evening. We shall stay there a Day, and proceed thence by Steamer to Naples, taking Rome and Florence by railway on our return, and making a rapid tour of Germany, arriving at Paris about the middle of April, and London early in May. We received Letters from you the day before we left Paris. With kind regards to all in the Office.

NICE, February 25th, 1867.

EGERTON RYERSON.



## XX. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

We were all glad to get your Official Letters, in regard to my attendance at the Council of Public Instruction. It sets the matter in a clear and satisfactory light, and is very agreeable to me, as I could not endure being there on sufferance.

You will be glad to learn that the Lower Canada Education Office has, on my application sent us the \$571, which has been so long in dispute, so that that unpleasant matter is settled.

*The Globe* publishes to-day the text of the Imperial Confederation Bill, which I suppose you have seen. "The Kingdom of Canada!" without a King, or even a "Viceroy," simply a "Governor General." It seems a singular anomaly that the old name of Upper Canada is to be lost in Lake "Ontario."

We have been enabled to save £50 this year on the reduced insurance, but the heating has cost us fully that much more than last year, so that financially we have made no gain, or saving.

The Bishop of Michigan (Doctor McCoskry,) was here on Saturday with the Reverend Doctor Fuller, and was quite delighted with the place. He is to be here again to-day.

TORONTO, February 25th, 1867.

J. GEORGE HODGINS.

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

On arriving here on the day before yesterday, I received your welcome Letter of the 7th ultimo. Within a day, or two, after you wrote, you must have received my Letter from London, which would settle everything as to your relations to the Council of Public Instruction. I trust that if no advance is made in the business proceedings of the Council before Confederation goes into effect, no further movement will be made until then.

I am thankful to say, that I have had, for nearly two months, scarcely any symptom of the old pain in my head. I feel as if, on my return to Canada, I could perform a considerable work yet, especially as I know I shall always have, as I have always had, your cordial sympathy and coöperation.

ROME, March 4th, 1867.

EGERTON RYERSON.

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

I have not anything to write about except the antiquities, etcetera, of Rome, which requires a Book rather than a Letter, and which you will find in Cook's Manual better than I can write about them.

ROME, March 11th, 1867.

EGERTON RYERSON.

## XXIII. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I received your most interesting Letter from Nice, and we enjoyed it exceedingly. You gave such a graphic account of your pleasant journey.

There is a good deal of stir here about the Fenians, but no disturbance is anticipated. "A" Battery of Artillery, and a Company of Soldiers were sent to Brantford last week, merely as a precaution against a Raid, should any be attempted. Beyond that things are quiet

A Meeting of the Council of Public Instruction was held the other day. Your Letter was read in regard to, (and with) my appointment as Deputy Superintendent, and the Members all seemed pleased that the matter was arranged so satisfactorily. The propriety of it was obvious to all. As the Letter virtually contained an Official opinion of the Attorney General on the subject, it was directed that it be inserted on the Minutes. The Honourable Mr. McMaster was especially pleased at the result. He wrote to me the following Letter on the subject:—



I duly received your Note with Letter from Doctor Ryerson, and the Commission to you, which I herewith return.

I had no idea you could act as the Doctor's Deputy in the Council, or I would have insisted on your taking his place at the Board. Pray don't hesitate to do so at our next meeting, and I shall be most happy to sustain you in that position.

TORONTO, 28th February, 1867.

WM. McMASTER.

The Reverend Doctor Ormiston also sent me the following Note:—

I am delighted with the final and satisfactory settlement of your position in the Council of Public Instruction. . . . .

HAMILTON, 12th March, 1867.

W. ORMISTON.

I have sent Mr. May to Montreal to sell off part of our unsaleable Depository stock of Books. Of course, I have had to mix in a few new Books with the old. So far the sale has done as well as I expected, but nothing more. The Books brought about half price on an average, but that will do.

I have been so busy since January that I have had to get a Boy in the Office to do some copying, and go with messages to persons in and out of the Office, etcetera. I have him in my own Office. His name is Maulson. I hardly think that he will be continued. He is about 13, and just of the age to be useful to me in the many affairs I have to look after. The arranging and preparation for the Montreal sale was very troublesome, in the printing of Catalogue, etcetera.

Doctor Sangster fears that the Reverend Mr. Davies is too sharp and severe in his Class; several have left and blame him for it. The Council appointed Mr. Davies Second Master at a recent Meeting. Mr. Rusk has resigned in the Model School, and a Mr. James Hughes has been recommended and appointed in his place.

TORONTO, 18th March, 1867.

J. GEORGE HODGINS.

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

I received to-day your welcome and long looked for Letter of the 23rd ultimo.

I am very glad to learn that my Letters from London settled everything according to your wishes, as I was sure it must be agreeable to your feelings, giving you a more distinct and higher position than that of Deputy,—it being equal to that of Chief in the absence, and by the appointment, of the latter. I am thankful also to learn that everything is proceeding satisfactorily in the Office. But I regret very much to learn that Professor Young proposes to resign his Office of Inspector of Grammar Schools. I had set my mind at rest on that subject, from my confidence in his ability, judgment and conscientious faithfulness, and from the belief that the duties of the Office were agreeable to him, and that his health was good. I desire that you will express to him my regret at the prospect of parting with him in his Office, although I can not expect him to sacrifice what he conceives relative duties, in order to retain it.

I have been thinking that I should like to devise some means for you to visit the Paris Exhibition before the close of the Season. If you can devise a departmental reason, or reasons, for it, so as to cover your expenses, I shall be glad. Of course, if I decide upon getting things at the Paris Exhibition, I cannot get them until after it closes. In case of your coming, you could see to their packing, etcetera, and might add to the selection, as well as might make some beneficial Book arrangements in England. If you could come at the beginning of September, you could return in November. I expect to be home, of course, some months before, and hope to be able to do all the work in your absence, except that relating to Books, Maps, etcetera. You write to me what you think of the matter.

I have wished a good many times that you were here in my place, and that I had a week's quiet on my Island!

FLORENCE, March 19th, 1867.

EGERTON RYERSON.

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

At Florence, by the introduction of the British Minister, I obtained all needful documents relative to the new system of Education in the Kingdom of Italy. At Florence the British Minister introduced me to Count Usedom, the Prussian Minister at Florence, formerly at Paris, a most delightful and universally learned man, who wished me to go to his Villa, but I had not the time. He told me all about the workings of the Prussian System of Public Instruction in each neighbourhood,—saying that the Law had not been changed at all since I was in Prussia in 1845,—that the Government did nothing but inspect, and see that each locality had a School of a certain kind, and that each Person educated his Children; but that each locality taxed itself for the support of its School. He told me that I could find nothing suitable to my purposes in Prussia, in respect to the Militia organization, in connection with the School System, as there was no connection between the one and the other, and that the military system was expensive, and much interfered with the ordinary employment of individuals. But that Switzerland was the place for me to learn and study the School System with its feature of military training. In consequence of this System every Swiss had a good education, and understood the use of Arms and Military drill, and was yet practical, industrious and sober,—while the whole system was very inexpensive. He gave me a Letter of introduction to a friend of his in Switzerland, who could give me every information I might desire, and all needful Documents,—the result of which I hope to incorporate in my Report, or Sketch, of Education in Europe.

VENICE, March 28th, 1867.

EGERTON RYERSON.

## XXVI. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

The Normal School is getting on very well now, and the Reverend W. H. Davies, the Second Master, is doing as well as he can, I believe.

The Books and material, etcetera, sold by auction at Montreal, did fairly well, but no more. They made, clear of all expenses, about half their price, but they were old and unsaleable stock. Mr. May says he hears that Mr. Campbell thinks it is a step preparatory to closing up the Depository, so as to meet the new state of affairs after Confederation takes place! The Educational Depository never seemed to do so well as it does now, and we have few, or no, complaints, and those very trivial.

I send you the copy of an exceedingly nice letter which I lately received from General Lee, Leader of the Southern Confederate Army. I had inserted some items in the *Journal of Education* relating to the General. Having sent some copies of it to him, with a note, he replied in the following characteristic Letter:—

I received this morning your Letter of the 11th instant with the numbers of the *Journal of Education* which accompanied it.

I am extremely obliged to you for them. The pages of the *Journal* are filled with valuable information and interesting statistics upon the subject of Education, on which depends the healthy growth and steady advancement of a Country in Religion, happiness and prosperity.

With great respect, your obedient Servant,

LEXINGTON, 20th March, 1867.

R. E. LEE.

TORONTO, 28th March, 1867.

J. GEORGE HODGINS.

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

The Wells of Venice, as well as the Houses, having been flooded with salt water a few days before, we, therefore, suddenly left Venice, although we had a delightful Room, looking out on the Grand Canal. I had at first intended to go direct to Milan; but,

finding that, by taking a ride twenty miles by Railway, I could come to Lake Como, I decided to do so, and reached Lecco about ten on Friday night. Saturday, it rained hard, but we saw the weekly market at Lecco, and came to this place by Steamer, (about two hours distance,) on Saturday afternoon, where we purpose to remain until Wednesday. This is the first place of rest and retirement that we have had since we came to Europe. We are inhaling fresh Country air every day. We are in the centre of natural magnificence, beauty and grandeur, such as I never witnessed. Before us is a little deep egg-shaped Lake, abounding with fish, dotted with Skiffs, skirted with Flower Gardens, Walks, Shrubs and Villas, and overhung on either side by snow-capped Mountains,—with Roses and Flowers and green Plants at the bottom of the Mountains, craggy Rocks and deep Snow at the top, and all apparently within a mile's distance. Near where we stop, is the Villa of the Duke of Meiningen, and the Palace residence of the late Queen Caroline of England, (now an Hotel,) and the Villa of the King of the Belgians, a favourite place of retirement by the late King. What I have witnessed here in the quiet Sabbath of yesterday, has given me more impressive views of the varied beauty and magnificence of the works of God than I ever had before, although I have travelled much and finished my 64th year on the Sabbath before.

CADENABIA, LAKE COMO, April 1st, 1867.

EGERTON RYERSON

XXVIII. DOCTOR RYERSON TO J. GEORGE HODGINS.

Here we received our Letters from Canada from the 15th of February up to the 18th of March. I am thankful to learn that everything is going on well with you.

I commence to-day my inquiries into the present working of the Swiss School and Military Systems, in connection with that of Compulsory Education. Here, at Lausanne, Berne and Basel, I expect to obtain much useful information in regard to Education, as even the French Government sent a Commissioner here last year to inquire into and report upon the working of the Swiss System.

In our Educational Proceedings in Upper Canada, we stand upon the ground of past success, of public economy, and public good, free from all personal gain, or interest, and upon the authority also of the best Educationists and best examples of other Countries; and when we bring to bear in argumentation the combined force of these considerations, all the petty schemes of selfishness and party, which have been formed against us, and which appear so formidable in the dark, dissolve in weakness and disappear like the morning fog, when brought into contact with the sunlight of truth and patriotism. Whatever may be my lassitude and weakness, I feel my old force and energy coming back to me whenever the ultra of partizanship . . . shows its cloven foot and brandishes its threats against what I well, and long, know to be the real liberty and onward progress of the civilization of our beloved Canada, and which I hope will merit and perpetuate the name of our "glorious" Canada.

GENEVA, April 8th, 1867.

EGERTON RYERSON.

XXIX. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

We felt quite glad to get your interesting Letter from Florence of March the 19th.

I feel very thankful to you for the offer of going home in the Autumn. I often felt that we laboured under a serious disadvantage in not, in this respect, following the practice of men of business, who go home every year, or every two, or three years, to revive, or make new business arrangements. I have tried to do the best I could in making satisfactory purchases, under all the circumstances, and have had Mr. Potter, our Shipper, to go round and make inquiries as to prices and terms, and report to us for instruction; but it is a cumbersome way; and very often, when a good offer is made, partly advantageous and partly not so, the entire chance would be lost before we could reply. Besides, I should like to go home and make better terms permanently for our-

selves, than those we have. I have made better terms in a few instances, but, in others, we have failed, as the persons in England do not realize our peculiar wants and circumstances, or the multiplicity of their other business arrangements does not render it worth while to give our matters their earnest attention. Besides, I should like to take time and look out for various kinds of Apparatus and other useful things, suitable for our purpose, which are not always to be found in the regular way of business. I think too, that I could pick up some interesting things in the same way for our Educational Museum, and also for our Departmental Library, etcetera. I believe the Department would be amply repaid in two, or three, years, all the expense of my trip, for I now know thoroughly what we want. I would like too, under the new state of things politically, to do everything I could to put our Depository and Museum, etcetera, on the very best financial footing.

If, however, you could let me go early in August, and return in October, or November, I could do what I want thoroughly and satisfactorily, without being so hurried. I dread haste in such matters, besides, time slips away so fast when one undertakes such things, that less than two months at home would not satisfy my mind that the thing was well done. A week, or two, is a very little time from the Office, while it is a great deal, when on such a mission. I could, too, use up my holidays in that way, so that my absence from the Office would not be so much felt. Although I never liked to urge such a step, (it being somewhat personal,) yet I always felt that we laboured under disadvantages, which no other mere business establishment had to encounter.

The Normal School gets on very well now. There is nothing to interrupt its harmony.

TORONTO, April 8th, 1867.

J. GEORGE HODGINS.

XXX. DOCTOR RYERSON TO J. GEORGE HODGINS.

This morning we received Canadian Letters of the 28th ultimo, including one from you of that date.

In Switzerland, I got the educational information which I desired; but it was of less importance than I had expected.

I am glad to hear that everything goes on well with you. I expect to be home by the first week in June.

We have been to the Paris Exhibition. It is the productive and artistic civilized World in miniature.

Doctor Taché is greatly hindered by the Contractors in getting the Canadian Department arranged. He says he has nothing like space enough for all the articles that you and Mr. Chauveau have sent him. He hopes to be able to arrange them to-morrow, or next day, however.

PARIS, April 14th, 1867.

EGERTON RYERSON.

XXXI. DOCTOR RYERSON TO J. GEORGE HODGINS.

Since receiving your last Letter, I have again gone through that department of the Universal Exhibition, which includes all kinds of materials, such as Globes, Maps, and Models, Books, etcetera, relating to Public Instruction. This Department is nothing like as extensive, or complete, (as far as opened,) as was the same Department of the Paris Exhibition of 1855. I saw no Maps better than ours, or as good. There are, however, some good German and French Maps, and some good raised Maps, (*Maps en relief*,) of France, etcetera. The best Map of the kind was one of British India, on Papier Mache, published in London. We must get it. There were some good Globes *en relief*, in the Prussian Department, manufactured in Berlin. Some Prints and Books also, *en relief*, for teaching the Blind. I think some Prints and Models and various other articles may be selected, which will be useful. We may make selec-

tions of things here which will add much to the value, usefulness and interest of our Educational Museum. I think it is best, however, to leave the selection to you, as I quite concur in your views about coming home in August. Nothing can be got out of the Exhibition until its close in the Autumn.

PARIS, April 23rd, 1867.

EGERTON RYERSON.

XXXII. DOCTOR RYERSON TO J. GEORGE HODGINS.

I have taken and paid for my passage in the Steamer *Nova Scotian*, which sails for Quebec on the 16th instant.

I returned from Paris on Saturday. On Sunday I heard the Reverend Messieurs Punshon and Arthur preach, two of the best sermons I have heard since I came to Europe. I attended the great Annual Missionary Anniversary yesterday. I consented to second a Resolution, but decided to move a Resolution and speak. It was a very noble Meeting, better than any I had ever witnessed.

I spoke to the Reverend William Arthur about his coming out to Canada as our President next year. He said that his acceptance of such an appointment at the next Conference was out of the question, but that he thought Mr. Punshon would go, and, with his concurrence, I conversed with Mr. Punshon on the subject. He said he had desired to visit Canada. He is to write me his views. Mr. Arthur told me that Mr. Punshon was a thorough man of business.

I go to-day to the Annual Meeting of the Church, Missionary Society, and to-morrow to the Annual Meeting of the Bible Society. I go this afternoon and evening to a Meeting at old City Road, the laying of the foundation of a new Wesleyan School House, at which Lord Shaftesbury is to preside, and he and Messieurs Arthur and Punshon, etcetera, are to speak.

LONDON, April 30th, 1867.

EGERTON RYERSON.

XXXIII. DOCTOR RYERSON TO J. GEORGE HODGINS.

I was present two hours at the anniversary of the Church Missionary Society—heard the report, (a very good one,) read, and heard Lord Chichester, (President,) the Lord Bishop of Norwich, Dean of Carlisle, and the Lord Bishop of Cork speak. The speaking was evangelical.

I, this afternoon, attended a Meeting at City Road Chapel, to hear an Address from Lord Shaftesbury on Ragged Schools, and to witness the laying of the Corner Stone of a Chapel School House in one of the most wretched neighbourhoods in London. I never knew before what the ragged poor of London in the Lanes and Alleys were. I never witnessed such a sight of squalid wretchedness,—the neighbourhood literally swarming with Children,—every Window of the Houses around full of heads,—all indicating the lowest degradation; but many of the Children had good features and bright eyes, sparkling through the encrustation of dirt. We have no such class in Canada; and I hope we never may.

Lord Shaftesbury's remarks were of the highest type of scriptural and experimental truth,—eminently practical and suggestive. His Address to the poor creatures, on laying the Corner Stone of the School Edifice, was full of kindness and affection,—adopting even the very style of address common among the class whom he addressed. As a specimen, his Lordship said,—“I just heard a Boy say behind me, ‘which is him.’ ‘Now I am him; you want to see him; and I want to see you, and to talk to you, and to do you good. We have all come here to do you good, because we love you; and the poorer you are, and the more you suffer, the more we wish to help you and to do you good.’” He reminded me of the Saviour going about doing good, and of the words of Job, (Chapter 29,) “when the ear heard me, then it blessed me, and when the eye saw

me, it gave witness to me; because I delivered the poor that cried, and the fatherless and him that had none to help him," etcetera. (Verses 11-13, 15, and 16). It was to me an impressive, affecting, and, I trust, a useful lesson. We attended to-day the Annual Meeting of the British and Foreign Bible Society. The Report was admirably read, and was most gratifying and encouraging. The Speeches were excellent, and some parts of them produced a wonderful effect. The Lord Bishop of Carlisle spoke nobly and scripturally, the Dean of Carlisle spoke fervently and effectively; the Reverend Doctor Miller also spoke very ably and effectively; but Mr. Calvert, (of the Fejee Mission,) spoke irresistibly to the heart, and Doctor Phillips spoke with surpassing beauty and charming power. The latter two are both Welshmen. . . . The Reverend Mr. Nolan spoke with great excellence. Lord Shaftesbury speaks as a matter of business,—naturally, simply, but with dignity and great force. . . .

So far as I have had opportunity to mingle with the Ministers and Members, and witnessed services and Meetings, I think I never saw the Wesleyan Body so perfectly at peace and united, and so devoted to their one great work, and with a fervour and depth of spirituality not excelled even in Mr. Wesley's day. The personal example and influence of the most eloquent and leading men in the Connexion is highly spiritual and practical.

LONDON, April 30th, 1867.

EGERTON RYERSON.

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

Within a week after this reaches you, I hope to arrive in Toronto.

We go to-day to Woolwich Arsenal, and this evening to the House of Commons. We are to dine to-morrow evening with Mr. Lingen, the Secretary of the Privy Council Committee of Education; and we are also to dine on Saturday evening with General Lefroy, formerly of the Observatory, Toronto. We dined last Tuesday with the Reverend Mr. Arthur, President of the Conference. This is about the extent of our festivities.

I long to get home again, and to resume my ordinary work.

In a week from the time you read this, I hope, by the Divine blessing, to have the pleasure of seeing you.

LONDON, May 9th, 1867.

EGERTON RYERSON.

NOTE. Soon after the receipt of this Letter, Doctor Ryerson reached Toronto, and early in June attended the Methodist Conference at Hamilton, from which he wrote to me the following Note:—

#### XXXV. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

Mr. Mason, of Mason & Slidell, the Southern Exiles, called yesterday to see you, and was so disappointed in not finding you. He expected that after your long trip to England you would have staid at home for quiet. He left his very kindest regards for you. Through his kindness Mrs. Hodgins and I had the unexpected pleasure of spending an evening at Colonel Helms with the celebrated Mr. Jefferson Davis. We were agreeably disappointed in him, in many ways. He is a fragile, kind and gentle-hearted man, fond of Children and the society of good men. He said little of the past, but gave us many most interesting incidents of his prison life and of his little Daughter, the "Sunbeam" of fortress Munroe. He is a man of clear and refined intellect, although he has a good deal of the "American" in his manner and style of speaking, etcetera. We were highly favoured in having quite a long and pleasant talk with him and one, or two others, who joined in the conversation. I called yesterday to pay my respects to him with Mr. Mason.



I met Mr. Charles Lindsay, Editor of the *Leader*, at Colonel Helms' last night. He says "John A." will be here in about a week.

I find that the *China* steamship leaves Boston on the 3rd July, and I can arrange everything without difficulty so as to do so, if you have no objection. It will enable me to leave England earlier than I expected, and will give me so much longer fine weather.

Mr. Jefferson Davis seemed to know a good deal about you and the success of our School System. He saw our Building, but had not time to come in.

TORONTO, June 5th, 1867.

J. GEORGE HODGINS.

XXXVI. DOCTOR RYERSON TO J. GEORGE HODGINS.

As you request, I have no objection to your going to England by the *China* steamer, on the 3rd of July.

I moved this morning the Resolution inviting Mr. Punshon to Canada, which was cordially agreed to.

HAMILTON, June 6th, 1867.

EGERTON RYERSON.

XXXVII. DOCTOR RYERSON TO J. GEORGE HODGINS.

We had a very good day yesterday, and the Conference is proceeding harmoniously and pretty rapidly in its business.

As to the Paper which you send to me, from the Cobourg Board of Trustees, it is of no consequence, as to the manner in which the Trustees provide the local equivalent to the Grant from the "Grammar School Fund." I think the Law does not prescribe the manner in which the local equivalent is to be provided.

I understand from the Reverend Doctor Nelles, (who has read the Letter from Cobourg, that the proposed arrangement is agreeable to the views of the Authorities of Victoria College, as the Grammar School is attached to the College. I, therefore, have no objection to the proposed arrangement.

You can answer the Letter accordingly, if the provisions of the Law is such as I assume it to be.

HAMILTON, June 10th, 1867.

EGERTON RYERSON.

CHAPTER XXXVI.

FINANCIAL CORRESPONDENCE WITH THE PROVINCIAL AUDITOR, AND WITH THE GOVERNMENT, 1867.

I. THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have given instructions that a proof of the Education Accounts shall be sent to you before it is finally struck off for the Public Accounts. You will perceive that the balances with which the year commenced differ from those brought forward at the end of the previous year, in the following particulars: 1st. Three errors in the previous Statement are corrected, videlicet: The sum of \$1,058.13 was charged too much against the Normal and Model Schools; \$0.06 was charged too much against the Superannuated Teachers, that amount when found in any year having been treated as a receipt by us, whereas it ought to have been treated as a refund and have it struck off the expenditures; and \$5.00 placed in the Statement, on account of the Museum, was carried by us erroneously to the credit of the Consolidated Fund, instead of to the credit of the Museum appropriation. 2nd. An Order-in-Council was passed on March the 6th, revising the balances and appropriations from the unappropriated balances, \$28,019.44 to cover

the over Expenditure on Common and Separate Schools account, thus bringing the balances up to \$69,611.52, being a half year's Appropriation for that Service, and which, in consequence of the change in the financial year, must remain permanently at the credit of that Appropriation, over and above what is wanted for the half year's Expenditure, and \$4,000 for the Normal and Model Schools, and \$1,000 for Grammar School Inspection, in accordance with the Orders-in-Council of May, 1861, and March, 1865; whilst the whole of the balances in favour of the Libraries and Apparatus was struck off, and carried to the unappropriated balances.

A similar modification of the balances, as brought forward at the end of 1865-6, will be made, and for some of which alterations an Order-in-Council has already been passed. The modifications will be as follows:

	\$	cts.
Common and Separate School balances .....	43,257	10
To cover Expenditure of 1865-6 .....	26,354	52
	<u>\$69,611</u>	<u>62</u>
Additional for 1866-7 .....	30,000	00
Revised balance .....	<u>\$99,611</u>	<u>62</u>
Normal and Model School balance .....	6,410	78
Additional for 1866-7 .....	4,000	00
	<u>\$10,410</u>	<u>78</u>
Grammar School Inspection .....	218	34
Additional for 1866-7 .....	1,000	00
	<u>\$1,218</u>	<u>34</u>
Museum balance .....	5,359	05
Additional for 1866-7 .....	6,000	00
	<u>\$11,359</u>	<u>05</u>
School of Art and Design .....	6,000	00
Heating the Normal School Building .....	4,000	00
Unappropriated balances .....	\$60,428	78
Library balance struck off .....	22,225	10
	<u>\$88,653</u>	<u>88</u>
Less redistributed as above .....	26,354	52
Less redistributed as above .....	30,000	00
Less redistributed as above .....	4,000	00
Less redistributed as above .....	1,000	00
Less redistributed as above .....	6,000	00
Less redistributed as above .....	6,000	00
Less redistributed as above .....	4,000	00
	<u>\$77,354</u>	<u>52</u>
	<u>\$11,299</u>	<u>36</u>
The appropriations for Poor Schools, Superannuated Teachers and Normal will remain unaltered .....	\$10,057	73
	<u>\$153,956</u>	<u>38</u>

These, with the Appropriations, under the Common School Act, will be the amounts at your disposal during the current year.

As to other differences which exist in the balances according to us and you, as explained in your Letter of May last, the sum of \$2,030.50 on the Museum Account, which arose from my having erroneously added the Depository Clerks' Salaries in 1867 to that account, instead of to the School Libraries. I have already explained that it does not in any way affect our present balances, because the balances of both of these Accounts were wiped out in 1864. The \$2,000 excess in our Appropriation for Super-

bringing the  
Service, and  
permanently  
the half year's  
for Grammar  
and March,  
apparatus was  
nd of 1865-6,  
already been

annuated Teachers was added at your own request in the arrangement of the balances which we made in 1864. All the rest arise from my not taking account of Appropriations and transfers by Order-in-Council prior to June the 30th, 1864, all of which were superseded by the arrangement made with you in October of that year. I think you would find it much more convenient if you were to alter your Books to correspond with that arrangement, which has been confirmed by all the subsequent Orders-in-Council. I have only ascertained to-day, on application to the Executive Council Office, that it has not been their custom to furnish you with copies of Orders-in-Council affecting your affairs, and I have given instructions that for the future all Orders-in-Council affecting your Finances shall be sent to you from this Office. I also now forward a copy of our arrangement of 1864, as approved of by the Minister of Finance, which forms the basis of the whole, and a copy of which was formerly sent to you.

OTTAWA, 8th January, 1867.

JOHN LANGTON, Auditor.

## II. MEMORANDUM ON THE AUDITOR'S LETTER, DATED THE 8TH JANUARY, 1867.

The Public Accounts show \$2,032.50 less than the correct amount available for the Museum, but the Auditor's Letter shows that a sum of \$6,000 is applied by Order-in-Council, (over and above the annual Grant and Public Accounts balance,) for that Service for the year ending on the 30th of June, 1867, so that the arrangement proposed may be safely concurred in.

2. The School of Art and Design Grant from 1861 to June, 1867, at \$2,000, as per Order-in-Council, would have amounted to \$11,000. The Auditor's Letter shows that \$6,000 will be appropriated by Order-in-Council for that Service for the year ending on the 30th of June, 1867. Taking into consideration the increased Grant to the Museum, and the apparent inconvenience of disturbing the arrangement made by the Auditor, it will probably be well to concur in his views.

3. The \$2,000 extra Grant to the account of Superannuated Teachers had better perhaps be accepted, as desired.

4. The amount for the Normal School does not quite equal the appropriations, including arrears, as per Order-in-Council of 1851, but it appears that the Order in question has been superseded by subsequent Orders, and that \$4,000 granted for heating for the year ending on the 30th of June, 1867, together with the balance, will probably cover the Expenditure. It is presumed that, if necessary, an additional sum out of the unexpended balances can be obtained by Order-in-Council for this Service in any future year.

5. The amount for Grammar School Inspection, although not quite as we have it, may be accepted, as the difference is not sufficient to make it necessary to urge an alteration in the Auditor's account.

6. There does not seem any special reason for retaining the balance of the Poor School Fund, as the annual appropriation will probably be sufficient. But the alteration is not important.

TORONTO, 19th March, 1867.

A. MARLING, Accountant.

## III. REPLY TO THE FOREGOING LETTER BY THE DEPUTY SUPERINTENDENT.

Your Letter of 8th January was received on the 15th instant. In reply, I have the honour to return the proof of the account which you sent, and for which I am obliged.

The amount of the balances of 30th June, 1860, as now distributed by you, and the extra grants, (as detailed in your Letter,) for the year ending 30th June, 1867, will be satisfactory to this Department, although the amounts are not in all cases what we should have made them, had we had the revision of the details.

In view, however, of the inconvenience of altering the arrangements made by you, we accept these amounts as a settlement of the differences in the accounts as between the Audit Office and this Office, and will make our Books correspond with it.

TORONTO, 20th March, 1867.

J. GEORGE HODGINS, Deputy Superintendent.

#### IV. THE DEPUTY SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL AUDITOR.

I have the honour to subjoin an Estimate of moneys required by this Department for the current month and for May,—the balance at the Bank being exhausted. I will thank you to issue the usual Letter of Credit at your earliest convenience.

Required on account of Normal and Model Schools .....	\$2,000
Required on account of Libraries, Maps and Apparatus .....	6,000
Required on account of Superannuated Teachers .....	2,000
Required on account of the Museum and Library .....	500
Required on account of the Journal of Education .....	300
Required on account of Grammar School Inspection .....	500
Required on account of the Grammar School Fund .....	1,000
Required on account of Office Contingencies .....	500

Say, Twelve thousand eight hundred dollars ..... \$12,800

TORONTO, 10th April, 1867.

J. GEORGE HODGINS, Deputy Superintendent.

(NOTE. A Letter of Credit for this amount, (\$12,800,) was issued by the Finance Department, as stated in a Letter from the Provincial Auditor, dated the 23rd of April, 1867).

#### V. LETTER FROM THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT.

An Order-in-Council is being prepared regulating the Method of making payments after the first of July,—[the day on which the Confederation Act goes into operation]. In the meantime I have caused the Bank to be instructed to honour your Cheques to the extent of Forty thousand dollars, (\$40,000).

From this date, as long as you derive your Funds from the Dominion, you will receive Warrants, and not Letters of Credit. For the same reason we cannot place to your credit at once all the amounts which you will want. I conceive that Forty thousand dollars, (\$40,000), will carry you on for some days, and you can always have a new Warrant when you have nearly exhausted your balance, and that by telegraph, if necessary. We do not desire to stint you in any way in the money you actually require, but we do not wish to make an absolute payment of more at a time than is necessary to meet your engagements.

OTTAWA, 2nd July, 1867.

JOHN LANGTON, Auditor.

### CHAPTER XXXVII.

#### ALLOWANCE TO THE WIDOW OF THE HEAD MASTER OF THE NORMAL SCHOOL.

##### LETTER TO THE SECRETARY OF THE PROVINCE.

I have the honour to submit to the favorable consideration of the Governor-General, the following statement in respect to the case of the late Mr. Thomas J. Robertson, A.M., late Head Master of the Normal School for Upper Canada, to whose Widow the Council of Public Instruction granted the amount of one year's salary of her late Husband.

The Council supposed it was authorized to make this grant from its general authority to do all that it might deem expedient to promote the interests of the Normal School; but, in a Letter dated the 17th of December, received from the Auditor's Office, during my absence in Europe, a copy of a Minute of Council was also communicated, objecting to the exercise of such authority on the part of the Council of Public Instruction, and objecting to the amount granted.

I regret very much that the Council of Public Instruction did not (as I at first suggested, but which suggestion I afterwards waived), submit the case to the Governor-General-in-Council, as I am persuaded His Excellency would have approved of the recommendation made under the peculiar circumstances of the case, which I, therefore, now proceed to state.

Mr. Robertson died the last week of last September,—the day on which he completed nineteen years of service as Head Master of the Normal School for Upper Canada.

After having completed his studies in Trinity College, Dublin, he established a Classical School of high reputation, and was thence selected for Inspector of Schools, under the direction of the National Board of Education in Ireland, and rose to be the Head Inspector of the National Schools. When it was decided to establish a Normal School for the training of Teachers in Upper Canada, application was made to the National Board of Education in Ireland to recommend a Head Master that was, in all respects, qualified to introduce their system of teaching, as well as of Text-books, into Upper Canada. The National Board recommended their highest Officer, Mr. Robertson, with the warmest testimony as to his attainments, ability, judgment, and faithfulness, during the fifteen years that he had been in their service. The salary of Head Inspector of Schools in Ireland is £400 sterling per annum, beside what is called "cost of locomotion," and personal expenses of 12s. 6d. sterling each night in which he is absent from home, and beside a retiring allowance of one-third of his Salary, after ten years' service, and one half of his Salary, after twenty years' service. Mr. Robertson's salary in Canada had never exceeded £500 currency. It was felt at the time of his appointment as our Head Master, in 1847, that his salary here was very little in advance of his salary in Ireland; but it was thought that living was much cheaper in Toronto than in Dublin (which was a mistake); and that he could better provide for a growing family in Canada than in Ireland. Furthermore, Mr. Robertson, as the highest Officer of the Board, had the prospect of succeeding to be one of its Secretaries, in case of a vacancy, a vacancy which occurred several years since, and to which an Inspector, junior to Mr. Robertson, had been appointed, with a salary of £750 sterling per annum.

Had Mr. Robertson had any hope of a retiring allowance, I have no doubt he would have retired some years since on such allowance, when his health began to fail; but having no such prospect, and having no other means to provide for the support of his family, he continued to labour, (in a most exhausting work,) long after he was fit for it, and to the shortening of his days.

If Mr. Robertson had been a resident of Canada, and appointed from an humble position to his Office of Head Master of the Normal School, the case would have been different; but, when his official services, position and prospects in Ireland are considered; and when it was considered that he was, on special application, recommended by the National Board of Education in Dublin, to introduce into Canada the Irish system of School instruction, and that he has most faithfully and efficiently introduced a system of School Teaching and Discipline which is an honour and blessing to our Country,—that he has trained Teachers who are now competent to take his place, and to manage the best Common Schools, and some of the best Grammar Schools in Upper Canada; and when it is, moreover, recollected that Mr. Robertson and the other Officers in connection with the Education Office have not been permitted to enjoy the advantages of an increase of salary, as have the employes in other Public Departments of the Government, and are not, therefore, under the same Regulations, at the time of their

decease, I submit that good faith to the Irish National Board, who recommended their First Officer to our confidence and protection, as well as good faith to Mr. Robertson, and justice to his long and most valuable services, would have justified a more liberal grant to his Widow and unprovided family than that which the Council of Public Instruction supposed it had the authority to make. Since Mr. Robertson's decease, his eldest unmarried Daughter has been obliged to get a situation as Governess for support; one Son has gone into a Grocery Store for employment, and the Widow and young Children, having sold their furniture and rented their House, have gone into the Country to reside with a married Daughter,—having no other means of subsistence than the rent of a small House and a year's salary granted by the Council to the Widow and family, on Mr. Robertson's decease.

I, therefore, respectfully submit, and venture humbly to trust, that His Excellency-in-Council, in considering all the circumstances of the case, will approve of the allowance made to Mrs. Robertson and family on the decease of their late excellent Husband and Father, who may be justly regarded as the Father and Founder of the improved system of School Teaching and Discipline in the Public Schools of Upper Canada.

TORONTO, June 3rd, 1867.

EGERTON RYERSON.

REPLY TO THE FOREGOING LETTER BY THE ACTING ASSISTANT PROVINCIAL SECRETARY.

I have the honour to inform you that His Excellency the Administrator of the Government has had under his consideration-in-Council your Letter of the 3rd instant, respecting the disallowance by the Executive of the Gratuity of a year's pay granted by the Council of Public Instruction to the Widow of the late Head Master of the Normal School for Upper Canada, Thomas J. Robertson, Esquire:

After careful consideration of the whole matter, and in view more particularly of Mr. Robertson's long and valuable services in the cause of Education in Upper Canada, His Excellency-in-Council has been pleased to sanction the payment of the Gratuity in question to Mrs. Robertson.

While doing so, however, His Excellency-in-Council desires again to repeat his disapproval of the unauthorized act of the Council of Public Instruction in making this payment in the first instance.

OTTAWA, 26th June, 1867

G. POWELL, Acting Assistant Secretary.



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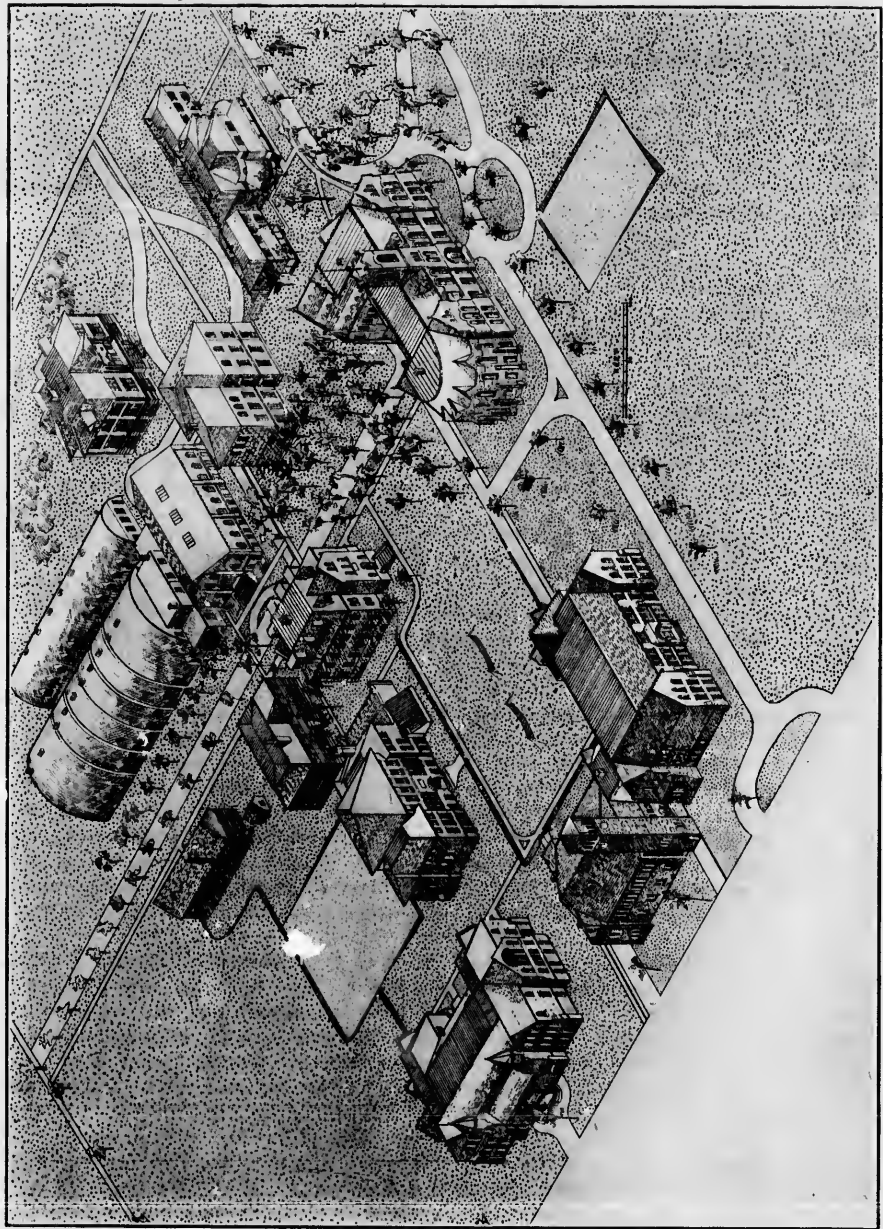
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BIRDS' EYE VIEW OF QUEEN'S UNIVERSITY, KINGSTON.

## I. APPENDIX TO THE NINETEENTH VOLUME.

## SKETCH OF THE HISTORY OF QUEEN'S COLLEGE, KINGSTON.

Early in 1832, the Presbyterian Synod pressed upon the Government the necessity of endowing an Institution, or Professorships, on lines which should be broad enough to meet the requirements of all classes of the community. This continued to be pressed, until it became evident that the Government could not be moved. The Synod, being in great need of facilities for training young men for the Ministry, at length determined to found a College within its bounds, and, in 1838, appointed a Commission to solicit subscriptions for its Endowment, and to apply in 1839 for an Act of Incorporation to the Provincial Legislature. The project met with hearty support. Enthusiastic meetings were held in Toronto, where £600 was subscribed at the meetings; and in Kingston, where £1,700 was subscribed; as also in Montreal, Hamilton, Cobourg, and other places; where more, or less, large sums were subscribed, until the amount of £15,000 was reached, which was a noble subscription for those days.

The Provincial Act of Incorporation passed on February 10th, 1840, and on May 20th of that year the Trustees met, under the chairmanship of the Honourable William Morris. It was then determined to apply for a Royal Charter, which delayed the opening of the Institution for some months. The Royal Charter was issued on the 10th of October, 1841, and before the end of that month the Colonial Committee of the Church of Scotland, which had undertaken the support of the Principal of the College, appointed the Reverend Doctor John Liddell to that office. The Reverend Peter C. Campbell was appointed Professor of Classics, and on March the 7th, 1842, the first Session of Queen's College was opened with ten Students in attendance.

The Session of 1842-3 was begun with Doctor Liddell as Principal and Professor of Theology and Moral Philosophy; the Reverend P. C. Campbell, Professor of Classics and Belles Lettres; and the Reverend Doctor James Williamson, Professor of Mathematics and Natural Philosophy.

The Reverend Doctor Liddell, who was a man of eminent ability, and of great force of character; was untiring in his efforts to strengthen the position of the College, but there was much discouragement at the outset. He more than once suggested to the Trustees the wisdom of dropping the Arts Course, and when, in 1844, the disruption of the Presbyterian Church divided the friends of Queen's, and temporarily lessened her resources, he openly and strongly advocated that policy. The outlook was indeed gloomy; the number of Students was reduced from twenty-one to thirteen, but the supporters of Queen's were full of confidence for the future, and would not hear of the change. Then, in 1846, Doctor Liddell resigned and returned to Scotland, Professor Campbell having also resigned in 1845 and also returned to Scotland.

In 1849, the Principalship was again offered to, and accepted by Doctor Liddell, but he withdrew his acceptance, and became a parish Minister. After Doctor Liddell's withdrawal the Reverend Doctor Machar, of Kingston, accepted an interim appointment as Principal, which he held until 1853, lecturing also in Divinity and Hebrew. Doctor Machar was temporarily succeeded by the Reverend Doctor George, then Professor of Systematic Theology, and afterwards of Mental and Moral Philosophy. After him came the Reverend Doctor Cook of Quebec, as interim Principal.

The year 1854 saw the establishment of the Medical Faculty, with Doctor Sampson, and afterwards Doctor Dickson, as President. In 1865 this Faculty was reorganized as the "Royal College of Physicians and Surgeons" in affiliation with Queen's College. In 1891, the original status was resumed, additions were made to the Staff, and an interchange of services arranged between the Arts and the Medical Faculties, which has proved of mutual benefit to both. The number of Students has largely increased, and Queen's Medical graduates are highly respected throughout Canada.

The College long remained without a permanent Home, but, in 1854, the House and Grounds, on which the present College Buildings stand, were purchased, all Classes being held there until 1858, when a large Building was constructed in the rear, in which the Medical Classes met, and part of which was a Convocation Hall. The Arts and Divinity Classes continued to use the old Building until 1869, when the Medical Faculty removed to a Building in the City. Then their quarters were used by the Arts and Divinity Faculties, whilst their old Building was changed into Residences for the Professors. This arrangement continued until 1880, when a new Arts Building, with Library, Museum, and Convocation Hall was occupied. The Medical Classes then returned to their former quarters, where they still remain, the Building itself having been much enlarged and improved.

In 1860, the Reverend Doctors Cook and Barclay, and Mr. A. Morris, in conference with the Colonial Committee of the Church of Scotland, selected as Principal the Reverend Doctor Leitch, of Monimail in Scotland, a distinguished Astronomer and an eminent Theologian. He took great interest in the Kingston Observatory, which, through his efforts was transferred to Queen's College, being subsequently directed by the Reverend Doctor James Williamson and Professor Dupuis. Unfortunately Doctor Leitch entered upon his duties amidst internal troubles, which required the utmost skill and wisdom to allay. His position, was, therefore, beset throughout by harassing anxieties and misunderstandings. His health failed, and he died of heart disease in May, 1864.

In 1869 the Alma Mater Society began a career, throughout which it has played no small part in the Student life of the University. It has its Officers and regular meetings, and encouraged by the Senate, much of the government of the Students is carried on by themselves, through the medium of this Society. In 1860-61 the Law Faculty was established, under the guidance of Sir Alexander Campbell, and has ever since maintained a somewhat fitful existence.

Doctor Leitch was succeeded in 1864 by the Reverend Doctor William Snodgrass, then of St. Paul's Church, Montreal. He came to a heritage of difficulty, but was master of the situation from the outset. He was a man of caution and of far-seeing judgment, and although, at first, he had not the unanimous support of his co-workers, and had to meet determined opposition from influential men at the Trustee Board, and in the Synod, yet he speedily piloted Queen's into calm waters. Scarcely had he accomplished this, when the storm burst in another direction. In 1867-68 a Government Grant, which began at £452, in 1842, and which had, from time to time been increased, until it reached \$5,000 a year, was withdrawn. In the same year the failure of the Commercial Bank swept away the greater part of the Endowment. A special Meeting of the Synod, called to discuss the situation, met at Kingston on January the 6th, 1860. At the Meeting, many counselled the closing of the College doors, but Doctor Snodgrass, in his quiet way, stemmed that tide, whilst the Reverend Professor Mackerras, in a stirring speech, set all thoughts in the opposite direction. It was determined to go on, and to raise an Endowment sufficient to meet the great losses that had been sustained. Those two energetic men offered themselves for the work of canvassing. And in less than four months, as a result, of their constant and self-denying labours, \$70,000 were subscribed, and \$25,000 of the amount were paid into the College Treasury. Still they wrought on, until, in May, 1873, \$113,000 had been subscribed, and over \$100,000 had been paid in to the Treasury. In succeeding years further amounts were received, and thus the great crisis was successfully passed.

Perhaps this financial effort was the most remarkably successful of all Queen's Endowment schemes. Considering the wealth of the people, their liberality might be called unbounded, and the result was a wide increase of interest in the University, which showed itself especially in the eagerness of young men to avail themselves of the advantages she offered. The work was very arduous, and necessitated a house to house visitation.

In Doctor Snodgrass' Principalship the germs of much of the later extension, which went on under the Reverend Doctor Grant, are to be found. The higher education of Women, especially, may be noted in this connection. The Reverend Doctor Murray opened classes for them in English in 1870, his example being followed by other Professors, although the academic Course leading to a Degree was not open to Women until 1878-79.

In 1872, the Alma Mater Society launched the College Journal, which has since bravely kept on its way, and has admirably fulfilled its purpose, as a medium of Student opinion, and as a chronicler of College events.

The union of the Presbyterian Churches, in 1875, had an important bearing upon the future of Queen's College. It was agreed that she was then to stand in similar relations to the United Presbyterian Church in Canada to those which she had formerly held to the Church of Scotland in Canada. But her Trustees became a self-perpetuating Body, and have moulded her destinies on the broadest and most undenominational lines. Changes were made in the constitution of the College, providing for a University Council, and for a Chancellor, and five additional Trustees, who were elected by the Council. Lately five other Trustees have been added, who are to be elected by the Graduates, these ten being chosen irrespective of denominational views, and almost always from outside the Presbyterian Church.

The first Chancellor of Queen's was the Reverend Doctor Cook, her former Principal, and the first Mederator of the United Church. He was succeeded by Mr. Fleming, now Sir Sandford Fleming, K.C.M.G., who has since been unanimously re-elected every three years.

In 1877, Principal Snodgrass, foreseeing that there must be another appeal for Funds, and knowing that his impaired health would not stand the strain of such an effort, showed his greatness by resigning, and his clear-sightedness by pointing out the one man for the position, strongly urging the appointment of the Reverend Doctor G. M. Grant, as his Successor.

The Reverend George Monro Grant, then of Halifax, became Principal in December, 1877. His Predecessor had laid the foundations of the College well, and he built upon them with the genius of a Master. He was a born leader, who gathered around him, from the outset, a band of co-workers, who never failed to lend a generous support to all of his plans, but he himself was a great worker, and gave his very best thought and effort to the advancement of Queen's University. He undertook the second appeal for an Endowment, which Doctor Snodgrass had foreseen was necessary, and it was highly successful. By 1881, he had a new Building, an enlarged Staff, a great increase in Students, and all things working in harmony. Queen's was decidedly on the upgrade from that period.

Again, in 1887, another effort was planned, when it was determined to raise \$250,000, to be called, in honour of the Queen's Jubilee, "The Queen's Jubilee Fund." This was accomplished in a little more than six months. More Professorships were instituted, and, in every way, the College advanced with rapid strides. Federation with Toronto was proposed about this time, but the friends of Queen's had learned to think of her as having her place at Kingston, with her position secured as one of our national Universities; so there was no removal, and events have justified that decision.

As has been already said, co-education began in the Arts Course in 1878. It was extended to the Medical Course in 1880, but, as there were difficulties in that respect, a Woman's Medical College was opened in 1883 and affiliated with Queen's. It continued for several years, but, on account of similar facilities offered at Toronto and elsewhere, it was closed in 1894.

The Faculty of Practical Science was instituted by the University in 1895, and after the amalgamation of the two branches of Engineering and Mining, in 1900, as the School of Mining, they were affiliated to the University as a College of Applied

Science. With the additional accommodation provided, the teaching Staff was increased, and, in 1906, it numbered ten Professors, three associate Professors, four Lecturers, and six Demonstrators, with Professor Dupuis as the Dean of the Faculty.

The Arts Faculty had also by this year made great advances, and including eighteen Professors and assistant Professors and four Fellows, besides Tutors. The Theological Faculty had four Professors and two Lecturers, besides Tutors, while the Medical Faculty comprised twenty-eight Professors, Lecturers and Demonstrators. The number of Students, including extra and intra-murials, had also increased in like proportion, and during the Session of 1905-6 numbered over a thousand altogether.

The Buildings, which were in process of construction at the time of Principal Grant's death, have been finished, consisting of the new Arts Building, erected by the City, at a cost of \$50,000, the new Science and Engineering Buildings, and the splendid Convocation Hall with its lofty Campanile, which was raised by the Students and Graduates of Queen's in memory of Principal Grant, whose name it bears, at a cost of about \$40,000. The seating capacity of this magnificent Hall is about twelve hundred. It is connected with the Arts Building by large entrance doors, which can be thrown open for social, or public, functions.

The Ontario Building, which accommodates the Departments of Physics, Mineralogy, and Geology, was, together with the Engineering Building, which is called Fleming Hall, after the Chancellor, erected by the Ontario Government, which gave a grant of \$150,000 for this purpose. In this last Building is the power plant, which supplies all the electric power and light required by the various Departments, while, in an adjoining Wing, the heating and ventilation of the other Buildings is provided for. Since that time, a fine Gymnasium has been added, and the sum of \$50,000 voted by the Ontario Government has provided for the erection of the much needed Medical Laboratories.

The problem of maintenance has always been hard to solve at Queen's. Much of the necessary Funds has come from private sources, generous grants have from time to time been received, but the bulk of her Income has come from her Endowment Fund, and the present Endowment movement is the fifth general and concerted effort of her Friends and graduates to increase her revenue. New benefactors are constantly coming forward in aid of the University, and the present situation gives ground for continued confidence and hope for a brilliant future. (*Contributed by the Librarian.*)

#### HISTORICAL REFERENCES TO QUEEN'S UNIVERSITY, 1829-1868.

The foregoing historical Sketch of Queen's University would not be complete without a reference to the proceedings of noted friends on behalf of the University,—of the Legislature, and of public men in Britain and in Canada, in regard to it.

The first reference to the subject of a Presbyterian College for Canada is contained in the third Annual Report of the Glasgow Colonial Society, drawn up by the late Reverend Doctor Robert Burns, before he came to Canada, and presented by him to that Society on the 22nd of April, 1829.

On the 2nd of September of the same year a meeting of the "United Presbytery of Upper Canada" was held at York, at which a plan was considered for establishing a Literary and Theological Seminary for the education of Young Men of piety and ability for the Gospel Ministry, as soon as circumstances would permit." In 1830-1832, it was proposed to establish such a Seminary at Pleasant Bay, Hillier, in the County of Prince



Edward. In the meantime, however, a few Students preparing for the Ministry were sent for instruction to Doctor John Rae, Grammar School Master, of Hamilton, under the guidance of the local Presbytery.

In a Despatch written by Lieutenant Governor Sir John Colborne to the Colonial Secretary in 1834, he said:—

I have the honour to transmit a Memorial from the Synod of the Presbyterian Church, representing the twenty-five Ministers in charge of Congregations, expressive of their anxious desire to see the [King's] College, proposed to be established in this place, in early operation, under such a Charter as shall . . . secure the confidence and support of all Denominations of Christians in this Province. . . .

YORK, 6th August, 1833. The Memorial was signed by JOHN MACHAR, Moderator.

Beyond sending of a Deputation in 1837 of the Reverend Doctors Mathieson and Machar, to confer with the Committee of the Scottish General Assembly and the Colonial Minister, nothing material was done.

In his Letter to the Colonial Minister, Doctor Mathieson recommended that the Scheme proposed by the Select Committee of the House of Commons in 1828, of having two Theological Professors appointed in the proposed King's College,—one to represent the Church of England and the other the Church of Scotland.

The reply of the Colonial Minister was to the effect, that the establishment of the proposed Professors rested constitutionally with the Colonial Government, and not with the Home authorities.

In 1839 a Meeting was held in Kingston to promote the establishment of the College and the Legislature was petitioned to pass an Act of Incorporation of the Proposed Institution, which it did in 1840. The name first selected was that of "St. Andrew's College of Canada," this name was afterwards changed to that of the "University of Kingston," and under that designation it was incorporated.

The Act of Incorporation was, however, disallowed by the Home Government, on the ground that it was the prerogative of the Imperial Government to authorize the establishment of Colleges. A Charter, founded on the Act, was granted, and, by the Queen's permission, the name was changed to that of the "Queen's University at Kingston," but the provision for the payment of a Presbyterian Professor of Theology was omitted, as that could only be done by the local Colonial Government.

LORD JOHN RUSSELL, COLONIAL MINISTER, ON THE CLAIM OF QUEEN'S COLLEGE TO A PORTION OF THE REVENUE OF KING'S COLLEGE FOR A THEOLOGICAL PROFESSORSHIP.

In a Despatch from Lord John Russell, Secretary of State for the Colonies, to Lord Sydenham, dated the 12th of October, 1840,—the Colonial Secretary thus expresses himself in regard to the claim of the promoters of Queen's College to a portion of the funds of King's College for the maintenance of a Theological Professorship in the Queen's College. Speaking



of the Act for incorporating "the University of Kingston," he said that this Act—

Established at Kingston a University which is to be exclusively of the Scotch Presbyterian persuasion. All the governing body must belong to that Church, and they must all avow their adherence to the Confession of Westminster.

If this College were to be maintained by the private funds of the Founders alone, the exclusiveness of their religious opinions would be a matter of no importance. But this is not the case. The Act proposes that the Governor should be authorized to take from the Funds of King's College a sum adequate to the maintenance, at the College at Kingston, of a Theological Professorship, which payment is to be received by the Church of Scotland, as a satisfaction of the claims of that Church to have a Theological Professor of their own maintained at King's College. This, therefore, is a distinct avowal of the principle that the Funds of King's College are to be applied, not for the purposes of Education in which the Members of every Christian Society can participate; but for the purpose of Education, from which many Christians must necessarily be excluded.

If this Act be sanctioned, I am not aware how it will be possible to refuse a corresponding advantage to the Members of any other Christian Church [in Canada], by which a separate College, or University, might be established. Thus the Funds of King's College, instead of being appropriated to purposes, in which all the inhabitants would be equally interested, must be drained for the support of Chairs of Theology in as many different Universities as may be founded in Upper Canada.

Now the principle for which the House of Assembly of that Province have so earnestly contended is directly opposed to such an employment of the Funds; the House has invariably maintained that they should be sacred to purposes of General Education in the Higher branches of Literature and Science, for the common benefit of Society at large.

The establishment of a Professorship of Theology in connection with the Church of England, was deprecated as an infringement of this principle. It is less infringed by providing for such Professorship in connection with the Church of Scotland? If this step be taken, I do not perceive how the benefit of the precedent could be refused to Roman Catholics, to the Wesleyan Methodists, or, indeed, to any other of the Sects which divide between them the population of Upper Canada. If all are thus to be aided in disseminating their peculiar views of Christianity, the Government would speedily be involved in certain polemical questions of Theology, into which it is, on every account, most undesirable that the secular power should, in any manner, engage.

I am the more impressed with the importance of maturely considering this measure, because when I refer to the Charter of King's College, it is impossible not to perceive that the design of its Authors was to secure the predominance in that Body of the Church of England. It may have been inevitable that this design should be frustrated by the resistance of the popular branch of the Legislature, supported, as it was, by public opinion. But, if the Church of England has been refused the means of carrying this Charter into effect, according to the obvious design of it, it would seem indefensible to give to another Church the very privilege which has been practically denied to the Church of England; and to maintain the principle of exclusiveness, at the expense of King's College, at the very moment when the operations of the College have been defeated, because its Constitution embraces that principle. If the Church of England is not to possess privileges to the disadvantage of other Churches, it must, at least, follow that other Churches should not possess privileges to her disadvantage.

LONDON, 12th of October, 1840.

J. RUSSELL.

In 1842 a Deputation was sent from the Board of Queen's College to the Council of King's College, Toronto, with a view to form a union of the two Colleges. It failed, however, as Doctor Strachan and the Council did not favour it.

Two important series of Letters were published by persons connected with the Queen's College,—the one in 1842 by the Reverend Robert McGill, addressed to the Honourable William Morris, an active promoter of the College, on its history and prospects; the other was written in 1843 by the Reverend Doctor Liddell, President of the College, to the Reverend Doctor Ryerson, on the Queen's College Scheme of Union with King's College.

In 1845, the Reverend Peter Colin Campbell, Classical Professor in Queen's College, published an elaborate Pamphlet, entitled "Thoughts on the University Question," and addressed to Members of the Legislature. Mr. Campbell resigned his position in 1845, and afterwards became the President of the University of Aberdeen.\*

\*The Pamphlets relating to Education, which were published about the time of these University discussions and arrangements, were, in 1841-1845, the following, videlicet:—

1. Colonial Legislation, on the subject of Education . . . . . By "Scotus," (David Burn), Hamilton and Toronto, 1841.
2. Letters on the Condition and Prospects of Queen's College, Kingston, addressed to the Honourable William Morris . . . . . By the Reverend Robert Macgill of Niagara. Montreal. 1842 and 1845.
3. The Origin, History and Management of the University of King's College, Toronto. (By Mr. John Macara. Published anonymously.) Toronto. 1844.
4. Proceedings had in the Legislature of Upper Canada, during the years 1831-1833, on the subject of Lands set apart by His late Most Gracious Majesty, King George the Third, (in 1797,) for the purpose of Schools. Toronto, 1839. (Note. This pamphlet was reprinted in Montreal, in 1845.) See Note† on page 178 of the Third Volume of this Documentary History.
5. Thoughts on the University Question, respectfully submitted to the Members of Both Houses of the Legislature of Canada. By a Master of Arts. (Reverend Peter Colin Campbell, M.A. Professor of Latin and Greek in the University of Queen's College. Published anonymously.) Kingston, 1845.
6. The University Question considered. By a Graduate. (The Reverend John McCaul, LL.D.—Published anonymously.) Toronto, 1845.

NOTE.—These Pamphlets are published in successive Volumes of this Documentary History.

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