HISTORICAL EDUCATIONAL PAPERS AND DOCUMENTS OF ONTARIO

1792-1853



A Donovan map
1911

Historical and Other

Papers and Documents

ILLUSTRATIVE OF THE

Educational System of Ontario, 1853-1868,

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

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D., F.R.G.S.

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

VOLUME III.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO.

101903

C
370.
971
H

EDUCATION DEPARTMENT ONTARIO

NORTH YORK PUBLIC LIBRARY
MAIN

TORONTO:

PRINTED AND PUBLISHED BY L. K. CAMERON,

Printer to the King's Most Excellent Majesty.

1911

Printed by
WILLIAM BRIGGS,
29-37 Richmond Street West,
TORONTO

PREFATORY NOTE.

From the Table of Contents of this Volume, it will be seen that it contains a large amount of most interesting historical papers and documents relating to the progress of Education in Upper Canada. This is especially shown in the paper on the Educational Resources of the Province.

The Volume also contains papers on the advantage of superseding the present system of School Sections by Township Boards of Education, as in Cities and Towns. It deals also with the troublesome questions of Truancy, Vagrant Children and Juvenile Crime, and the suggestions of the Anglican Synod, County Conventions, the Teachers' Association, Judges' Charges and prominent citizens on the best and most effective means of lessening these evils. The question of a Dominion Bureau of Education, at Ottawa, similar to that at Washington, has been proposed, with a view to concentrate attention, for the benefit of the various Provinces, on what are the best and most successful features of the system of Education in each Province.

Full particulars are given of the appointment of the Chief Superintendent of Education and of the organization of the Education Department in 1844-1850.

The various School Acts of 1846, 1847, 1850 and 1853 are printed in full, so that the entire machinery of the Upper Canada School System can be seen on reference to these Acts.

The Report of Bishop Fraser, British Commissioner, on the School System of Upper Canada, is an interesting document, as is also that of Mr. S. P. Day, of London.

The question of Compulsory Education is fully discussed, and also that of Reformatory and Industrial Schools. Full particulars are given of the operation of Compulsory Education in the various Countries of Europe.

The Scheme for the Education of Indian and Coloured Children is explained, and also the establishment of Manual Labour Schools for the Indian in the Western parts of the Province.

It will be seen from the numerous circulars, issued by the Chief Superintendent to the various Councils and School Officers, that they were fully informed of the nature of their duties and of the most effective means of performing them.

Interesting particulars are given in regard to the establishment of School Libraries, and of their practical value and interest in the various localities in which they have been established.

The humanizing effect of the Penitentiary and Prison Libraries is referred to by the Chaplain of the Penitentiary and by the Wardens of the Prisons.

The valuable and suggestive Report of the Chief Superintendent of 1846, on the foundation of our system of Education, is given in full. Extracts from his Address on Free Schools for the Province are also inserted in this Volume, as he felt that Free Schools formed after all the true foundation of a successful system of Public Schools.

The record of educational progress which this Volume contains is highly gratifying, and will, I am sure, be read with interest and pleasure.

J. George Hodgins,
Historiographer.

Toronto, 5th October, 1911.

CONTENTS.

PAGE

Canadian Education at the International Exhibition in London, 1863 1
Report on the Upper Canada System of Education by Bishop Fraser, the British Commissioner, 1863 2
State and Progress of Education in Upper Canada and its Capital by Mr. S. P. Day. 4
The Educational Resources of Canada, 1863 9
I. The Educational Lands Endowment 11
1. In Upper Canada 11
2. In Lower Canada 11
3. In United Canada 11
II. The State Endowments of Education 12
1. In Upper Canada, 1862 12
2. In Lower Canada, 1862 12
III. Municipal Assessment 12
1. In Upper Canada, 1861 12
2. In Lower Canada, 1861 12
IV. Income from Local Sources, School Rates, Fees, Etcetera, 1861 13
1. In Upper Canada, 1861 13
2. In Lower Canada, 1861 13
V. The Number, Character and Value of Her Educational Institutions 15
1. In Upper Canada 15
2. In Lower Canada 16
VI. Public Libraries in Canada 17
1. In Upper Canada, 1861 17
2. In Lower Canada, 1860 17
VII. Various Supplementary Aids to Education 18
Advantages of Superseding School Section Divisions by Township Boards of Education 18
A Specific Provision in the School Law on the Subject 18
Township School Boards in Several of the United States 19
Advantages and Economy of the Township School System 20
Amendment of the School Law in Regard to Township Boards of School Trustees .. 22
Truancy and Juvenile Crime in Ontario Cities and Towns 24
Charges of the Judges on the Subject 24
Compulsory Education Suggested 24
Failure of the Toronto City School System to Prevent Juvenile Vagrancy 28
Draft of School Bill, dealing with Truant, Vagrant and Neglected Children in Cities, Towns and Incorporated Villages, 1862 29
Memorandum on this Draft of School Bill by the Reverend Doctor Ryerson 30
Proceedings of the Anglican Synod of the Diocese of Toronto in Regard to this Draft of School Bill 34

PAGE

County School Conventions in favour of Legislation to Restrain the Truancy and Vagrancy of Children 39
The Judge's Charge in regard to the Increase of Vagrancy and Juvenile Crime in Ontario, 1866 45
Compulsory Education and the Repression of Juvenile Crime in Ontario..... 48
Petition to the Legislature of Prominent Citizens of Toronto on the Prevention by Compulsory Education, or otherwise, of the Vagrancy of Children in Ontario, 1868 49
Synod of the Anglican Church in the Diocese of Toronto on the Subject of Vagrant Children, 1868 50
The School Teachers' Association in regard to Vagrant Children 52
The Reverend James Porter, School Superintendent, Toronto, on Compulsory Attendance at School 53
Industrial Day School for Vagrant Children 55
Report of the Toronto Board of School Trustees on the Proposed Industrial Schools. 58
Compulsory Education as a Remedy for Truancy and Juvenile Crime in European Countries and the United States. Details given 59
Prevalence of Truancy and Juvenile Crime in Ontario, 1890..... 62
How Juvenile Criminals are made 63
Establishment of Industrial Schools and Technical Education..... 64
Value of Household and Parental Influence 66
The Unthought of Future Responsibility of Boys..... 66
Lord Derby's Practical Advice to Boys 67
Don't Spoil the Boy. A few Words to Parents 68
Home Boys Make Good Men 68
The Boy Problem 69
"No Place Like Home" for the Boys 69
Few Understand the Normal Boy 70
A Pithy Sermon to Young Men 71
Development and the Study of Child Life 71
Truancy and Juvenile Crime in the Ontario Cities, details given, 1911..... 72
Statistics of Juvenile Crime in the Dominion of Canada from 1885 to 1905..... 75
Commitments to Jail of Children of School Age, 1858-1861 and 1906-1910, details given 75
Defectiveness of our Municipal Law in Regard to Vagrant and Idle Children in Cities, Towns and Villages of Ontario..... 79
Swiss Guardian Plan of Solving the Problem of Caring for Children of the Street.. 80
Purity Education for the Adolescent 80
The Purity League Movement 81
Personal Hygiene in the Schools—Duty of Parents 82
Talk to Mothers by School Nurse 82
Mother the True Alma Mater (Poetry) 83
The Girl Student—What She Does and How She does it.—Suggestion 84
Residence for Girls at College 86
Havergal Ladies' College to Open a Junior School and Playing Fields 87
Education of Chinese Boys and School Girls..... 87

PAGE

Residence for Girls Seeking Employment in the City of Toronto 88
Swimming and Life Saving by Girls 88
Physical and Mental Exercises for Boys and Girls 89
Value of Cricket and Other Manly Sport for Boys 90
Mental Exercises for Girls 91
The Value of Poetry in the School 92
Singing is an Excellent Mental Exercise for Girls and Boys 92
Reading and Recitation of Prose and Poetry a Mental Exercise for Boys 92
The Art of Elocution Amusingly Versified 93
Boys Taught Agriculture and Girls Domestic Economy 94
The Provincial Exhibition a Place of Enjoyment for School Children 94
Toronto's Memorial Statues Decked with Flowers by School Children 95
Twelve Golden Maxims for Families 95
The Education of the Indians of Ontario, 1826-1831 97
The Reverend Doctor Ryerson a Teacher of the Credit Indians 99
Indian Manual Labour School at Alderville, 1836 101
The Methodist Conference and Indian Manual Labour Schools 103
Condition and Education of the Indians of Upper Canada, 1870 103
Indian Mission Schools in the North-West 103
Increased Grant for Indian Schools 106
The Education of Coloured Children 108
Promotion of the Education of Coloured Children 109
The Wilberforce Educational Institute at Chatham. The Nazrey Institute 110
A Dominion Bureau of Education for Canada 111
What Such an Educational Bureau Might Accomplish 112
The Reverend Doctor Ryerson's Appointment and Administration, 1844-1876 115
The Reverend Doctor Ryerson's More Noted Official Papers and Documents, 1844-1876 116
Doctor Ryerson's Educational Visit to Europe in 1844, 1845 116
Systems of Education on the Continent of Europe 119
American State Systems of Education Chiefly Derived from Europe 121
Normal and Model Schools in London, Dublin, Glasgow and Edinburgh 126
The Normal School at Albany 127
Doctor Ryerson's First Circular to Municipal Councils on his Return from Europe. 129
Status of Alien Teachers under the Common School Law 129
Commission of the Reverend Doctor Ryerson as Chief Superintendent of Schools In Upper Canada, 1846 130
Organization and Duties of the Department of Public Instruction for Upper Canada. 131
Arrangements in Regard to the Education Office and Normal School for Upper Canada, 1845, 1846 134
Scheme for the Establishment of a Provincial Normal School 136
Foundation of the System of Public Instruction in Upper Canada 139
Report on a System of Public Instruction for Upper Canada, 1846 140
Arms of the Education Department, 1846, 1876 161
Draft of a Common School Bill for Upper Canada, 1846 162

PAGE

Appointment and Proceedings of the Board of Education for Upper Canada, 1846.. 166
Circular from the Chief Superintendent of Education to the Municipal Councils, 1846 170
The Common School Text Book Question in 1846 173
Commendation of the Irish National School Books by Doctor Ryerson 174
Characteristics of the Irish National School Books 175
The Chief Superintendent's First Official Tour in Upper Canada in 1847 177
Programme of the Chief Superintendent's First Official Visit to the Various Municipal Districts of the Province in 1847 178
Summary Account of the Effect of these Official Visits to the Districts 179
Doctor Ryerson's Personal Account of his First Official Visit to the Districts in 1847 180
Agriculture as it was Practised in Upper Canada in 1847 183
Draft of the City and Town Common School Bill of 1847 184
The Notable Transitional Year of 1847 188
The Common School Act of 1846 and that of 1847 for Cities and Towns 190
Circular from the Chief Superintendent to Municipal Districts in Upper Canada, 1848 190
Circular to the Mayors of Cities and Towns in Upper Canada, 1848..... 196
These Circulars Submitted for the Information of the Governor-General, 1848.... 198
Address of the Chief Superintendent to the Trustees of Common Schools in Upper Canada, 1848 199
The Abortive School Legislation of 1849 203
The Comprehensive Common School Act of 1850 203
Educational Episode.—The Common School Act of 1849 Condemned 227
Correspondence with the Honourable Robert Baldwin, Attorney-General, on the Subject 227
The Chief Superintendent's Circular to School Superintendents and Trustees in Regard to the Cameron Abortive Common School Act of 1849 231
Semi-Private Letter from the Chief Superintendent to Attorney-General Baldwin....232
Circular from the Chief Superintendent to the Local Superintendents of Common Schools on their Duties under the School Act of 1850 234
Circular from the Chief Superintendent to the Trustees of Rural Schools in Upper Canada on their Duties under the School Act of 1850 235
Circular from the Chief Superintendent to the Teachers of Each Common School under the Act of 1850 237
Circular from the Chief Superintendent to the County Board on their Examination of School Teachers under the Act of 1850 239
The Act of 1853 Supplementary to Common School Act of 1850 240
Papers by the Chief Superintendent on the State and Progress of the Upper Canada School System 251
I. Permanency and Prospects of the System of Common Schools in Upper Canada 251
II. Encouraging Symptoms for the Future of the Upper Canada School System... 255
III. Powers and Duties of School Trustees under the School Act of 1850 258

PAGE

Circulars to the Clerks of the Municipal Councils of the Cities, Towns and Incorporated Villages in Upper Canada, 1851 259
I. Circular to Local Superintendents on the Mode of Distributing the School Fund among the School Sections, 1851 259
II. Circular to Local Superintendents Directing their Attention to Several School Matters 260
Circular to Clerks of County Councils, Transmitting Reports, Publications, Maps and School Appliances for the Use of the Municipalities and Local School Officers 261
Letter to the Provincial Secretary Asking for an Additional Building Grant 262
Explanatory Circulars in Regard to the Local Administration of the School Law of 1850 263
1. To Wardens of County Councils 263
2. To Clerks of County Councils 263
3. To Local Superintendents of Schools 264
4. To Clerks of Cities, Towns and Villages 265
5. To Clerks of County Councils 265
6. To Local Superintendents of Schools 266
Educational Proceedings of the Norfolk County Council (Doctor Ryerson's Native County). 266
Reply of the Chief Superintendent to the Norfolk County Council 266
Letter from Doctor Covernton, Secretary of the Norfolk County Board of Public Instruction 268
Reply to Doctor Covernton by the Chief Superintendent 268
A Special Case by Mr. W. L. Mackenzie 268
Authority to Establish Denominational Schools in Cities and Towns 269
Papers on the School System of Upper Canada by the Chief Superintendent..... 270
I. The Spirit in which the Present Educational Movement should be Directed 270
II. Origin of the Principle of Free Schools in Upper Canada 272
Regulations Relating to the Intercourse of Male and Female Students in the Normal School 274
Letter to the Provincial Secretary asking for the Balance of the Library Grant, 1853, (Enclosing the Library General Regulations) 274
General Principles on which Books have been Selected for Public Libraries..... 276
Circular in Regard to the Establishment of Public School Libraries:
1. To Boards and School Trustees in Cities, Towns and Villages 277
2. To Town Reeves 277
3. To Trustees of School Sections 278
County School Conventions held by the Chief Superintendent of Education, 1853.. 279
Formal Resolutions passed by the County School Conventions, 1853 280
1. Resolutions relating to the Extension of the Powers of Trustees in Deciding Upon the Manner of Raising School Moneys 280
2. Resolutions in Favour of a Provincial System of Free Schools, Supported by County, or Township, Rates 281
3. Resolution Relating to the Establishment of Public School Libraries..... 282
4. Miscellaneous Resolutions 284

PAGE

Address to the Reverend Doctor Ryerson on his First Official Visit to his Native County 286
Reply to this Address 287
Address and Presentation to the Chief Superintendent by the Officer of the Education Department and the Masters of the Normal and Model Schools, Toronto.. 287
Reply to this Address and Presentation 288
Address to the Reverend Doctor Ryerson by the Reverend Adam Lillie, of the Council of Public Instruction 290
Death of Mr. Hugh Scobie, a Member of the Council of Public Instruction, and Letter of Condolence to Mrs. Scobie 291
Circulars from the Chief Superintendent on the Increased School Grant to Upper Canada, 1853 291
1. To Clerks of Counties 291
2. To Local Superintendents of Schools 292
3. To Boards of School Trustees in Cities, Towns and Villages 293
4. To Trustees of Rural Schools 293
The Principle of Supporting Schools by a Rate upon Property, and the Equitable Mode of Apportioning the School Fund Explained 294
Educational Progress of Upper Canada, 1853 296
The Governor-General (in Council) Objects to the Grammar School Regulations in Regard to the Opening and Closing Exercises of Each Day, 1855..... 297
Memorandum of the Chief Superintendent on the Withdrawal of the Sanction of the Governor-General (in Council) to Certain Rules and Regulations Relating to Grammar Schools, 1855 297
Circular to Clerks of Counties on the Appointment of Grammar School Trustees... 299
Circular to Boards of Grammar School Trustees 300
Instructions to Inspectors of Grammar School Trustees by the Council of Public Instruction, 1855 301
Meteorological Stations Established at the Grammar Schools, 1855 302
Fund for the Superannuation of Worn-out Common School Teachers in Upper Canada, 1854 304
Division of the Legislative School Grant, 1841-1855 305
The Public School Libraries of Upper Canada, 1867 306
Memorandum on Standard Works of Fiction for Public School Libraries 306
The Establishment and Management by Municipal and School Corporations of Public School Libraries in Upper Canada 308
Circular to Municipal and School Corporations in Upper Canada, 1855 309
Establishment of Prison Libraries in Upper Canada, 1857 310
Circular to the Warden of the Penitentiary and to Wardens of Counties 310
Reply of the Chaplain of the Provincial Penitentiary 310
The Chief Intention and Object of all Reformatory Prisons 310
The Importance of the Library in the Improvement of Convicts 131
The Origin and Operation of the Library in the Provincial Penitentiary 313
Letter from Sheriff Thomas to Doctor Ryerson 316

PAGE

Letters from the Governors of County Jails 317
1. Counties of York and Peel..... 317
2. County of Oxford 317
3. County of Peterborough 318
4. County of Ontario 318
Circulars from the Chief Superintendent 320
1. To the Clerk of Each City, Town and Village 320
2. To the Local Superintendents 320
3. To Reeves of Townships, to Clerks of Counties, and to Local Superintendents 321
4. To the Heads of City, Town, Township and Village Municipalities..... 321
The Educational Museum of Ontario 323

ILLUSTRATIONS.

PAGE

The Normal and Model School Buildings, Toronto 6

The Education Department and Normal Schools, Toronto 7

Reverend Doctor Ryerson 8

Mission House at the Credit, where the Reverend Doctor Ryerson Resided, 1826.... 99

Historical and Other Papers and Documents

ILLUSTRATIVE OF THE EDUCATIONAL SYSTEM OF ONTARIO.

CANADIAN EDUCATION AT THE INTERNATIONAL EXHIBITION, LONDON, 1863.

At the International Exhibition which was held in London in 1863 the subject of Education in each Country was fully represented. Professor H. Miles, the Commissioner for Canada, furnishes the following interesting details respecting the State of Education in this Country:—

Education in Canada is subsidised, inspected, and in a great part controlled, by the Government. A provincial Superintendent of Education, and a staff of Clerks, etcetēra, form an Education Bureau for each of the former Provinces of Upper and Lower Canada. The School Laws in both are the same in their more important features, but differ in details—differences being necessary to adapt them to the wants and usages of the two races which inhabit Canada. In Upper Canada, there are five Colleges with the rank and privileges of Universities. An effort is now being made to fuse them, or adopt a Common Curriculum and common standard of examination. Toronto University is under direct Government control, enjoys a large provincial Endowment, and is not under the direction of any Religious Body. The others are under the control of several Churches. . . . In Upper Canada, the higher part of the work is more strictly apportioned to the Grammar Schools. For the Common Schools, the Provinces vote annually a fixed sum to be distributed by the Provincial Superintendents, who annually report their proceedings to the Government. The share of the Grant falling to each Municipality is handed over to it, subject to the condition that it will tax itself to an equal amount; and the perfect representative Municipal Institutions of the Country make the levying of this Rate upon the property a very simple matter. The same machinery is employed as that created to provide means for the making and support of Roads and Bridges, and other local improvements. In Lower Canada, the distribution is based on the annual census of the children between the ages of seven and fourteen years; in Upper Canada, upon the last decennial census of the total population. In Lower Canada, each school of fifteen scholars, kept open for eight months, receives its allowance. In Upper Canada, each receives in proportion to the length of time it is kept open. But the people in neither Province have been content with raising just enough by local rates, or voluntary subscriptions, to meet the Grant. We cannot furnish statistics for Upper Canada. But, with a Grant slightly larger than that of Lower Canada, as based upon its population, that portion of Canada spent in 1859, upon its Common Schools, upwards of $1,100,000, or nearly one dollar per head of the entire population.

For the training of Teachers, there have been established one Normal School in Upper Canada, and three in the Lower Provinces. The one in Upper Canada was established in 1847.

In each Province, there is a Council of Public Instruction to counsel and advise the Chief Superintendent in certain matters, and specially to determine upon the School-books to be used in the Public Schools. By this means, uniformity and system are gradually being introduced.

To assist the Chief Superintendent, there are appointed salaried Inspectors of Schools, who visit and examine the Schools within their respective districts periodically and report annually to the Superintendent. . . .

In Upper Canada, there are Trustees elected for each School Section, or district, set apart by the Municipal Council as entitled to a School within its limits.

In both Provinces, the Authorities may make arrangements for Religious Teaching in the Schools, but no Pupils need stay to receive it whose Parents object. Provision is also made, that wherever a certain number of persons dissenting from the Religious views of the majority desire it, they may establish a Roman Catholic, or Protestant, Separate School, elect Trustees for it, and receive a share of the Government Grant.

REPORT ON THE UPPER CANADA SYSTEM OF EDUCATION.

By Bishop Fraser, the British Commissioner in 1863.

As the result of the interest felt in the system of Education in the New World, the Reverend James (afterwards Bishop) Fraser (of Manchester) was appointed a Royal Commissioner to enquire into the American and Canadian Systems of Education. From his Report, published after his return to England, I quote the following passages:—

The Canadian System of Education, in those main features of it which are common to both Provinces, makes no pretence of being original. It confesses to a borrowed and eclectic character. The neighbouring States of New York and Massachusetts, the Irish, English and Prussian systems, have all contributed elements, which have been combined with considerable skill, and the whole administered with remarkable energy, by those to whom its construction was confided. It appears to me, however, that its fundamental ideas were first developed by Mr. (now, I believe, Sir Arthur) Buller, in the masterly Report on the State of Education in Canada, which he addressed in the year 1838 to Lord Durham, the then Governor-General, in which he sketched the programme of a system, "making," as he candidly admitted, "no attempt at originality, but keeping constantly in view, as models, the system in force in Prussia and the United States, particularly the latter, as being most adapted to the circumstances of the Colony."

As a result of Mr. Buller's recommendations, (not, however, till after the legislative union of the Provinces which Lord Durham had suggested, as the best remedy for the various political ills under which they severally laboured), a law was passed in 1841, covering both Provinces in its range, for the establishment and maintenance of Public Schools. It provided for the appointment of a Superintendent of Education for the whole Province, with two Assistant Superintendents under him, one for each of the Provinces. A sum of $200,000 was appropriated for the support of Schools, which was to be distributed among the several Municipal districts, in proportion to the number of children of school age in each of them; $80,000 being assigned to Upper and $120,000 to Lower Canada, such being the then ratio of their respective populations.

The circumstances of the two Provinces, however, particularly in the proportions of Roman Catholics to Protestants in each, and the extent to which the Roman Catholic Religion may be said to be established in Lower Canada, were soon found to be so different that insuperable difficulties were encountered in working a combined system under one central administration, and in 1842 the law was changed. The nominal office of Chief Superintendent was abolished, and the entire executive administration of the system was confined to the Sectional Superintendents, and the Provinces, for all educational purposes, again became separated. The law itself was thoroughly revised and adapted to the peculiar wants of each Province, as ascertained by experience; and ever since there has been two Systems at work, identical in their leading idea, differing

sometimes widely, in their details, administered by independent Executives, and without any organic relations at all.

Before we proceed to observe the manner and record the results of its practical working, it is proper to premise that it is a purely permissive, not a compulsory system, and its adoption by any Municipality is entirely voluntary. . . . Entering a Canadian School, with American impressions fresh upon the mind, the first feeling is one of disappointment. One misses the life, the motion, the vivacity, the precision —in a word, the brilliancy. But as you stay, and pass both Teacher and Pupils in review, the feeling of disappointment gives way to a feeling of surprise. You find that this plain, unpretending teacher has the power, and has successfully used the power, of communicating real, solid knowledge and good sense to those youthful minds, which, if they do not move rapidly, at least grasp, when they do take hold, firmly. If there is an appearance of what the Americans call "loose ends" in the school, it is only in appearance. The knowledge is stowed away compactly enough in its proper compartments, and is at hand, not perhaps very promptly, but pretty surely, when wanted. To set off against their quickness, I heard many random answers in American Schools; while, *per contra* to the slowness of the Canadian Scholar, I seldom get a reply very wide of the mark. The whole teaching was homely, but it was sound. I chanced to meet a Schoolmaster at Toronto, who had kept School in Canada, and was then keeping School at Haarlem, New York, and he gave Canadian education the preference for thoroughness and solid results. Each System,—or rather, I should say, the result of each System,—seems to harmonize best with the character of the respective peoples. The Canadian chooses his type of School as the Vicar of Wakefield's wife chose her wedding-gown; and as the Vicar of Wakefield chose his wife, "not for a fine, glossy surface, but for such qualities as will wear well." I cannot say,judging from the Schools which I have seen,—which I take to be types of their best Schools,—that their choice has been misplaced—or that they have any reason to be disappointed with the results. I speak of the general character of education to which they evidently lean. That the actual results should be unequal, often in the widest possible degree, is true of education under all systems, everywhere.

One of the most interesting features in the Canadian system is the way in which it has endeavoured to deal with what we find to be one of our most formidable difficulties, the Religious difficulty. In Canada it has been dealt with by the use of two expedients; one, by prescribing certain Rules and Regulations, which it was hoped would allow of Religious Instruction being given in the Schools without introducing sectarianism, or hurting consciences; the other, by permitting, in certain cases, the establishment of "Separate," which are practically Denominational, and in fact Roman Catholic Schools.

The permission under certain circumstances to establish Separate, that is, Denominational Schools, is a peculiar feature of the system both of Upper and Lower Canada. Doctor Ryerson thinks that the admission of the principle is a thing to be regretted, although, at the same time, he considers that the advantages which it entails entirely rest with those who avail themselves of its provisions, and he would not desire to see any coercion used either to repeal or modify them.

Such, in all its main features, is the School System of Upper Canada, a System in the eyes of its Administrators, who regard it with justifiable self-complacency, not perfect, but yet far in advance, as a System of National Education, of anything that we can show at home. It is indeed very remarkable to me that a Country, occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristic is as far as possible removed from the spirit of enterprise, an educational System so complete in its theory and so capable of adaptation in practice should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as twenty-five years. It shows what can be accomplished by the energy, determination and devotion of a single earnest man. What national education in Great Britain owes to

Sir James Kay Shuttleworth, what education in New England owes to Horace Mann, that debt education in Canada owes to Egerton Ryerson. He has been the object of bitter abuse, of not a little misrepresentation; but he has not swerved from his policy, or from his fixed ideas. Through evil report and good report he has resolved, and he has found others to support him in the resolution, that free education shall be placed within the reach of every Canadian parent for every Canadian child. I hope I have not been ungenerous in dwelling sometimes upon the deficiencies in this noble work. To point out a defect is sometimes the first step towards repairing it; and if this Report should ever cross the ocean and be read by those of whom it speaks, I hope not with too much freedom, they will perhaps accept the assurance that, while I desired to appreciate, I was bound, above all, to be true; and that even where I could not wholly praise I never meant to blame. Honest criticism is not hostility.*

STATE AND PROGRESS OF EDUCATION IN UPPER CANADA AND ITS CAPITAL.

In 1863, Mr. S. P. Day, of London, visited Upper Canada, and spent some time in Toronto, and gave much attention to the study of the Educational System of this Province, and the facilities enjoyed by its inhabitants for intellectual culture. On his return to England, he embodied the result of his enquiries on the subject in a publication, entitled: "English America, or Pictures of Canadian Places and People." The information contained in this publication is both full and accurate, and contains, in a graphic, yet condensed form, a most interesting summary of our educational state and progress down to the year of his visit. He says:—

If the youth of Toronto do not advance in educational attainments, the fault cannot be attributed to the absence of facilities for improvement.—These are numerous and easily accessible.—The City contains no less than thirty-eight Educational Institutions, comprising eight Colleges of various kinds, a Grammar School, fourteen Academies, chiefly private, and fifteen Public or National Schools, some of which are conducted on the Roman Catholic Separate School System.

In those establishments nearly nine thousand Students and Pupils receive mental training of that kind most befitting their respective stations and prospective callings, —The Public Common Schools are all free, being supported by the Government Grant, and at least an equal sum to that Grant, and are attended by seven thousand Scholars, about two thousand of whom belong to the Roman Catholic Separate Schools.—Towards the support of the Grammar and Common Schools alone, the sum of 42,396 dollars were provided in 1860; 6,000 dollars having been derived from Legislative Apportionments, and the larger proportion from Municipal and School Trustees' Assessments, Rate-bills, Fees, and extraneous local sources.

University College, Toronto, ranks as the most important educational Institution in Upper Canada. The Building itself, situated in the centre of a spacious Park, is a beauteous and highly finished specimen of Norman Gothic architecture, and would reflect credit on any European Capital.

* In a Letter addressed to Doctor Ryerson in 1875, the Bishop says:—

I take it very kindly in you that you remember an old acquaintance, and I have read with interest your last Report. I am glad to observe progress in the old lines almost everywhere. I was flattered also to find that some words of mine, written in 1863, are thought worthy of being quoted. . . It is pleasant to find a public servant now in the thirty-second year of his incumbency, still so hopeful and so vigorous. Few men have lived a more useful, or active life than you, and your highest reward must be to look back upon what you have been permitted to achieve.

The University of Toronto was originally established by Royal Charter, in 1827, under the designation of "King's College," and was endowed with a portion of the Land which had been set apart by His Majesty George III., in 1797, for educational purposes.

Owing to the existence of various impediments it was not opened for the admission of Students until the year 1843.—By a Provincial Statute, passed in 1849, whereby several necessary modifications were effected, its title was altered from "King's College" to that of the "University of Toronto."

Under this enactment the College was conducted from January, 1850, until April, 1853, when the University was divided into two Institutions; one retaining the appellation of the "University of Toronto," and the other styled "University College."

The first is formed on the basis of the London University; its functions being confined to prescribing subjects of examinations for Degrees, Scholarships, etcetera, and the conferring of literary distinctions. These Institutions possess a well selected Library of some fifteen thousand Volumes, in addition to Museums of Natural History, Mineralogy and Geology, embracing many thousand specimens, together with a Magnetical and Meteorological Observatory furnished with necessary Instruments employed for observing the changes in the four magnetic elements. I likewise noticed extensive Apparatus, illustrative of Natural Philosophy, Chemistry and Chemical Physics.

It afforded me no slight pleasure to have met with the distinguished President, the Reverend Doctor McCaul, with whom I had the honour of being acquainted several years before, when he held a Professorship in Trinity College, Dublin. Doctor McCaul is ably assisted by other eminent Professors, such as Doctor Daniel Wilson, the Reverend William Hincks, F.L.S., Mr. George Buckland, the Dean of Residence, Professors Cherriman and Kingston, and the Reverend Doctor Beaven and Doctor H. H. Croft, some of whom are well known in this Country personally and through their writings.

Three classes of Students are admissible to the University College, videlicet:—Firstly, Matriculated Students, such as have passed a Matriculation Examination in Arts, Civil Engineering, or Agriculture in any University in the Queen's Dominions, or the Matriculation Examination in Arts in the Toronto College.

Secondly, Students who desire to attend during one, or more, academic Terms, or two, or more, Courses of Lectures.

Thirdly, Occasional Students, who propose to attend but one Course of Lectures.

At the time of my visit the number of Matriculated Students was one hundred and fifty-seven; other Students, forty-four; and Occasional Students, twenty-nine.

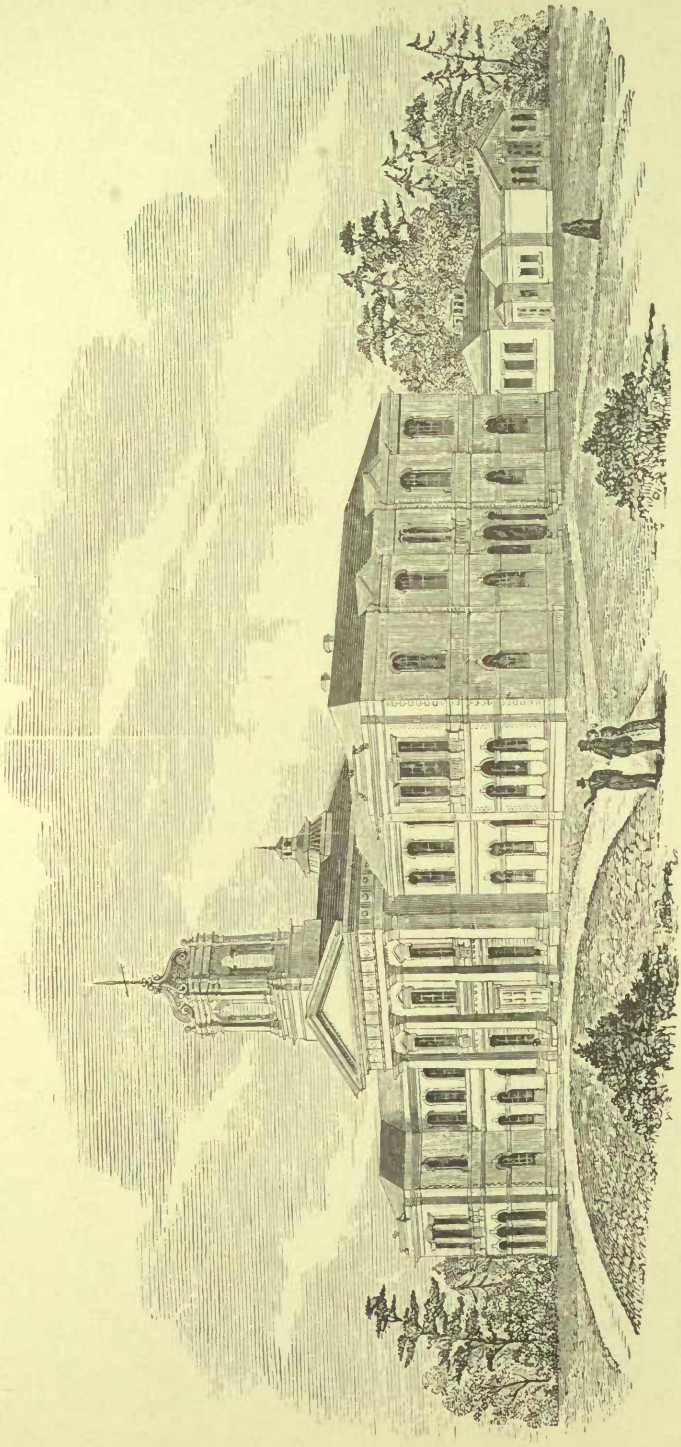
Among the Prizes offered annually for competition is the "Prince's Prize," consisting of an ornamental Inkstand of the value of forty-eight dollars, the gift of His Royal Highness the Prince of Wales.

One excellent feature of University College is the very moderate character of the Fees charged. Undergraduates are admissible to the prescribed courses of Lectures without any payment whatever, while the cost of attending all the Courses during the Academic year does not exceed Sixteen dollars, a maximum of expense somewhat remarkable for a University to adopt.—Such an advantage cannot be too highly appreciated by our Colonists, more especially by the Patresfamilias of Toronto.

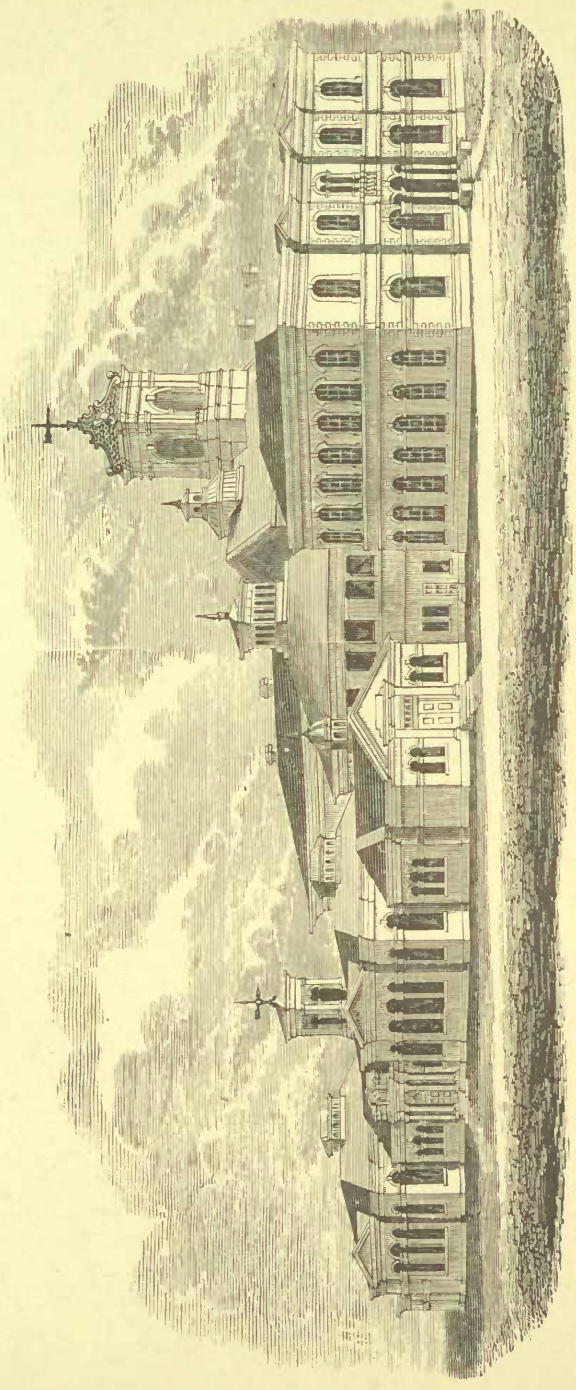
The operations of the Normal and Model Schools, combined with the Education Offices of Toronto, very materially aid in the furtherance of education in Canada West.

These Educational Buildings form an imposing Structure, and are situated in the centre of an open square occupying seven and a half acres of Ground.

The front of the principal Building is of the Roman Doric Order, having for its centre four pilasters extending the full height of the Building, the pediment being surmounted by a cupola ninety-five feet in elevation.—On the 2nd of July, 1851, the corner stone of the Buildings was laid by Lord Elgin, in the presence of several influential personages and a large concourse of the Citizens.—Towards the erection of the new Institution the Legislature granted the munificent sum of £25,000.



THE NORMAL AND MODEL SCHOOL BUILDINGS, TORONTO, ERECTED IN 1851.



THE EDUCATION DEPARTMENT AND NORMAL AND MODEL SCHOOLS, TORONTO,
Showing Doctor Ryerson's Office in the south-west angle of the Main Building.

The establishment contains the Education Department of the Province; also a Normal and two Model Schools.—In the former, instruction is imparted to Teachers-in-training by the medium of Lectures. In the latter, it is conveyed to Children by a practical method. The Normal branch directs how the young idea should best be formed; the other branch gives practical effect to those instructions.—Both as regards the educational system pursued and the general management adopted therein, the Model Schools are designed to be absolutely the model for all the Public Schools of the Province.

The general direction of the Institution is entrusted to a Council of Public Instruction, appointed by the Crown, its superintendence and executive management being delègated to the Chief Superintendent of Education.

The Department of Public Instruction is under the able direction of the Reverend Doctor Ryerson, who, the better to qualify himself for such an important trust, before entering on his duties visited the leading Cities of Europe and the Federal States of



REVEREND DOCTOR RYERSON.

America, for the purpose of studying the various Educational Systems adopted.—The want of properly qualified and efficient Instructors had been long and deeply felt. To remedy this deficiency, the Normal School was originally founded in 1847, by the passing of a School Law, the Legislature at the same time granting an appropriation of £1,500 for furnishing suitable Buildings, and an additional sum of £1,500 a year for the support of the Institution. During the first Session of 1860, the number of Teachers-in-training admitted was one hundred and fifty-eight, and during the second Session one hundred and thirty-two; while the Certificates awarded during the year, after a rigid examination, amounted to one hundred and eighty-six.

There is an Educational Museum attached to the Department, similar to that established at South Kensington, but on a more circumscribed scale. It embraces a unique collection of School Apparatus, Models of Agricultural and other implements, specimens of Natural History, Busts of antique and modern Statues, Architectural sculpture, Busts selected from the leading European Museums, in addition to typical copies of works by Masters of the Dutch, Flemish, French, German, Spanish and Italian Schools of Painting.

These furnish a means of educational and social improvement, and will eminently tend to create and develop a taste for Art among the Canadian people, which, from various uncontrollable causes, has not hitherto been cultivated to any considerable extent.

The number of National and Grammar Schools in operation in Upper Canada during 1860 amounted to four thousand and fifty-seven, eighty-eight of which belong to the latter class. These were attended by 320,358 Pupils.

The Roman Catholic Separate Schools at the same period were one hundred and fifteen, which were attended by 15,000 Scholars. According to the returns, the School population, or Children from five to sixteen years of age, was 373,589; so that over 53,200 Children in Upper Canada did not take advantage of the educational opportunities afforded by the Province, the law securing to all persons, from five to twenty-one years of age, the right of attending the Common Schools.

The number of Teachers employed amounted to 4,508, of whom 1,181 were Women. The Religious Denominations to which these belong are classified as follows:—Church of England, 797; Roman Catholics, 463; Presbyterians, 1,276; Methodists, 1,262; Baptists, 228; Congregationalists, 92; Quakers, 1. The remainder embraces Christian Disciples and Protestants of different kinds.

The Teachers are divided into three classes, holding high and subordinate ranks in their profession. The Salaries of the Masters range from a lower sum up to thirteen hundred dollars a year. In the case of School Mistresses, their salaries do not reach much more than one-half of these amounts. The total expenditure, during 1860, on behalf of the Grammar and Common Schools of Upper Canada, amounted to 1,235,339 dollars, or 308,834 pounds sterling.

One pleasing and hopeful feature in our Canadian Colony is the rapid and steady strides with which education is advancing therein.

Taking a period of eleven years—from 1850 to 1860, for example—this educational progress appears remarkable, if not unparalleled. Within this comparatively brief time the Grammar Schools have increased by thirty-one, and the Pupils by 2,500, while the Common Schools exhibit an increase of nine hundred and ten Buildings, and 63,921 Pupils. The augmentation of attendance at Schools is very noticeable, and favourably compares with some of the most flourishing Federal States. During the eleven years specified by the Chief Superintendent, that increase is in the following ratio: Pennsylvania, thirty-eight per cent.; State of New York, nine per cent.; and Upper Canada, one hundred and eight per cent.

THE EDUCATIONAL RESOURCES OF CANADA, 1863.

As an Addenda to Bishop Fraser's Report and Mr. Day's Sketch of the System of Education in Upper Canada, I insert the following, which I prepared for a Toronto publication in 1863:

The Educational Resources of a Country differ essentially from its Resources of almost every other kind. Thus, when we speak of the physical and industrial Resources of a Country,—its Mines, its Fisheries, and its Timber,—we attach a definite meaning to the term. So also of its more important Commercial Resources, such as Rivers, Lakes, Natural Harbours and indigenous products. All these are in themselves real, actual, tangible. They are God's noble gifts of nature to man, scattered in almost every land with profuse bounteousness. Even the Military Resources of a Country are, to a great extent, uncreated by man's skill. Mountain heights, deep defiles, positions of natural strength, navigable rivers, Lead, Iron and Saltpetre mines, and even Climate, present such an array of Military Resources, that for a country possessed of them, and not destitute of patriotic zeal, to be overrun, or conquered, could not fail to dim the lustre of its arms, even if it would not in itself be a national disgrace. But the Educational Resources of a County are purely artificial. They art the result of man's own forethought

and care, but which when rightly applied to the cultivation of man's nobler powers and faculties, never fail to obtain the blessing of that great Being who is the central source of all human knowledge.

I propose to speak of these artificial Educational Resources of Canada under the general heads of:—I. Educational Lands Endowments. II. State Endowments of Education, etcetera. III. Municipal Assessments. IV. Local aid to Education. V. The number, character and value of our Educational Institutions. VI. Libraries. VII. The various supplementary aids to Education which are in active operation among us.

Few who take an interest in the subject can look upon the chequered educational history of Canada without a mingling feeling of admiration and regret. And the feeling of admiration gains strength as we become the more acquainted with the enlarged views and noble aspirations of early Statesmen, and the corresponding princely endowments for education which were made in Upper and Lower Canada before and about the beginning of the present century; while the feeling of regret is deepened as we learn the disappointments, disputes and dissipation of funds which characterized the latter educational history of Canada, before even a satisfactory beginning was made in the establishment of its Schools and Colleges.

No less than three millions and a half of acres of Crown Lands were set apart from time to time in Lower and Upper Canada for the promotion of Education, under French and English Governors. In the educational projects of the Statesmen of those times we discover the dim outlines of a great and comprehensive System of Public Instruction which they evidently had in view, and which was designed to embrace alike the School and the University. Thus, to the Grand Monarque, Louis XIV. and his advisers, are we indebted for the foundation of what is now known as the Laval University at Quebec; and to the no less famous monarch, George III., and his Advisers, are we indebted for the present munificent endowment of the Grammar Schools, University College, Upper Canada College, and the University of Toronto.

As an example of the solicitude felt by His Majesty, George III., in this matter, we will quote the memorable words of the Despatch from the Duke of Portland to Mr. Russell, (interim Governor,) dated Whitehall, 4th November, 1797, and written in reply to a Petition from the Legislature of Upper Canada on the subject. The Duke says,

> His Majesty . . . being always ready to show His paternal regard for the welfare of His subjects in the furtherance of so important an object as the instruction of youth, and to assist and encourage the exertions of His Province in laying the foundation for promoting sound learning and a religious education, has condescended to express His most gracious intention to comply with the wishes of the Legislature of His Province of Upper Canada in such manner as shall be judged to be most effectual. First, by the establishment of Free Grammar Schools in those Districts in which they are called for; and Secondly, in the process of time, by establishing other Seminaries of a larger and more comprehensive nature for the promotion of Religious and Moral learning, and the study of the Arts and Sciences.

I will here briefly refer to the several divisions of the subject in the following order:

The first point of referenct is, videlicet, to:—

I.—The Educational Lands Endowment.

1. *In Upper Canada.*

Through the munificence of King George III., the following Crown Lands, granted in 1797, were afterwards, at different times, set apart for the objects named:—

	Acres.	Acres.
1. Grammar Schools	258,330	
2. King's College	226,200	
3. Upper Canada College	66,000	
		550,530
4. Trinity College, Toronto (private benefactions)		23,585

2. *In Lower Canada.*

Various Royal Grants, etcetera.†

1. Order of Jesuits, for Education	891,845	
2. Bishop and Seminary of Quebec	693,324	
3. St. Sulpcians, Montreal	250,191	
4. Ursuline Convent, Quebec	164,616	
5. Ursulines of Three Rivers	38,909	
		2,038,885

3. *In United Canada.*

1. Parliamentary Appropriation of Lands for Common Schools in Upper and Lower Canada (1859)	1,000,000
Grand total number of acres	3,613,000

The 550,530 acres of Land set apart, in pursuance of the Duke of Portland's Despatch in 1797, were afterwards, upon the recommendation of the Executive Government, divided as above, between the Grammar Schools, King's College, (now the University of Toronto and University College), and Upper Canada College.

The grants of Land for Religious and Educational purposes in Lower Canada were made by the French Monarchs before the Conquest of 1759, and were confirmed by Treaty. Those to the Community of Jesuits were made as early as 1634. Grants were also made to this Order in 1647, 1651, 1656, 1659, 1682, and the last in 1699. Upon the suppression of that Religious Order, and after the death of the surviving Members in Canada in 1799, the lands reverted to the Crown as equitable Trustees to the Estates for educational purposes. The Building of the Jesuit College of Quebec was, however, retained by the Imperial Government, and converted into a Military Barracks, to which purpose it is still applied. Various efforts have been made to obtain the transfer to the Estates of this "Jesuit Barrack," but as yet without effect. Intimation has, however, been given by the Imperial Government that the Barracks would be surrendered upon the condition of providing another suitable building for barrack purposes.

The Parliamentary Grant in 1859, of a million of acres for Common School purposes in Upper Canada was chiefly made through the active exertions of the late Honourable Wm. H. Merritt, who at that time was a Member of the then exist-

† This Statement in regard to the Royal Grants of Land in Lower Canada is taken from a Memorial addressed by Bishop Strachan to the Canadian Legislature in November, 1843.

ing Government. The Revenue from the investments arising out of the sale of these Lands does not yet equal the Parliamentary Grant, but it is expected that before many years it will do so, and thus relieve the Consolidated Revenue of the present annual charge upon it for Common Schools.

My second point of illustration is:—

II.—The State Endowments of Education, etcetera.

1. *Upper Canada (1862).*

1. Parliamentary Grant to Superior Education (*i.e.*, Colleges and Universities)	$20,000		
Less applied to Grammar Schools, as below	3,200		
		$16,800	
2. Income of University College, Toronto, and Upper Canada College (from Lands), about		75,000	
3. Parliamentary Grant to Grammar Schools, from Lands, etcetera	22,619		
Parliamentary Grant to Grammar Schools, $10,000, $3,200	13,200		
		35,819	
Parliamentary Grant to three Medical Schools	3,000		
Parliamentary Grants to three Literary Institutions, etcetera	1,800		
Parliamentary Grant to two Observatories	5,300		
		10,100	
			$137,719
4. Parliamentary Grant to Common Schools from Lands, etcetera			186,032

2. *Lower Canada (1862).*

1. Parliamentary Grant to Superior Education (*i.e.*, College and Universities)	$20,000		
Income from Lands and Investments	36,685		
Unappropriated balance transferred from Legislative School Grant, as below	34,047		
			80,732
2. Income of Laval University from Lands, etcetera (estimated)			12,500
Parliamentary Grant to two Medical Schools		2,000	
Parliamentary Grant to two Historical Societies		2,000	
Parliamentary Grant to two Observatories		2,900	
			6,900
3. Parliamentary Grant to Common Schools, from Lands, etcetera		173,967	
Less unappropriated balance transferred as above to Superior Education		34,047	
			139,820
Grand total of State Endowment of Education			$563,803

My third point is:—

III.—Municipal Assessment.

1. In Upper Canada (1861)	$278,085
2. In Lower Canada (1861)	241,530
Total of Municipal Assessment	$519,515

My fourth point is:—

IV.—Income from Local Sources (School Rates, Fees, etcetera).

1. *In Upper Canada.*

1. Colleges, etcetera (1861)		$33,750
2. Grammar Schools (1861)		48,470
3. Common Schools (1861)		937,014
4. Private Schools (1861)		45,393
		$1,064,627

2. *In Lower Canada.*

1. Universities (1861)	$64,355	
2. Classical and Industrial Colleges (1861)	195,671	
3. Academy for Boys and Girls (1861)	238,526	
	$409,552	
Less Parliamentary Grant and Income from Lands, as above	80,732	
		417,820
4. Common Schools		281,700
5. Private Schools, estimate		45,000
Total Local Aid to Education		$1,809,147
Grand Total, Legislative and Local Aid and Income to Education in Upper and Lower Canada		$3,030,284

Thus we see that, in addition to the three millions and a half Acres of the public domain set apart permanently for educational purposes in Canada, the annual expenditure of money derived from these Lands and other sources on behalf of education and knowledge in the Provinces, amounts to over Three millions of dollars. Of these Three millions of dollars upwards of Two millions are derived from local sources; but of these Two millions not one penny is raised by a government tax. Such a thing as a government educational tax is unknown in Canada. Even the amount contributed towards Education by the Government is chiefly derived from investments arising out of the proceeds of the sale of School and College Lands, formerly set apart for these purposes. The balance is paid out of the General Provincial Revenue.

It is worthy to remark, too, that the imposition of the local Rate for School purposes is a voluntary act on the part of the Municipal authorities. They are not required by law to raise this Rate, and may decline doing so at their pleasure, without suffering any legal penalty. It is true that an apportionment is made from the Legislative School Grant, on condition that the Municipalities raise a sum equal to the amount granted. But this is simply the wise application of the paternal and equitable principle of helping those who help themselves, and involves no compulsion, nor the arbitrary acceptance of the proffered Grant. Even in the rural School Sections, no Rate for the support of the School can be imposed by School Trustees without the consent of the assessed Freeholders and Householders, as expressed at a public Meeting called for that purpose.

In Upper Canada, the School and College Lands set apart by George III., as already intimated, have for years formed the chief source of Revenue for higher education; and in Lower Canada, investments arising out of the proceeds of the sale of the forfeited Jesuit Estates and of the Seminary Lands have furnished the principal portion of the means for that part of the Province; while for Com-

mon School purposes a large portion of the annual Parliamentary Grant is derived from instalments arising out of the proceeds of the sale of the million of Acres of Lands set apart in 1859, by Act of the Provincial Legislature. The balance of this Fund is annually made up, out of the General Revenue, by a vote of the House of Assembly.

Although the aggregate sum expended on behalf of education from various public sources is comparatively large, yet the burthen of this expenditure is so adjusted, or distributed, as to press lightly upon the whole Community. The Income which is set apart from the public domain chiefly for the education of the sons of the wealthier classes, at the Grammar School, and University, is contributed equally by rich and poor in proportion to their respective civil interest in the value of these Public Lands, so also is the Income from the same source set apart for Common School purposes, contributed in similar proportions, chiefly for the benefit of the other, or less wealthy class. Both are thus alike called upon to contribute towards the support of elementary and higher education, not unequally, nor as rich and poor, but as citizens, and in exact proportion only to the respective values of their assessed property and to the interest which they have in the Public Lands as members of the body politic. Thus the burthen of supporting the Educational Institutions of the Country falls justly and equitably and proportionably on each class alike. So universally is this obligation felt to rest upon these classes alike, that the objection current some years since in Upper Canada against supporting Free Schools in Cities, Towns, and rural places, on the part of those who only sent their children to be educated at the Private School, the Grammar School, or the University, has almost entirely ceased to exist. As well might the one class object to the support from public sources of Grammar Schools and Universities being extended to the necessary elementary Common Schools of Upper Canada, either directly by the Legislature, or indirectly by making a portion of such support a lien upon the landed property of the Country. Indeed, so strong a hold has the general System of Public Instruction now upon the public mind, that for the Legislature to omit a Grant to the Public or the Grammar Schools from its annual votes, or for the Municipalities to neglect raising the necessary funds for the support of the Public Schools, would be deemed the omission of an important and positive duty, and would give rise to serious disappointment and dissatisfaction.

This state of feeling is of comparatively recent growth. It has risen chiefly during the last ten years. For in all the fluctuations which our earlier Educational System underwent, in the matter of Grants and the progress of education the public seems to have tacitly acquiesced, or to have been indifferent to them. Thus, in 1807, when Grammar Schools were first established in Upper Canada, only $3,200 were granted for their support, while no provision whatever was made for Common, or Elementary, Schools until 1816—nine years afterwards. In that year, $24,000 were granted for the support of these Schools; but in the following year, this sum was reduced to $10,000! Even in 1832, this Annual Grant had only reached the sum of $9,600, and that to Grammar Schools $4,000. In the following year, however, the Grant to Common Schools was increased nearly four-fold, while that to the Grammar Schools remained about the same. These Grants were continued undiminished until the union of the Provinces in 1840.

During the civil troubles which occurred in 1837-8, Canada seems to have reached the lowest depths in her educational history. But, as brighter days dawned, she rapidly recovered herself, and has since gradually advanced in educational as well as material and political, prosperity.

My fifth point of illustration is:—

V.—The Number, Character and Value of our Educational Institutions.*

1. *In Upper Canada.*

Name, or Description, of Institution.	Number of Professors and Teachers.	Number of Pupils or Students.	Estimated value of Land and Buildings.	Estimated value of School Furniture, Maps, Apparatus, and Library.	Annual Income.	Religious Denomination.
1. Toronto University, including University College...	12	250	$610,000	$85,000	$55,000	Public
2. Trinity College University	7	40	100,000	10,000	17,000	Church of Engl'd
3. Queen's College University	18	160	75,000	6,000	13,300	Church of Scotl'd
4. Victoria College University	20	200	50,000	2,500	12,000	Wes. Methodist
4 Roman Catholic Colleges:						
1. St. Joseph's College, Ottawa	12	....	60,000	....	....	Rom. Catholic
2. Regiopolis College, Kingston	..	100	....	....	....	
3. St. Michael's Coll., Toronto.	11	....	....	....	....	
4. L'Assomption College, Sandwich	..	....	....	....	....	
2 Exclusively Theological Colleges: †						
1. Knox College, Toronto	3	50	....	....	....	Can. Presbyter'n
2. Congregational College of Brit. N. America, Toronto	2	10	....	....	....	Congregational
3 Colleges, or Seminaries:						
1. Belleville Seminary	12	....	....	....	....	Meth. Episcopal
2. Canadian Literary Institute, Woodstock	6	160	....	....	....	Baptist
3. Wesleyan Female College, Hamilton	10	136	....	....	....	Wes. Methodist
2 Royal Grammar Schools:						
1. Upper Canada College	10	....	....	....	....	
2. Model Grammar School	8	90				
3 Normal and Model Schools:						
1. Normal School	5	150	125,000	....	....	
2. Boys' Model School	3	150				
3. Girls' Model School	3	180				
86 County Grammar Schools	127	4,618	45,000	....	85,000	
3 Industrial Schools:						
1. Friends' Seminary, near Picton	5	60	....	....	....	Quaker
2. Alnwick Indian Industrial School	..	....	7,000	....	....	Wes. Methodist
3. Mount Elgin Indian Industrial School	..	....	10,000	....	....	Wes. Methodist

* In many instances the information contained under this head is defective. Circulars were sent by me to the Authorities of each of the principal Institutions named; but replies were only received from the Institutions in Lower Canada before the Publication had to be printed. An approximation has, however, been made in those cases in which the desired information had not been received, based upon the best available evidence.

† In addition to these purely Theological Colleges, there are Theological Faculties in the Universities of Trinity College, Toronto, and Queen's College, Kingston, as well as the Roman Catholic Colleges at Ottawa, Kingston, and Toronto, and in the Baptist Literary Institute at Woodstock, since transferred to the McMaster University, Toronto.

NUMBER, CHARACTER AND VALUE OF EDUCATIONAL INSTITUTIONS.—*Continued.*

1. *In Upper Canada.—Continued.*

Name, or Description, of Institution.	Number of Professors and Teachers.	Number of Pupils or Students.	Estimated value of Land and Buildings.	Estimated value of School Furniture, Maps, Apparatus, and Library.	Annual Income.	Religious Denomination.
4,019 Elementary Schools:						
1. 3,910 Common Schools	4,176	316,287	2,100,000	....	1,353,339	Public
2. 109 Roman Catholic Separate Schools	160	13,631	27,000	....	30,940	Roman Catholic
351 Miscellaneous:						
1. 30 Indian Schools	35	800	10,000	....	....	Various
2. 320 Private Schools	400	7,364	160,000	....	45,900	Various
3. 1 Deaf and Dumb School ...	2	20	....	....	....	
Or 4,477 Educational Institutions in all in Upper Canada						
Grand Total.....	5,072	44,980	$3,437,500	$193,400	$1,736,800	

2. *In Lower Canada.*

Name, or Description, of Institution.	Number of Professors and Teachers.	Number of Pupils or Students.	Value of Lands and Buildings.	Value of School Furniture, Maps, Apparatus, etcetera.	Annual Income.	Religious Denomination.
1. Laval University.....	42	445	$400,000	$60,000	$14,700	Roman Catholic
2. McGill College University.	..	....	....	....	....	Protestant
3. Bishop's College University	..	....	....	....	....	Church of Engl'd
4. 10 Classical Colleges	186	2,781	530,000	94,100	153,000	Various
5. 14 Industrial Colleges	102	2,333	86,000	6,100	30,009	
6. 71 Academies for Boys, or mixed	166	6,210	122,000	5,500	40,000	
7. 78 Academies for Girls ...	520	14,817	928,000	20,000	178,000	
8. 191 Primary Superior Schools.....	229	....	100,000	....	....	
9. 3 Normal Schools	24	228	56,000	6,000	37,700	
10. 4 Model Schools.....	11	700	4,000	....	....	
11. 2,600 Elementary Schools.	2,800	126,500	1,300,000	....	643,700	
12. 135 Dissentient Schools...	175	4,730	67,500	....		
13. 8 Indian Schools	10	300	3,200	....	....	
14. 300 Private Schools	310	22,200	15,000	....	....	
Or 3,253 Educational Institutions in all in Lower Canada						
Grand Total.....	4,702	201,820	$3,983,000	$221,540	$1,097,109	

Thus we see that, with a population of 2,507,657, the total number of Educational Institutions in Canada of all grades is about 7,738; or one for about every 325 of the population. The number of Students and Pupils attending these Institutions is 547,000; the estimated value of the Sites and Buildings devoted to the purposes of Education reaches the princely sum of $7,000,000; the value of school Furniture, Libraries, Maps and Apparatus, is about $415,000; while the aggregate annual income of these Educational Institutions amounts to $2,972,500, or is equal to the entire Revenue of the Province of Nova Scotia and New Brunswick, taken together.

These statistics, (in many cases approximative, though understated), are most cheering in their character, and present the educational resources of Canada in a very favourable light. They combine in themselves the evidence of what has been done and is still doing both by the Government and the Rate-payers on the one hand, and by private and Denominational benevolence and enterprise on the other, for the promotion of Education in the Country. They clearly demonstrate that the hearts of the people of the Province are deeply penetrated with the conviction of the national importance of a comprehensive Scheme of Education, embracing every description of educational institution, and combining in its support all classes and creeds in the community.

The sixth point of illustration of our educational resources relates to the number and extent of the

VI.—Public Libraries in Canada.

1. *Public Libraries in Upper Canada.*

	No.	No. of Volumes.
Public School Libraries, 1861	481	193,258
Sunday School Libraries, 1861	1,875	288,664
Other Public Libraries, in Colleges, Mechanics' Institutes, etcetera	355	159,804
Libraries in Jails, Asylums, etcetera	22	3,218
Total in Upper Canada	2,733	644,944

2. *Public Libraries in Lower Canada.**

In the District of Gaspé, 1860	....	....
In the District of Kamarouska, 1860	13	5,555
In the District of Quebec, 1860	18	52,880
In the District of Three Rivers, 1860	23	10,665
In the District of St. Francis, 1860	7	2,880
In the District of Montreal, 1860	82	50,720
Total in Lower Canada	143	122,700
In the District of Ottawa, 1860	....	....
Grand Total in Upper and Lower Canada	2,876	767,644

* There is no reference in the Honourable P. J. O. Chauveau's Report of either Public, or Sunday School, Libraries in Lower Canada, as distinguished from College and Seminary and other public Libraries.

My seventh and last point of illustration is:—

VII.—Various Supplementary Aids to Education.

It is not easy to form an estimate of the number or extent of these Supplementary Aids to Education among us. They are very numerous and diversified, but are difficult to classify. In a summary sketch like this of our Educational Resources, no aid to education should be overlooked, however humble; for each, in its place, performs an important function and contributes materially to the progress of education and intelligence among the people.

Among the Supplementary Aids to Education, I may enumerate the following, although I can in many cases scarcely classify them, or estimate their number.

1. The Religious, Educational, Literary, Scientific, and Secular Press.
2. Bible and Tract Societies.
3. Religious Meetings and Public Lectures.
4. Historical Societies, Literary and Scientific Institutes.
5. Scientific Observatories and Museums.
6. Professional Schools of Theology, Law and Medicine.
7. Schools in Nunneries, Private and Indian Schools.
8. Literary Clubs and Debating Societies.
9. Young Men's Christian Associations.
10. Mercantile Library Associations and Reading Rooms.
11. Mechanics' Institutes and their Libraries.
12. Agricultural and Horticultural Associations, and their Exhibitions.
13. Orphan Asylums and similar Benevolent Institutions.
14. Reformatory Schools and Jail Libraries.

ADVANTAGES OF SUPERSEDING SCHOOL SECTION DIVISIONS, AND ESTABLISHING TOWNSHIP BOARDS OF EDUCATION IN THEIR PLACE.

As early as in 1831, a somewhat comprehensive School Bill (for those days) was introduced into the House of Assembly by Mr. William Buell, Junior, "For the Promotion of Common Schools." In it he proposed to have the Schools in Townships managed by a local School Board, as in Cities, Towns and Villages.

Although the Bill did not pass, yet the principle of Township Boards was not lost sight of, but was subsequently, frequently discussed, and since then, there has been a movement in various parts of the Country in favour of the Township Board System of Schools, in preference to that of the present isolated, expensive, and disjointed system of School Sections.

This system has been endorsed by the recorded experience of several active friends of education in the United States on this subject, as they deal with a practical subject, and in the light of their experience, we shall be able to see our way the more clearly to the adoption of a Township System in our Province under the authority of the School Act of 1871.

A Specific Provision in our School Law of 1871 on the Subject.

Ever since 1850, there has been a provision in our School Acts for the establishment of Township School Boards, as is now contained in the Thirty-second

Section of the Consolidated School Act; but, as that Section is worded, no such Board could be established unless a majority of votes in every single School Section of the Township was in favour of it. It has happened that out of twelve School Sections in a Township, the majority of the ratepayers in eleven of them voted for the establishment of a Township Board, but the majority in one Section voted against it, and thus defeated the wishes of the other eleven-twelfths of the Ratepayers. Under these circumstances, the Thirty-second Section of the School Act has practically remained a dead letter for twenty years, except so far as one Township (Enniskillen) is concerned, although a large majority of the County School Conventions, on two occasions, voted in favour of Township Boards. The law was in 1871 wisely altered so as to leave the question to the decision of the Ratepayers in a majority of the School Sections of a Township. Should, therefore, the vote of a majority of the Ratepayers in a Township be favourable to a change, the Municipal Council of such Township is authorized to form the Township into one School Municipality, under a Board of Trustees, (as is the case in Cities, Towns and Villages), thus doing away with the inconvenience of the single School Section divisions and Rates, and giving to Parents the right to send their children to the School most convenient to them.

Township Boards in Several of the United States.

1. After trying the School Section System for some time, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin and others of the United States, have adopted the Township Board System, and pronounce it greatly superior to the School Section System. In the State of New York, a compromise system is authorized by the School Law; that is, one, or more, School Sections can "either severally, or jointly, resolve themselves into Union Free School Districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the Report of the Superintendent in that State of Public Instruction for 1870 we learn that there are now 250 such united Districts in the State; of them he says: "having had frequent occasion to examine the provisions of this Law, (*i. e.* the 'Union Free School Act'), and being somewhat familiar with its working, I am of the opinion that it is the best School System yet devised for all localities where the number of Scholars, as in Villages, is sufficient to admit of thorough classification." The Reverend Doctor (now Bishop) Fraser, British Educational Commissioner to Canada and the United States, in his Report to the English Commissioners, says: "In the State of New York, Union Schools (or united School Sections of a Township) appear to be the most popular and flourishing of all the rural Schools." In this Province, the Township Council, if the experiment should not prove satisfactory, can at any time repeal its own By-law establishing such Board.

2. The Secretary to the State Board of Education in Connecticut thus graphically illustrates the comparative effects of the adoption of the Township instead of the School Section system in that State:—

The tendency to manage Schools Township-wise is growing. More Townships united their School Sections last year than in any former one. Once united they stay so. At least, there is no instance where a Township has taken this step and, after the grading of its schools, gone back to the School Section plan. Let public sentiment advance as it has done for five years, and the School Section System will soon be abandoned. The people are fast learning the economy and efficiency of the Township System. They see that it favours the wise expenditure of the public money, gains better and

more permanent Teachers, Schools longer opened, and helps the poorer and outlying School Sections. The Township System, too, lessens the frequency of Tax assessments and Collections. Many a School-house is going to decay because the funds requisite for such purposes would necessitate a School Section tax. Under the old system there was much disagreement in regard to School matters; the discipline was bad, the average attendance low, and the Teachers changed generally every term; under the new system the people are better satisfied,—School Committees and Teachers are more permanent, Schools graded and Terms lengthened. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent better than it was four years ago.

3. The late Honorable Horace Mann, so noted for his enlightened views on education, deprecating the District, or School Section, System, says: "I consider the law authorizing Townships to divide themselves into (School Sections) the most unsatisfactory in regard to Common Schools ever enacted in the State (of Massachusetts)." In this opinion, ex-Governor Boutwell, the eminent Educationist of the same State, concurs.

TORONTO, November, 1872. EGERTON RYERSON.

ADVANTAGES AND ECONOMY OF THE TOWNSHIP SCHOOL SYSTEM.

The State Superintendent of Kansas thus forcibly discusses the advantages of a Township System, as compared with that of a School Section System. He says:—

1. *In regard to Boundaries.*—It will end the interminable disputes about School Section boundaries, as well as neighbourhood feuds and public broils, engendered by this prolific source of strife and contention.

2. *School Officers reduced.*—It will dispense with a large number of School Officers and elections, and simplify the control and management of our Public Schools. The present law provides three Trustees for each School Section, the new one but six for each Township, thus dispensing with a large number of superfluous Officers, simplifying the management, and securing uniform work in all the Schools. The loss of time occasioned by so many School Meetings and elections will, in a great measure, be avoided.

3. *Diminish Aggregate Expense.*—It will diminish the aggregate expense of our Schools, and establish a uniform rate of taxation. It is a fact recognized by the best educators both in Europe and America, that the number of Pupils which can be taught to the best advantage by the unclassified Schools of the rural Section by one Teacher is about forty. Another deleterious effect of this independent School Section System lies in the opposite direction; for when the number of Pupils under one Teacher exceeds fifty, or sixty, the Teacher cannot do justice to his School, and when it reaches seventy, or eighty, proper instruction is entirely out of the question. If a change were made from the old system to the new, the Township School Board could, from time to time, unite small Schools and divide large ones, so as to adapt them to the wants of the people, and then adapt the Teachers to both; very much after the manner in which the system is administered in our larger Towns.

4. *Uniform Taxation.*—Taxation for School purposes would become more uniform, inasmuch as under the present system the people in the smaller and weaker Sections pay three or four times as much as their neighbours in the larger and more wealthy Sections, and often get much less for it, both in quantity and quality, as they are never able to employ the best Teachers. In the Township system, the tax is levied equally upon all parts of the Township, and as the object to be obtained is the education of all the children without distinction, nothing less than an equal provision for all should be satisfactory.

5. *Graded, or Classified Schools.*—It will provide for the establishment of a system of graded Schools. This is the highest development of the Free Public Schools ever yet attained by the best Educators in any Country. It is the perfection of School Economy. The greatest superiority of City Schools over those in the rural Sections is explained in the fact of the complete gradation and classification of the former. The only feasible method yet devised for grading and classifying country Schools is provided in the Township System. And it will do for the country Schools what it has already done for the City Schools, in bringing order out of confusion, light out of darkness, and success out of comparative failure.

6. *Convenience of School Location.*—Townships containing a given number of inhabitants, or a certain amount of taxable property, or both, could have their Primary and Intermediate Schools fixed in different parts of the Township, so as to be of easy access to the smallest Pupils. Then with a Superior, or High, School at the centre, free to all between twelve and twenty-one years of age, kept open, at least, ten months in each year, the System would be complete. With such graded Schools in each Township, the superior education necessarily resulting therefrom, the increased interest in the Schools, and the great economy of time and means employed in their management, would soon bring them into universal favour.

7. *Appropriate Grade for Pupils.*—It will systematize the Schools and provide an appropriate grade for each child. The great bane of the old independent Section System is, that there is no classification; in fact, from the very nature of things, there cannot be. Every Teacher well knows that the most important thing in the organization of a School is a thorough and complete classification of all the Pupils in accordance with a judicious and systematic Course of Study. This will require and secure uniformity of the approved Text-books, improved methods of instruction and better discipline.

8. *Pupils Age and Acquirements Classified.*—Pupils of the same age and advancement will be placed in one grade; those older and more advanced in another, thus giving to each Teacher a specific work. By this division of labour the Classes will be increased in size, but diminished in number, thus enabling the Teacher to devote more time to each Class, and impart to each Pupil more systematic and efficient instruction. The enthusiasm and excitement which a large Class always creates in every School develops a corresponding zeal, energy and determination upon the part of the Teacher to excel in his noble work. He labours more faithfully, and succeeds in infusing into his Pupils new life and vigour, prompting them to higher aspirations and nobler effort in their studies. Thus the School is developed into the pride of the neighbourhood, and a blessing to the people.

9. *Efficient School Supervision.*—It will secure a more efficient system of School supervision. Under the present system, the time of the County Inspector is largely occupied in organizing Schools, classifying Pupils, changing union Section boundary lines, cutting off here and adding there, in the vain hope of finding some golden mean of fixity. Under the new system the County Inspector would be relieved from most of this unprofitable work, and would be able to spend his time more exclusively among the Schools, looking after and fostering their best interests, and prompting Teachers and Members of the School Boards to all full performance of their manifold duties. With the increased responsibilities the School Board becomes a supervisory Committee, vigilant and active, ever watching with zealous care the sacred trust confided to them in securing for every child in the Section the best education possible.

10. *Better Qualified Teachers Assured.*—It will secure for our Schools better qualified Teachers, with better compensation. As the number of Pupils in each School can always be kept up to the maximum, it necessarily follows that with a graded and classified School one Teacher will do the same work and in a superior manner than two, and, in many cases, even three, or four, are doing under the present system. We confess this proposition, at first sight, appears somewhat paradoxical; yet when we remember the vast superiority of graded, over ungraded, Schools, it does not

appear so very absurd after all. In fact it is true, and a small portion of the money thus saved, in addition to the present compensation of Teachers, will command the best skill. Increased Salary will always bring better qualified Teachers, consequently better Schools and better education for the children.

To sum up the advantages of a Township Board System of schools instead of the isolated School Section System, I would say that :—

1. It would secure just as many Schools as the necessities of the community required, each being an integral part of a central organization, and adapted to the wants of each individual.
2. It would dispense with a number of school officers.
3. It would establish a uniform rate of taxation in the Township.
4. It would furnish more uniform and equal advantages and privileges to every rate-payer.
5. It would allow the child to attend school where his own interests would be best conserved, with no restraint save what the general interests might require.
6. It would prevent disputes about School boundaries.
7. It would diminish the aggregate expenditure for Schools—they being less in number, and more compact.
8. It would secure a more efficient system of School Inspection and supervision.
9. It would also secure permanency of supervision.
10. It would secure a greater permanency of Teachers.
11. It would also secure a better class of Teachers.
12. It would secure better compensation to competent Teachers, and less employment for incompetent ones.
13. It will secure more commodious and better equipped School-houses.

Amendment to the School Law, Relating to Township Boards of Trustees.

One or two difficulties have been experienced in giving effect to our School Law on the subject.* These difficulties have been pointed out, and a mode of overcoming them suggested by one of our Inspectors, (Mr. D. J. McKinnon, of the County of Peel), as follows:

My belief is that under the Township System, Schools might be so placed that every child in a Township would be within two miles of some School. This might be done by planting Schools ten lots apart one way, and four Concessions the other, with one in the centre of each, (almost) square, thus giving two Concessions, (1¾ miles) as the maximum distance to be travelled by any child.

But here a difficulty meets us at the outset in the shape of several really good School Houses already built in two of my Townships and which it would be most unreasonable to close, merely because a little out of place. I have found, however, that by slightly modifying the original scheme, these Schools may be brought in by leaving only one corner of either Township (7 lots), more than two miles distant from some School, children from the same corner having now to go more than four miles.

We have at present 46 School Sections in Toronto and Chinguacousy, Townships of which 9 are Unions, and, supposing the burden of five of these to fall upon these two Townships, there are still 41 left. There was presented to the County Council at its last Session a Petition from Chinguacousy, showing that some of their children had from

* The same difficulties, in giving effect to the law, are, no doubt, experienced by other Inspectors, so that the example and illustrations here given, may be taken as a fair specimen of similar difficulties in other parts of the Province.

four to five miles to walk to School, and praying for a new Section. Should the wish of these Ratepayers be granted, there would be forty-two Schools to support under the present System instead of thirty-seven under the Township plan. Should Ratepayers in each of the five Sections in Chinguacousy whose outskirts lie three miles, or more, from their respective School-houses take the same course, it would, by multiplying the number of Schools, very materially increase taxation in that Township. . . .

But even reckoning the number of Schools to be kept up under the present system as only 42, there would still be five more School Section Schools than under the Township plan; and counting the cost of maintaining each School in the future as $500 per annum, the amount saved on the five Schools would be $2,500, or $60 apiece to each of the 37 Schools, and $280 over for "contingencies." That is to say, it would cost the people exactly the same to have a $360 Teacher under the Township System as a $300 man at present; or rating Teachers according to Salaries, the efficiency of the Schools would be increased by 20 per cent.

But here, I anticipate an objection. If the number of the Schools were reduced to 37, would not the increased attendance at each make the work too great for 37 Teachers to overtake? I answer decidedly no, for the aggregate attendance of the Townships for the first half year of 1871, was only about 1,400, or less than 38 apiece for 37 Teachers, while for the second half it was some 50 less, so that even if the attendance should increase by one-fourth on account of the greater facilities afforded to children who are now at too great a distance, it would still fall below the 50 allowed to each Teacher by law.

Another great advantage of the Township System would be the equalization of taxation. The present system is most unjust, some Sections in the County having double the amount of rateable property that others have, and consequently requiring to pay each man less than half the taxes for the same class of School.

At a subsequent meeting of The Ontario Teachers' Association the question of Township Boards *versus* School Sections was fully discussed, and Mr. James Turnbull, B.A., read a Paper on the subject. He remarked that it would be unjust to undervalue the services which the present School Section Boards have rendered to the Province in the cause of Education. The following is a recapitulation of the supposed disadvantages of the Township Board System. The difficulty in making a proper division of School Property. The lack of a suitable distribution of the Trustees, and consequent neglect and favouritism. Poor and small School Sections assisted by the more wealthy part of the Township. A desire to retain power, and a fear that the new Board would not take sufficient interest in each of the Schools. Advantages:—Economy in time and money and in the number of School Officers. The convenience to Parents by abolishing School Section boundaries. The saving of expenditure in having a sufficient number of School Houses, and no more, in each Township, thus effecting a saving in the erection of Buildings, keeping them in repair, with their Grounds, etcetera, and economy in the number of Teachers employed. The permanency of Teachers in their position, tending to increased efficiency in the Schools, and a saving of time on the part of the Pupils. An impartial tribunal, from which the Teacher will never fail to secure justice, which he does not always receive at the hands of the School Section Trustees. Payment of Salary quarterly. Teachers' Residences. Increased remuneration and consequent adherence of Teachers to the profession, if not for life, at least for a greater length of time than is usual on the part of many at present. The example of many of the United States, which have adopted the Township System with excellent results, there being no tendency to return to the old system. Increased zeal on the part of Inspectors, and more efficient supervision in con-

junction with the Board in each Township. A superior School in each Township, to which the older Pupils could be promoted, introducing the principle of Township Competitive Examinations, and serving, to some degree, as a sort of Normal and Model School for the whole Township.

A vote of thanks was unanimously passed to Mr. Turnbull for the able paper read, after which the subject was discussed by the Association as it was considered an important one. There were many practical objections to the present Section System, and there were also a few obstacles in the way of changing it. Mr. Inspector Carlyle, of Oxford, said that if there was a change it would be the way of an emancipation of Trustees and Teachers. The Schools were often at the mercy of local prejudice, the Teachers were under the thumb of the children, backed up by Parents, and who in their turn make the Trustees back them up. Mr. Inspector Grote said he felt very earnest on this question. If there was a change in the present Section System the people would have more control over the Schools than they now had. He spoke of two Trustees employing a Teacher two years in a School against the wishes of nine-tenths of the people in the place. But until they could show the people the benefit of a change, they would not get rid of the present System, which he contended was working against the efficiency of Schools, and there was no question but much of the money voted for Schools was practically thrown away under the present System. He advocated a Township Central Board. Mr. Inspector Smith spoke of the arbitrariness of Trustees, and referred to the question of equalization of the Assessment in Townships for School purposes, mentioning that in one Township the people were paying nine mills towards the School, whereas in adjoining Townships the people only paid one and a half mills, and had the same School accommodation. Several other speakers condemned the present School Section system, and considered that there should be a change to a Township one.

TRUANCY AND JUVENILE CRIME IN ONTARIO CITIES AND TOWNS. CHARGES OF THE JUDGES ON THE SUBJECT. COMPULSORY EDUCATION SUGGESTED.

The complaint that, although Free Schools had been established in the City of Toronto in 1855, yet, as reported to the Board of Trustees by Mr. George A. Barber, Local Superintendent in 1858, "the number of Pupils attending the Common Schools was below the true proportion of the whole number of those of School age in the City." The subject was brought before the Grand Jury in that year, and was also investigated by the Board of School Trustees, which, by more stringent Rules and Regulations, sought to mitigate the evil. The result not having been satisfactory, the matter was again, in 1859, brought by the Judges before the Grand Juries, when the following proceedings took place:—

The Grand Jury of the Quarter Sessions of 1859, in their Presentment to Judge Harrison, would "urge upon all Parents and Guardians the great desirableness of giving to each Child in Canada that amount of Common School Education which will, at least, fit them for the duties of life, and teach them the great principle of doing unto others as they would wish to be done to. For (they said) we are of opinion that had those four Boys, whom your Honour justly sentenced to serve Three years in the Provincial Penitentiary, on account of their crimes, been sent regularly to School, and had that parental control been exercised over them which is absolutely necessary, they never would have been convicted, so early in life, (if at all), of the heinous crimes of Larceny

and Burglary. We, therefore, suggest that the knowledge of the opening of our Common Schools to the Children of all as Free Schools be more widely known, so that no one can be found to complain of their want, or poverty, preventing them from giving the blessings of education to their offspring."

The Honourable Chief Justice Draper, in his Charge at the same Assizes, stated that he would leave to the Grand Jury "to consider whether they could make any suggestion whereby education would be made a duty, and not simply a boon to society. They all must be painfully alive to the fact that, although we have numerous Free Common Schools, our Streets were nevertheless filled with Children who did not take advantage of them; and whether, as a question well worthy of careful consideration, any measures could be resorted to by which children could be prevented from wandering about as common vagrants, a pest to society, and placed under proper control."

In reply to this charge, the Grand Jury delivered to Chief Justice Draper, a Presentment, from which the following are extracts:—

Referring to the subject of Education, and the facts that notwithstanding Common Schools are so numerous, and free, and so amply provided for the instruction of the massses, our Streets are nevertheless filled with Children who do not take advantage of them, and who "wander about as common vagrants and pests to society," the Jury are, in common with the intelligent portion of the Community, made painfully aware of the fact that our School System has not produced all the good effects which were expected to flow from it, when the Legislature made such ample provision by compulsory taxation for the general diffusion of secular knowledge; and they believe that the only way to make education effective in elevating the masses, is by making attendance at School of Children within certain ages, and for a certain number of days in the years, compulsory.

Whether, besides compulsory attendance and the teachings and principles of mere secular knowledge, as now taught in our Free Schools, the youth of the Country might not receive such moral training, so that their duty towards God, and their duty towards their neighbours, might be forcibly impressed upon their minds, without interference with the Religious opinions and prejudices of our mixed population, the Jury are not prepared to express an opinion. Should the evil arising from the want of such instruction be brought home to the minds of the people and the Legislature, as it has been to that of the Jury, they believe means might be devised to, in some measure, lessen the evils complained of. The Jury hail with satisfaction, the establishment of the Reformatory Institutions alluded to by your Lordship.

Chief Justice Sir J. B. Robinson, also, in his Charge to the Grand Jury, about the same time, thus refers to the non-attendance of children at the Common Schools:—

Brother Judges in this place have, I perceive, felt themselves called upon to remark upon the increase of crime in the younger part of the population, and also the great extent to which they are being led astray, without any proper means to reclaim them being taken, there is, I think, no Country in the World in which one would expect to find less room for such remarks. For here, unusual attention has been paid by the Legislature to the diffusion of knowledge by Free Common Schools. No parents can have a proper excuse for the non-education of their Children. I am satisfied that no proper excuse can be given for Children of the poor not being sent to the Schools ready to receive them in Towns and Cities. But it is really of little purpose; for such Schools only give them the means of education to a certain period of life. After having attained

12, or 14 years of age, no doubt, the greater number of Children are taken from School to assist their Parents.* From that time they become exposed to the temptations awaiting them in a City like this. A great many of them have sense enough not to listen to any attempts made to draw them to places where idleness and all kinds of vice are going on; but I fear that a great number of them, not having sufficient strength of mind, would be led away into habits of both kinds.

Another Grand Jury also made the following Presentment on the same subject:—

The Grand Jury of the Recorder's Court notice the amount of assessment annually made for education in this City is nearly one-sixth of the Revenue. They consider that the benefits derived from that assessment are not commensurate with the cost or the results. The Grand Jury do not complain of the sum raised, but they believe that the persons who now avail themselves of the Free Schools would have educated their children if no such taxes had been levied and that the Legislature contemplated levying this compulsory Tax to benefit the Children of poor Parents and others unable to pay for the education of their Children, and thereby remove from our Streets those Children who are at present running at large, and only being educated in crime. The Grand Jury would suggest that the inhabitants, or the Council, would memorialize the Legislature to pass a law that, while a compulsory tax is levied for education, there be also a compulsory system of education for Cities.

NOTE. So strongly impressed was His Honour, Judge Kingsmill, Chairman of the Board of School Trustees in Niagara of the growing evil of Truancy that, in 1859, he wrote a strong Letter on the subject to the local Newspaper, from which the following are extracts:—

1. In a comparatively young Country like this, but yet old enough to have learned the danger, and to have experienced the sin and consequent misery, of an ill regulated course of action, one would suppose that the duty of watching over the education of the young, and that with tender solicitude, would be of paramount consideration; but strange to say, an apathy still exists on the subject and a folding of the arms to sleep, which must end in the death of many a neglected victim, unless we arise in time to their rescue.

2. Witness the juvenile offenders in our prisons! Witness the Arabs in the Streets of our Cities! Witness the empty benches of many of our Common Schools! Witness the heathen state of some of our School Sections, in which Schools have been absolutely shut up! Witness the increasing dens of vice: all will stand up as witnesses against us, when reminded (but perhaps too late) by the awful rebuke. "inasmuch as you did it not to one of the least of these, you did it not to me."

3. It is not my province, or inclination, to discuss the peculiar views entertained upon the "*vexata questio*" of our Common School education, which like all other human institutions is neither without "spot nor blemish." But I hold it to be the duty of all concerned to extract all the good they can from the ample "appliances and means to boot," secured for the Province by the talented and untiring Chief Superintendent of Education, Doctor Ryerson.

4. The vessel is now on the stormy deep, and although her build and rigging may not in all respects please the Officers and the Crew, yet for myself, as one of the

* Efforts should be made to prevent children of the ages mentioned from being taken from School, except in very special cases, when Parents really require their help. If the statement here made is a general custom, it is no wonder that juvenile vagrancy and crime abound; for helping Parents does not always follow the taking of children from School. It is often a mere excuse, and should be put a stop to.

"hands," practically employed in working the Educational Ship, I am free to confess that, if the young passengers on board fail to be taught, as provided in the School Regulations, God's holy Will and Commandments, a hatred of "every false way," and a love for prayer, this sin of omission need not be looked for in the School Act, for it may be traced with more correctness to the indifference of those who "stand all the day idle" and virtually repudiate the law, human and divine, which calls upon them to join as "fellow-labourers in the vineyard." I can testify that there are Common Schools never opened without Prayer, or Hymns, where the Scriptures are read, and where children are made to know and feel that without God, "nothing is good, nothing is holy." But alas! I can also state that there are places called Schools, in which the voice of Prayer and Praise is never heard! Let the Provincial Council of Education, the Local Superintendents, the Trustees, the Examiners, the Clergy, the Visitors, and, although last, but not least, the Parents, dwell upon this painful contrast and they must soon see the necessity of placing the "right men in the right places" to co-operate with them and to insist that no individual shall be appointed to the solemn office of Teacher unless of excellent repute, and whose outward walk and conversation lead fairly to the conclusion that he really feels the value of impressing upon pupils "line upon line, precept upon precept."

When Lord William Bentinck was taking leave of India, he addressed his friends and, while deploring the evils that beset that unhappy land, he recommended three remedies:—the first was Education, the second was Education, the third was Education. We in Canada are proud of our Anglo-Saxon origin, and, as such, may be supposed to possess high aspirations after that "righteousness which exalteth a nation," but are we even acting in accordance with the spirit of that three-fold advice? The answer to this question must be looked for in the expressed sentiments of the Bench, on this subject, the remonstrances of our Grand Juries, the admonition of the Press, as well as in the solemn appeals of the Clergy, through the "length and breadth of the land," all which seem to point at an unnatural slumber on our posts, although charged with the safe keeping of Christian Education, Christian pursuits, and Christian example in this Christian land.

At the Assizes in 1860, the Honourable Mr. Justice Hagarty again referred to the painful subject of Juvenile crime, and its prevalence in our Cities and larger Towns, as he did in his Charge to the Grand Jury in 1858. He said:—

I cannot omit alluding to a subject, which is always brought most painfully to my mind on an occasion like the present. The Streets of Toronto, like those of too many other Towns, still present the miserable spectacle of idle, untaught Children, male and female,—a crop too rapidly ripening for the Dram-shop, the Homes of Vice and the Prison,—and that, too, under the shadow of spacious and admirably kept School Houses. into which all may enter free of cost.

Most nobly does Toronto provide the means of free education. About twenty-six thousand dollars, ($26,000), is annually raised by Assessment, besides the amount raised and expended for Roman Catholic Separate Schools. The Government Grants swell the total to these Schools to about Thirty-two thousand dollars, ($32,000). Such an Expenditure in a population in Toronto of under 50,000 might be fairly expected to ensure the blessings of free education to every child. Any person acquainted with the lowest classes of our poor is aware of the extreme difficulty in inducing them to let their Children attend School. They will keep them from School, to gather wood for fuel, to beg from door to door, in short, to do anything in preference to sending them to School to have the advantage of the free education so liberally provided. Now, as has been frequently repeated, it is from this class that our young criminals spring,—it is this class that we are chiefly interested in humanizing by education,—and, in

this way, we are supposed to receive more than an equivalent for our enforced contributions to the maintenance of the Schools. It is to be feared that the majority of Persons content themselves with the assurance that, as we devote a very large annual sum to provide for free education to all, nothing more can be expected from us;—and a still greater obstacle to improvement is the tendency of others to denounce every suggestion of a possible defect in the School System of large Towns as emanating from a bigoted dislike to the Common School System in itself, and as treason to the noble cause of Free Education. But, year after year, the greater evil of truancy continues unabated, and those whose heavy responsibility it is to act as Judges, or Jurors, in Criminal Courts naturally ask if such things are always to be. It was the work of centuries to teach Nations that their duty towards their Criminals extended beyond punishment. The labours and lives of great and good Men and Women, and a wider knowledge of Social Economy, but above all a nobler appreciation of the spirit of that Gospel which preached deliverance to the Prisoners and Captives, have at least awakened us to the belief that the reformation of the Offenders is at least as important, if not more important, to Society than punishment. I trust there are many listening to me who will live to see the day when we shall cease to feel perfectly satisfied in having done all that was required of us, in providing a very large sum to offer Free Education to all who voluntarily seek its blessings,—leaving that unhappy class most in need of it to follow in vicious idleness their own broad path that leadeth to destruction, whatever may be the various opinions as to the true remedy. I may venture to express my hope that the Grand Jurors of these Counties will join in the earnest desire that means may be devised of extending to our long neglected Juvenile Vagrants some humanizing benefits from the many thousands of pounds which the public generously contribute for the purpose of free Education for them.

The following was the Reply of the Grand Jury to the Honourable Mr. Justice Hagarty's able and comprehensive charge:—

Referring to that part of his Address to the Grand Jury at the opening of the Court, which relates to the increase of Juvenile Vagrancy in Toronto and other Cities and Towns, the Jurors "are of the opinion that a part of the large amounts contributed by assessment in Cities and Towns for Common School purposes, should be appropriated to reclaim from Street Vagrancy that unfortunate class of our youth who will not, and cannot, be induced to enter the Free Schools. In Toronto, which expends about thirty-two thousand dollars ($32,000) a year on Free Schools, Juvenile Vagrancy is increased so as to be uncontrollable. And the question which now forces itself on the public mind, is the inefficiency of the Common School System, in this respect, when applied to Cities and Towns.

Failure of the Toronto City School System to Prevent Juvenile Vagrancy.

The present Common School Law invests the Board of School Trustees in Cities, Towns, and incorporated Villages, with the power "to determine the number, sites, kind and description of Schools to be established and maintained in the City, Town, or Village." This comprehensive provision includes permission to establish Schools specially for Boys and Girls, as well as High Schools, Denominational Schools, etcetera. It has, however, never been acted upon in Toronto, so as to embrace the comprehensive system of Schools for the city which was intended.

DRAFT OF BILL DEALING WITH TRUANT, VAGRANT AND NEGLECTED CHILDREN IN CITIES, TOWNS AND INCORPORATED VILLAGES.

Of late years, as the population of the Cities and Towns in Upper Canada had largely increased, the difficulty increased of dealing with a class of children, who, either from the carelessness of Parents, or from their generally neglected condition, failed to attend the Free Schools, which had been so liberally provided for them by the Ratepayers in Cities and Towns.

Sections of the Ratepayers, however, especially those who were opposed to Free Schools, complained of the failure of these Schools, owing to the fact that numbers of children did not attend them, and were thus allowed to grow up in ignorance and vice. Even the friends and supporters of Free Schools were at first very much discouraged at the apparent result of the experiment, and attention was called to the fact by the Judges in their charges to the Juries. Various local schemes were devised, whereby it was hoped that the evil might be abated.

When this subject was formally brought before the Toronto City Board of School Trustees, effectual steps were taken to greatly lessen the evil, by enlarging "the powers of Teachers as to the admission of Pupils, also to the regularity and punctuality of attendance, and to other details of discipline."

In 1854, a Bill was drafted by the Chief Superintendent of Education to authorize Municipalities to pass By-laws, imposing pecuniary or other penalties on parents who neglected to send their children to School. It failed to pass the Legislature, as the Government was not prepared to sanction what was regarded as an interference with parental rights.

In 1860, the Chief Superintendent, however, brought the matter before the County School Conventions, at which Resolutions were passed heartily approving of legislation on the subject.* He, therefore, after maturely considering the subject, prepared the following Draft of Bill to provide for the Education of Vagrant and Neglected Children:—

1. Whereas there are large numbers of Children of School age not attending any School in the Cities and Towns of Upper Canada, notwithstanding the Schools in several of said Cities and Towns are Free; and Whereas it is the duty of the Legislature to employ all practicable means to prevent such Children from growing up in ignorance and vice, by imparting to them the influence and advantages of a sound Christian Education; and

Whereas it is desirable to exhaust all the agencies and influence of voluntary exertion and Religious Benevolence, before resorting to the measure of coercion, in order to promote the education of the most needy and neglected, as well as of other, classes of population of such Cities and Towns.

2. Be it enacted, that it shall be lawful for any Benevolent Association, Society, or Congregation of any Religious Persuasion, or any two or more of such Congregations may unite, in any City or Town, to establish one or more Schools in such City or Town in Upper Canada; and any Premises and Houses acquired by such Association, Society, Congregation, or Congregations, for the purposes of this Act, shall be held in the same manner as are Premises and places for the ordinary purposes of such Association or Society, or as are Premises and places for Public Worship acquired and held by such Congregation, or Congregations.

* For Resolutions on this subject passed by the several County School Conventions in 1860, see pages further on.

3. Every such Association, Society, Congregation, or two, or more, Congregations united, establishing a School, or Schools, shall notify the same to the Chief Superintendent of Education and to the Clerk of their Municipality, on or before the first day of January, or the first day of July, next after their establishment, and shall, according to their usual mode of appointing their Association, Society or Church Officers, appoint, annually, three Persons for the management of each such School.

4. The Managers of each School established under the provisions of this Act shall, on or before the thirtieth day of June and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, according to a form prepared by him, a correct statement of the number of Pupils attending such School, together with their average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open; and the Chief Superintendent shall thereupon determine the proportion which the Managers of such School shall be entitled to receive of the school moneys aforesaid, and shall pay over the amount apportioned from the Legislative School Grant to the Managers of such School, and shall notify the Chamberlain, or Treasurer of the City, or Town, in which such School is situated of the proportion payable to it from school moneys provided by Local Assessment; whereupon such Chamberlain, or Treasurer, shall, upon receiving such notification, pay said proportion to the Managers of such School, or Schools established under the provisions of this Act.

5. Every such School established under the provisions of this Act shall be entitled to assistance towards its support from the Common School moneys of the City, or Town, in which it is established, (not including School Fees, or moneys provided for the purchase of public school sites or the erection of public School Buildings, and their appurtenances), according to the average attendance of Pupils during each half year, as compared with the half-yearly average attendance of Pupils at the Common Schools of such City or Town. . . .

Toronto, March, 1862. Egerton Ryerson.

MEMORANDUM ON THE DRAFT OF BILL FOR THE FURTHER PROMOTION OF EDUCATION IN THE CITIES AND TOWNS OF UPPER CANADA IN REGARD TO TRUANT, VAGRANT AND NEGLECTED CHILDREN.

By the Reverend Doctor Ryerson.

I have proposed a Draft of School Bill relative to Truancy in Cities and Towns, was the result of my own observations and reflection, but since then I have conversed with the most intelligent Members of the different Religious Denominations and parties on the subject, and have met with a most cordial approval of the objects and provisions of the Bill.

2. The necessity of some further provision in order to secure school instruction to a large class of now neglected, and to a great extent abandoned, youth in Cities and Towns, is deeply felt and freely acknowledged. In the Towns and Cities there is a considerable proportion of the children of school age not returned as attending any School, whether the Public Common Schools are free, or not. The school population of Toronto, between the ages of 5 and 16 years, was, on January 1st, 1861, 11,595; the whole number of children attending Schools, (including Separate Schools,) during any part of the year 1860, was 8,518; the number of children between those ages returned as not attending any School was, therefore,

3,077. Making all due allowances for those who might be attending private Schools, or who were employed in some industrial occupation, it leaves a balance of not less than 2,500 children of school age, or about 25 per cent. of the school population of Toronto, not attending any School,—and that in the midst of Free Schools, of excellent School-Houses, well furnished, and provided with good Teachers! It is this class of persons that swell the calendar of juvenile crime. Doctor W. Nelson, one of the Prison Inspectors, remarks that the current yearly expenses of each juvenile culprit in the Reformatory Prison is nearly One hundred dollars, and states it is "a well established fact that each individual Thief causes, on an average, loss to the community of over Four hundred dollars a year, and this irrespective of the injury inflicted upon Persons and Property by assault, attempts at murder, and arson." The attention of the Toronto Press has been directed to this subject, as also that of the Board of School Trustees. In one Report the Chief of Police mentions the commitment of forty Boys for theft, and one hundred and seventeen for various offences and disorderly conduct. One of the Judges of the Superior Court, in a charge to a Toronto Jury, remarked:—

> The Streets of Toronto, like those of too many other Towns, still present the miserable spectacle of idle, untaught children, male and female,—a crop too rapidly ripening for the dram shop, and the prison, and that too under the shadow of spacious and admirably kept School Houses, into which all may enter free of cost. Most nobly does Toronto provide the means of free education. But year after year the great evil continues unabated, and those whose heavy responsibility it is to act as Judges, or Jurors in Criminal Courts, naturally ask if such things are always to be? It was the work of centuries to teach nations that their duties towards criminals extended beyond punishment. The labours and lives of great and good men and women, and a wider knowledge of social economy, but above all, a nobler appreciation of the spirit of that Gospel which proclaims deliverance to the prisoners and captives, have at last awakened us to the belief that the reformation of the offenders is at least as important to society as punishment.

3. Systematic efforts for the "reformation of offenders" is a great improvement upon the former notions and system of Prison Discipline; but it is equally Christian, and much more humane and patriotic, to prevent crime, than to reform the criminals; to extinguish the fountain whence crime flows, than to reform its victims—to prevent the youth from going to prison, than to attempt his reformation there.

4. The giant evil of youthful demoralization is confessedly increasing in our Cities and Towns; and the importance of arresting it as far as possible cannot be over-estimated, in regard, either to these centres of population themselves, or in respect to the Country at large. In comparatively new Cities and Towns, and a young Country, the foundation of society should be deeply and broadly laid in Religion, virtue and knowledge, and, for that purpose, every possible Religious influence and benevolent effort should be developed and associated with the instruction of the masses in rearing the structure of society.

5. The chief and almost only remedy which has been proposed for the evils of youthful ignorance and crime in our Cities and Towns is compulsory attendance at School. Every member of society has undoubtedly a right to such an education as will fit him for his studies as a Christian citizen, as much as he has a right to food and clothes; and society has a right, and it is in duty bound to see that each of its members is fitted for his duties, and not trained to be a public pest and burden. I have frequently urged this view of the subject, and have

suggested and prepared measures to give it practical effect as an element of our Public School System, especially in Cities and Towns. But I have found an utter unwillingness on the part of public men of different parties to do what seemed to intrench upon individual and parental rights in this matter.

6. Under these circumstances, I propose to encourage the exercise of a voluntary Religious and moral agency which has hitherto remained almost dormant in this Country, which is practically discouraged by our Free Public School System; but which has accomplished, and is accomplishing, immense good on behalf of the neglected and vicious poor in many Towns in England and Scotland, and which involves, in the economy of the Divine Government, and in the moral and intellectual constitution of man, the potent and supreme remedy for the World's vice and misery. I refer to that Religious and moral agency which has established Ragged Schools in London and Edinburgh, and which has produced such marvellous results upon a hitherto abandoned and almost helpless class of Town populations. I will give one illustration,—a part of the statement of the Reverend Doctor Guthrie, of Edinburgh, before The National Association for the Promotion of Social Science in 1860. He says:—

> It is little more than a dozen years since, of every 100 criminals in our Prison there were five under fourteen years of age, and no less than 552 commitments of children between fourteen and sixteen years of age. The following Tables, which show how the prison grew empty as the Schools grew full, demonstrate that in them governments have the best cure for crime.

Doctor Guthrie then gives Tables which show that the per centage of Criminals in Edinburgh, before the establishment of Ragged Schools in 1847, was 56, and in 1859 was reduced to 12; and that the number of youthful Prisoners between 14 and 16 years of age, committed to Edinburgh Jail, had, in the same time, been gradually reduced from 552 to 130. He then proceeds as follows:—

> These Returns demonstrate the power and success of Ragged Schools; since, in the short space of four years, we reduced the commitments of juveniles to one-tenth of what they were before the Schools were opened; and what variation appears in these Tables proves the difficulties that hamper us, and the need of what we wish the State to lend us help to get—a wider application of our system. But this does not exhaust our claims on the countenance of Government. From our educational Schools we have sent forth 1,000 children—who would have been curses,—to be blessings to the community. We have saved the State, I may say, a thousand criminals, and given her a thousand citizens. She would have punished the criminals at an expense of £300,000; the citizens that we have given her have not cost a tenth part of that sum. So that, sinking higher considerations—the value of immortal souls, the claims of brotherhood, the welfare and well-doing of our fellow creatures,—confining our attention to the low ground of economy, regarding the whole affair as one of pounds, shillings and pence,—I think that Government is bound to deal with Ragged Schools in a spirit, not indeed of wasteful profusion, but of the utmost liberality.—(*Tranactions*, etcetera).

If this needed confirmation, we have it in *The Sliding Scale*—a remarkable Work by Mr. McLevy, Deputy Chief of Police in Edinburgh,— where it is stated in substance that, in consequence of these philanthropical measures, juvenile crime and vagrancy are disappearing from the City.

7. But I am far from proposing the establishment of Ragged, or of any description of Pauper Schools in Upper Canada. Our whole School System is founded on the opposite principle—that of the mutual rights and obligations of

the citizen and the State—not of the pauper and the donor. But I propose that our School System, which has not the vital power of Religious zeal and benevolence to bring into the Schools large numbers of the most needy and dangerous classes in Cities and Towns, shall be supplemented by developing and encouraging that Religious spirit of benevolence and zeal, which, under great disadvantages, has wrought out such beneficial results in Scotland by the establishment and success of Ragged Schools, and which, in heathen lands, in connection with Christian Missions, has given large accessions of converted youth to Christendom itself.

8. I propose and provide in the accompanying Draft of Bill, that the Congregation of any Religious Persuasion in any City, or Town, or any two, or more, Congregations united, or any number of benevolent individuals, may establish one, or more, Schools in such City, or Town; and every School thus established, and the managers and Teachers of which are subject to the obligations which apply to the Managers and Teachers of Public Schools, shall be entitled to aid from the School Moneys of such City or Town, (not including Moneys provided for the purchase of School Sites and the erection of School Houses and their appurtenances), according to the average number of pupils taught each half year, as compared with the average number taught in Public Schools during the same period.

9. It will be seen by what is thus proposed, that the School System as established in the Cities and Towns remains intact and inviolate; that no class of persons is exempted from paying School Rates; that no new Corporations to levy School Rates or any body are created; that the Municipal Corporations will be relieved from providing School accommodation for all the pupils of the Schools which may be established under the provisions of the accompanying Draft of Bill; that the Teachers employed in such Schools must be as duly qualified as those in the Public Schools; that there is no interference with the polity, or procedure, of any Religious Persuasion; that voluntary effort in providing School accommodation, and success in teaching children the subjects of Common School Education by a duly qualified Teacher, must precede a claim for any public aid, which is then given according to work done.

As a general rule, citizens will act as such; and it is not to be expected that those who are elected in their civil capacity to perform the duties of Public School Trustees, will act the part of Religious philanthropists to search out and collect Vagrant children for secular instruction, much less to provide clothing and perhaps food in some instances. But, in a Religious Congregation, active men will be selected, with the Pastor, to establish and manage a School; active Religious Ladies will seek and bring neglected children to the School; a Society, or Committee will be formed to provide clothing for those who need it; each Religious Persuasion will emulously and anxiously seek to provide both Religious and secular instruction for its own poor; and, if any other than poor children should attend such School, so much more elevating the influence will be upon the children of the poor, and so much more saving will there be to the Municipality on the score of School accommodation. It is also proposed equally to recognize the efforts of any association of benevolent individuals who may unite to promote these objects.

Thus, in addition to the apparatus of the present School System, will be developed those Religious influences and exertions to which moral ameliorations, whether in Prisons, or in the lanes of poverty and crime, are wholly due; and without which there is no hope for the Criminal, the Vagrant, or the Pauper. Under the operation of such influences and exertions, I have no doubt that a con-

siderable expense will be saved to Cities and Towns in regard to School taxation, and a much larger expense in regard to the arrest, imprisonment and punishment of criminals; many youths and families will be rescued from crime and wretchedness, and made useful members of society; and more will be done to improve the morals and education of the now neglected and vicious classes in Cities and Towns than by any compulsory measures whatever; while the character of the Common Schools themselves may be improved. . . .

The class of youth and families referred to in this Memorandum never have been and never can be reformed and elevated, except by assiduous Religious Instruction, and the voluntary sympathetic exertions of Christian piety and benevolence; and these we cannot expect except in connection with Schools in which Religious Instruction and Exercises constitute a predominant element in the daily life of the system. At a benevolent School Meeting lately in England the Right Honourable B. Disraeli well said:—

> The most powerful principle which governs man is the Religious principle. It is eternal and indestructible, for it takes its origin in the human intelligence, which will never be content till it penetrates the origin of things, and ascertains its relations to the Creator,—a knowledge to which unaided and alone the human intelligence can never attain.

On a similar occasion, and on the 21st of the same month, the Right Honourable W. E. Gladstone observed, with equal truth and beauty:—

> As the sap arises from the ground in the vegetable world, so it is in the structure of human society. With a stagnant lower class, no community can be well, no Country can be powerful, or secure.

PROCEEDINGS OF THE ANGLICAN SYNOD OF THE DIOCESE OF TORONTO ON THE BILL RELATING TO VAGRANT AND NEGLECTED CHILDREN, 1862.

(*Condensed.*)

The Proceedings of the Anglican Synod of the Diocese of Toronto on this subject has marked an Epoch in the history of this question in Upper Canada. It was the first time that the subject was debated in a non-partisan spirit, and, on the whole, with Christian moderation.

The subject of the discussion,—that of providing for the Education of Vagrant and Neglected Children,—appealed to the sympathies and better feelings of the Members, while, at the same time, it afforded an opportunity to the advocates of Church of England Separate Schools to fully state their case.

It is satisfactory to know that of later years the Government of the Province undertook to provide for the care of Neglected Children under the active Superintendence of Mr. J. J. Kelso.

At a Meeting of the Anglican Synod of the Diocese of Toronto, held in June, 1862, the following Report on the subject of Vagrant and Neglected Children was read:—

> Your Committee beg to report that, having been in communication with the Chief Superintendent of Education, they learned that a Bill had been prepared by him for

the amendment of the existing School Law, in which practically the just claims of the United Church of England and Ireland to the control of her own Schools in Cities, Towns, and Incorporated Villages, had been recognized and provided for, as far as seemed possible under existing circumstances.*

As the general provisions of the aforesaid Bill had been submitted to the Bishop, and had met with his approval, and further, had commended themselves to the judgment of those Members of your Committee who had the opportunity of considering them, your Committee understood from the Chief Superintendent that he had reason to believe that the Bill would be brought in as a Government measure, and they felt, under the circumstances, that no further action on their part was required.

In consequence of the illness of the Chief Superintendent, and his inability to be present at Quebec to confer with the Government on the subject, his Draft of Bill had not been brought forward.

Your Committee would, therefore, recommend that Petitions on the subject be presented to the several branches of the Legislature, and that the attention of the Members of our Communion in Parliament be earnestly drawn to the duty and necessity of endeavouring to secure for the Church of England and Ireland the same educational advantages as are accorded to the Church of Rome.

TORONTO, June, 1862. W. S. DARLING, *Chairman.*

The Reverend W. S. Darling moved, and the Reverend Doctor T. B. Fuller seconded, the adoption of the Report.

Mr. J. G. Hodgins thought that some expressions in the Report were calculated, probably unintentionally, to mislead the Synod. The "just claims of the Church of England" were said to have been conceded by the Chief Superintendent of Education in the Bill, which he had prepared and submitted for the consideration of the Government. This, as a matter of fact, was not correct. He had in his hand a copy of the Bill, and the words "Church of England" did not occur in it at all. Even the words: "Separate Schools," had no place in it. But it was simply proposed in that Bill to meet a want, and to supply a deficiency which was felt in all the Cities and Towns in regard to truant and vagrant children. He had no doubt that the Bishop, from his long experience in those matters, and his personal acquaintance with the Chief Superintendent of Education, must have arrived at this conclusion, that all of that Officer's amendments to the System of Public Instruction in this Country had been of a directly practical character. The Measure which Dr. Ryerson prepared last Winter, and submitted to the Bishop and to the other Prelates of the Church in this Country, and which, he believed, received their sanction, was of this nature: We were all aware that, in the Cities and Towns of Upper Canada, there was a large proportion of the juvenile population who never attend any school whatever—Separate, Common, or even Sunday Schools. We were also aware that the agitation against the continuance of the Common School System in the Cities and Towns, on account of its great expense, had been repeatedly urged. A learned Gentleman on the Bench, (Mr. Justice Hagarty), had frequently, in his Charges, called attention to this

* In the Draft of Bill, relating to the Education of Vagrant and Neglected Children, there is not the slightest reference to the action of any particular Church in the matter. The appeal in the Bill is of the widest and most general character, as under the Public School System numbers of vagrant and neglected children abound in our Cities and Towns. As very properly explained by the Reverend W. S. Darling himself, it was an "Appeal to the Christian Philanthropy of all Christian men," and not to the Church of England as a Separate Body. Mr. J. W. Gamble further explained that the "proposed Schools were not to be Separate Schools. Their Teachers were to undergo the same Examinations as other Teachers; the Schools were to be inspected by the same Inspectors; and they were, in fact, to be part and parcel of the present School System."

growing evil of Vagrancy in our midst. We all admitted the existence of the evil; but parties were divided as to how it should be remedied. There were those who contended that the Common School System was unjust, that it taxed the people heavily to support the Pubilc Schools, but that it failed in bringing within their influence all those classes of the population for whose benefit they were intended. Such persons said, therefore, that the great expense to which the Cities and Towns were put on account of the Common Schools, was comparatively lost. . . . . There was another part of the community, whose views the Chief Superintendent had endeavoured to meet, and which had probably the deepest hold on the hearts of every gentleman present. The Chief Superintendent's object was to meet the Religious feelings and sentiments of the Country, not exclusively of the Church of England, but of every Christian man and of every Protestant Denomination in Upper Canada. His object was not to change, but to supplement, the Common School System, and to bring within the doors of some School-house the children now wandering about our streets, and being educated in the School of theft and vice.

Doctor Ryerson had for years revolved the subject over and over again in his mind, as to how he could meet this difficulty, whether by adopting the views he had just referred to, or the view of the very small minority, the third party, those who were anxious to have a law passed, called in other Countries a Truancy law, to compel all children, if Schools were provided for them, to attend those Schools, or else to give a good account of themselves.

Mr. Hodgins gave notice that he would move, as an Amendment to the Resolution to be moved by Dr. Bovell, and seconded by the Reverend W. S. Darling, the following:—

That, as Members of the United Church of England and Ireland in this Diocese, we do not desire to seek any interference with the Common School System, as established by law, or to demand exclusive privileges not at present shared in equally by other Protestant Denominations in Upper Canada.

Doctor Bovell moved the following Resolution:—

That a respectful Memorial be again presented to the Legislature, setting forth the continued desire of the Church of England and Ireland in Canada, to have Separate Schools in Cities and Towns. In doing so they would remind the Government that they seek not any improper interference with the Common School System, as established by law. . . .

He viewed education as a great moral and social necessity, and treated the question as referring entirely to the moral and social state of the Country. If they believed in the leavening principle of Christianity, could they doubt that before a generation passed away they would save even pecuniarily by the introduction of such a System, in the diminished expense of our Gaols and the administration of justice. He admired the efficiency with which our present School System was conducted, but he could not pretend to be an admirer of the principle on which it was based. He could not commit himself to a principle which ignored the grand foundation of God's blessed Word.

The Reverend W. S. Darling seconded the Resolution. He said it was now universally acknowledged that the present System of Common School Education in Towns and Cities was a failure, in a certain respect, inasmuch as it did not reach the class for whom the System of Free Education was primarily intended. The

numbers of vagrant children, the Arabs of the streets, whom we met with in going through the City, showed that that class was not reached. The Chief Superintendent was entitled to every imaginable credit for his anxiety to make a System of Education in every way effective, and, in proposing to provide education for these poor children, he admired the Chief Superintendent's Christian spirit, as he desired to call in the influence of Christian principle. In the proposition of the Chief Superintendent, no distinctive recognition was given to the Church of England, as a separate body, but an appeal was made to the Christian philanthropy of all Christian men. . . . He was rather disposed cheerfully to accept any concession; first, for the sake of the poor children themselves; and then because of the impetus it would give to the benevolent spirit of the best of their own people. What they wanted to show was that their Christianity was a practical thing. An opportunity would be given to benevolent people to come forward and assist such Schools, and to establish in connection with them clothing societies, shoe clubs, and all that sort of thing, to put the children in a position that they could attend the Schools.

The Reverend Doctor O'Meara seconded Mr. Hodgins' Amendment. He himself had always dissented from any interference on the part of the Synod with the System of Common Schools in this Province. The Reverend Gentleman gave his experience as a School Superintendent, showing that Religious Instruction was given in the Common Schools. He had frequently had to examine Bible Classes in the discharge of his duties as a Common School Superintendent. He was thoroughly in favour of united education. He considered it was a great thing that their children should be trained from their earliest years to mix with those of other Persuasions; they would thereby be better qualified, in the battle of life, to stand by those Religious principles which they had been taught at home, and in their Churches and Sunday Schools.

Mr. S. B. Harman said that he was entirely opposed to Mr. Hodgins' Amendment. He was prepared openly and fearlessly to say that he would interfere with the Common School System, because it was a System,—ignoring, as it did, that knowledge that maketh wise unto salvation. . . It was the Legislature they should go to, and not to Doctor Ryerson; and, if they had insisted on their claims before the Legislature with sufficient force, they would have been carried before now. . . .

Mr. Grover, Colborne, said the amendments proposed did not go far enough, and, if in order, he would like to propose another. He declared that the laity were ten to one against any such measure, and he spoke advisedly when he said so. He was opposed to the adoption of the Report. . . .

The Reverend Doctor Beavan contended that the Church of England ought to receive facilities for the establishment of Parochial Schools. He did not take this ground, he said, in opposition to Common Schools. He thought the Country was greatly indebted to the Legislature which established them. So far as the Common School System went, it did a great deal of good. But it ought to be supplemented by something higher, before they fulfilled their duties as Christian Churchmen.

The Reverend Doctor T. B. Fuller supported Doctor Bovell's Resolution. He asked who had induced the Chief Superintendent to make these amendments? It was this Synod. Who induced the Board of Public Instruction to admit the Bible into the Common Schools? It was this Synod. Where else had a voice been raised on this question but in this Synod? Who had introduced Religious Instruction

into these Schools? Who, but this Synod. And were they, when, after years of labour, they had raised the stone to the top of the mountain, and almost placed it there,—were they now to go back? No; they should go on, and attain the end for which they had laboured. . . .

The Reverend T. W. Allen must say that he was not antagonistic to the present System of Education. He admired that System, but thought it was necessary that it should be supplemented as proposed.

The Reverend Doctor Shortt said he would move the following amendment:—

"That, whereas the Chief Superintendent of Education has introduced into a Bill, to be brought before the Legislature, certain clauses which meet the objection, which many members of the Church of England have to the Common School System, this Synod thankfully acquiesce in the proposed Amendments, and suspend for the present further action in the matter."

The Reverend John Hilton seconded Doctor Shortt's amendment.

Mr. J. W. Gamble did not believe that the children of Toronto were so bad as the reverend Gentleman had made them appear. Nor had he heard one satisfactory argument adduced against the Common School System. It was admitted that the Scriptures were read, and yet it was declared that no Religious Instruction was given. Now he had been taught, and taught by the Bishop, that where the Scriptures were read with devout and prayerful minds the Spirit of God would bring them home to the hearts of those who read them. He thought if the Church of England clergy were to take up the work of superintendence in their several localities, the best results as to the Religious influence exerted on the minds of the children would follow. As to the particular question, however, before the Synod, seeing that large School Houses were erected and attached to almost every one of their Churches in this city, he did not see why the boon held out by the Chief Superintendent of Education should not be accepted, provided that they coupled their acceptance of it with some such Resolution as that of Mr. Hodgins, declaring that they did not desire any extension of the Separate School System, or to trench in any way on the System of Common Schools.

Mr. Green, Brampton, said he did not see how these children were to be got out of the hovels of vice and dens of misery that were spoken of, without a compulsory measure. There was no reason to suppose that, even if the proposed Schools were established, those children would come to them, unless the measure were compulsory. . . .

Mr. Grover, Colborne, seconded by Mr. Grierson, moved in amendment:—

"That while the Synod contends that the Church of England and Ireland in this Province has as good a right to claim Separate Schools as the Roman Catholics, it deems it inexpedient as a Church, and detrimental to the interests of general education, to commit itself to a principle which, if once acted upon by the Sects so abundant in Canada, would destroy our Common School System."

Mr. J. W. Gamble supported the amendment, and stated that the Schools proposed to be established by Doctor Ryerson's Bill were not Separate Schools. Their Teachers were to undergo the same examinations; they were to be inspected by the same Government Inspectors; and were, in fact, to be part and parcel of the present School System. . . .

Mr. Robert Baldwin supported Mr. Hodgins' Amendment. He said he did so, not as a matter of expediency but of principle; for on principle he went against Separate Schools in any shape.

Mr. J. G. Hodgins stated that the Chief Superintendent had decided that our System of Public Instruction should be based on Christianity. Provision was therefore made for the Schools being opened with Prayer and the reading of the Scriptures. In 2,500 of the 4,000 Common Schools, the daily work was opened and closed with Prayer; in 2,800 the Scriptures were read daily. But the Church of England claimed further, that Religious Instruction should be given according to her standards. Provision also had been made for this, by the Regulations issued two, or three, years ago, allowing Clergymen to come to the Schools and give Religious Instruction to the children of their own Persuasion for one hour a week.

Doctor Bovell had referred to the disobedience of children in this Country. Was this the fault of the Common Schools? He asked Gentlemen to look at that card over the door of this Room, emanating from the Department of Public Instruction, the first thing which children saw when they entered School was, as shown on this card: "Honour thy Father and thy Mother." When they turned round, they saw that other precept: "Fear God and Honour the King." Of the Common School Teachers, 800 were Members of the Church of England; 1,250 were Presbyterians; 1,250 Methodists; 230 Baptists; and 85 Congregationalists. All Clergymen, too, were Visitors of the Common Schools.

The Reverend Doctor Fuller said that the Chief Superintendent had very kindly shown to him (Dr. Fuller) the Bill or draft of a Bill, which Mr. Hodgins had read, and, on reading it to him, Doctor Ryerson remarked that he expected the very best results from the measure.

Mr. Grover urged that the fostering of Sunday Schools was a much better mode of securing the Religious Education of their children.

The Bishop, before putting the question to the vote, said that he could not agree to the Amendment, although he admitted it had been introduced by Mr. Hodgins with great moderation and great talent.

Mr. Hodgins' Amendment to Doctor Bovell's motion to the effect "that, as Members of the Church of England in this Diocese, we do not desire to seek any interference with the Common School System as established by (do, or to demand exclusive privileges not at present shared in equally by) other Protestant Denominations in Upper Canada," was then put, and negatived. Yeas—Clergy, 9; parishes, 12; total, 21. Nays—Clergy, 45; parishes, 29; total, 74.

Mr. Darling's motion for the adoption of the Report of the Committee was carried by the same Vote.

COUNTY SCHOOL CONVENTIONS IN FAVOUR OF LEGISLATION TO RESTRAIN TRUANCY AND THE PREVALENCE OF THE VAGRANCY OF CHILDREN.

In order to test Public Opinion on the subject of the repression of the Truancy and Vagrancy of Children, the Chief Superintendent submitted the question to the County Conventions, which he attended, and with the following result:—

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.

At 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. Foote, 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 reducing the principle of compulsory attendance to an equitable practicable 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 fifteen years. (Lost.)

At WOODSTOCK, 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 admitted 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. Laird, 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

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 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 chilren, 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 Bellerby, 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. William 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. Alexander 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 by 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.

VAGRANT CHILDREN AND JUVENILE CRIME, 1866-7.

NOTE.—The Chief Superintendent of Education stated that although this matter had been brought before the Grand Jury in 1855 and 1859, yet he felt it to be necessary to call the attention of School Trustees to the increase of Juvenile Crime in Cities, as largely the result of Vagrant Children being allowed to roam at large in our Cities.

I desire to call the attention of Local Superintendents and Boards of School Trustees in Cities and Towns to the following extract from a Charge lately delivered by Judge Hagarty in Toronto to the Grand Jury. It shows that although a Country

may have all the privileges of a system of popular education, it will not prevent crime, but, if unaccompanied by Religious training, rather increases it:—The Judge, in his Charge, said:—

It appears that in the year 1864 a grand total of 6,361 prisoners had been confined in the Upper Canada Common Jails, of whom 1,595 were in the Toronto Jail. Of the whole number for Upper Canada, 2,268 were for other than first offences.

The darkest item in this black catalogue is that relating to young Prisoners. In Upper Canada, in 1864, there were committed to jail 311 Boys and 103 Girls, under the age of sixteen years, total 414.

Out of this aggregate the Toronto Jail furnished 90 Boys and 40 Girls, or nearly a third of the entire number in Canada West.

Thus it appears that last year these 130 children, under sixteen years of age, were Prisoners in Toronto Jail, a most melancholy fact for the consideration not only of the Grand Inquest, but of every Christian man in the community.

This picture is further darkened if we turn to the number of Prisoners over 16 and under 20; and we find 84 males and 94 females—in all 178 youths of both sexes at this most impressible and perhaps most dangerous period of life. In all, over 300 prisoners in one year, under 20 years of age!

A glance at the Toronto Jail statistics for the past five years gives us no reason to believe that the evil is decreasing. The total number of Adult Prisoners in each year varies slightly until 1864, when the number was lowest, thus:—

	Total Prisoners in the Toronto Jail	*Children Under 16 years of age.*
1860	2,054	155
1861	1,815	73
1862	2,091	104
1863	1,971	129
1864	1,595	130

Commenting further on this sad state of affairs, Judge Hagarty remarks:—

For the last four years we find the number of Children in our Jail steadily increasing, with but little change in the City population. Last year, although the total Prisoners were nearly 400 less than in 1863, the Children Prisoners were slightly more numerous. During the last five years nearly 600 children, male and female, under 16 have been confined in the Toronto Jail. We need hardly ask what may be the probable after-life of those who begin the world under such degrading conditions. We may ask, firstly—Is such a state of things without a remedy? Secondly—If there be a remedy have we sought to apply it? Toronto has not neglected to provide for her children the blessings of education. On the contrary, in no City in the world is a better education offered freely to all. We have noble School-houses, excellent Teachers, and a sound English education, at a cost to the Ratepayers of many thousands of pounds each year.

But are our Street Vagrants reduced in number? Is our Jail burdened with fewer Boy and Girl criminals? Is the dangerous class of society reached, the under darkness of vice and ignorance pierced by the light of instruction? There are few subjects on which men differ more widely than the manner in which this admitted evil can be dealt with.

Many persons insist that the Common School System is not destined to meet, and cannot properly be expected to meet, the case of the Vagrant Children who will not accept the free education offered.

Others argue that compulsory attendance, under a Truant, or Vagrant, Act, is the proper supplement to compulsory taxation.

Another class contend that, as the law compels them to support Common Schools, they ought to see at least a portion of their Rates expended in a vigorous attempt to reach and educate the only class from whose ignorance and destitution they apprehend danger to the peace and prosperity of society—and they argue strongly that it is a grave thing even to talk of applying portions of the Rates to establishing High Schools for Boys and Girls or to expend our energies in raising the standard of education; at least so long as vigorous efforts are not made to reach the Vagrant Classes—by working downward, as it were, instead of upward—and trying to get hold of the forlorn little creatures who fill the Ragged Schools and Shoeblack Brigades of which we hear so much in the Old Country Cities.

I have no intention to discuss the soundness of these differing views. I only desire to invite attention to things as they are and as they ought to be. . . .

With the jail statistics of the last few years before us, it is not easy to suggest a more fitting topic for the consideration of a City Grand Jury than the possibility of extending the healthy influence of education to the class of Children, by whom our streets are infested and our jails burdened. . . .

The local School Report for 1863, states that 1,632 Children within school ages, (of whom 1,165 were Protestant and 467 Roman Catholic), neither attended School nor were taught at home.

The classes most in want of instruction, and the most dangerous to society, are always those on whose ear the invitation to come and be taught falls unheeded. . . .

It is, of course, the interest of all who use the Schools to elevate their character and efficiency, and it is doubtless an advantage to the community to have all its members thoroughly educated. It is a matter of profound regret that year after year there is a generation of Children ripening into crime in our midst and refusing to avail itself of our noble provision for the Free School teaching of all. . . .

It is to be earnestly hoped that some attempt may be made to work downward to reach the grade of children, apparently below the influence of our present School System. . . .

I am painfully sensible that this is an unpleasing subject to many ears, but it is one constantly forcing itself on the consideration of a Judge, who has before him so often the sorrowful spectacle of the young criminals left alone in their sin and misery, in the midst of a Christian community.

No subject more important from its terribly close connection with the state of crime amongst us can be suggested for your consideration.

From the figures which I have quoted, it is clear that juvenile crime is not decreasing in our City.

I am sure, Gentlemen, that you will join me in the earnest hope that some means may be devised to lessen what all must admit to be a most dangerous symptom in our social state.

Reply of the Grand Jury to Judge Hagarty's Charge.

Every Christian man and woman in our City must feel the deepest sorrow at the present life and probable fate of what may be termed the substratum of our juvenile population—the little outcasts who hang around the Post Office—and in the Post Office lane—and those who are daily applicants for charity at our doors. Your Lordship has pointed out the fact that, during the last four years, the number of Children imprisoned under sixteen years of age has been steadily increasing.

It was mainly with the view of reaching this Vagrant and dangerous class of the community that the respectable inhabitants of this City consented to be taxed so largely. It was thought that the Common Schools being made free, these Arabs of

the Streets would be induced to attend; but judging by the result of an extended experiment of fifteen years, it would appear that making the Schools absolutely free has not been entirely successful in the main object, for not only has juvenile crime increased, but we learn from the Report of the Local School Superintendent that the attendance under the Free School System has been less in proportion to population than it was under the Rate-bill System, for it appears that under the Rate-bill System the attendance was as 1 in every 20½, while under the Free School System, it has been only 1 in 23. The attendance is also stated to have been more irregular and unreliable under the Free School System than it was under the Rate-bill System. . . .

If, therefore, the present Free School System has partially failed to reach the dangerous classes,—if the attendance has not only not been increased, but somewhat diminished—if, at the same time, it has proved costly, and if the burden has fallen chiefly on those who do not avail themselves of the Schools it appears to the Grand Jury that some modification of the present School System should be adopted, which should remedy, if possible, its defects, and equalize the burden of taxation. . . .

Where, then, is the remedy? How are we to extend the hand of Christian sympathy to these little ones, and rescue them from the inevitable fate awaiting them? . . .

We should respectfully suggest the establishment of one or two Schools, in which the Children of the lowest and degraded could not only be taught free, but where some small amount of decent clothing and food could be provided when necessary, together with the appointment of one or more outside Officers, whose business it should be to visit the houses of the absentees, ascertain the causes of absence, and endeavor to influence the parents to the performance of their duty. It appears to the Grand Jury, that in order to accomplish this without additional expense to the City, and in view of the partial failure of the Free School System to reach the classes whose good was principally contemplated, it would be expedient to place a very small Rate per week, or say three cents per pupil, upon the Junior Divisions of the City Schools,—a somewhat larger Rate, say five cents, on the Intermediate Division, and say ten cents on the Senior Divisions.

This very small Rate would produce a sum of about $5,500 per annum, quite sufficient to carry these proposed Schools for the very poor into successful operation. With the formation of the Schools, and of High Schools for the more advanced pupils, our School System would, we believe, be as nearly perfect as it is possible to make it.

NOTE ON THE FOREGOING.—This subject is constantly forcing itself on public attention, and, at the late County School Convention a number of Resolutions were passed on the subject, suggesting that a fine be imposed upon Parents who neglect sending their children of proper age to some School for at least four months in the year. . . .

COMPULSORY EDUCATION, AND THE REPRESSION OF JUVENILE CRIME.

In a Special Report on "Systems of Popular Education in Europe and the United States," prepared by direction of the Government in 1868, by Doctor Ryerson, he devoted one Chapter of that Report to the Laws, or Regulations, in regard to "Compulsory Education," in which he showed how universally that system had been adopted as a means to prevent the growing up of a Vagrant or vicious class of children. That Report contains information in regard to Compulsory Education in Europe and the United States, which I produce further on.

Petition of Prominent Citizens of Toronto to the Legislature on the Prevention by Compulsory Education or Otherwise of a Vagrant Class of Children Growing Amongst Us.

On the 13th of February, 1868, the following Petition was presented to the House of Assembly:—

That all the rateable property of this City is compelled by law to contribute to the support of Common Schools for the education of the children of Ratepayers.

That the estimated value of the School Buildings and Grounds belonging to the School Trustees, (exclusive of Fittings), was in 1866 over Eighty-four thousand dollars, ($84,000), and the Schools are supported by an annual Assessment of about Twenty-five thousand dollars ($25,000) and a Legislative Grant of over Three thousand dollars ($3,000).

That the Schools are open to all free of charge.

That your Petitioners believe that the Toronto Schools are very well conducted, and in every way competent to educate the Pupils that attend them.

That it has been ascertained by authority that over 1,600 children in their School age neither attend School, nor are taught at home, besides nearly 800 in the School lists, attending less than twenty days in the year, and 100 to 120 children, and often more, under sixteen years of age, are annually committed to Toronto gaol.

That your Petitioners most readily accept the burden imposed on them by law, of providing Schools for general education, and are fully impressed with a sense of the ample return, which, as citizens, they would receive from their outlay, if the blessings of education could be insured to all that need their influence.

That your Petitioners have learned, by many years experience, that the class of children, most peremptorily required to be taught, cannot possibly be induced to accept the offered blessing. . . .

Your Petitioners pray that Your Honourable House will be pleased to inquire into the working of the Common School System in the Cities and Towns of Ontario, with a view to increasing its powers of usefulness and extending, so far as may be found practicable, its advantages to that class of children which, under the present law, it has been found impossible to reach, and from which the community has the strongest reason to apprehend danger to its peace and well-being.

Wm. H. Draper (Chief Justice), P. M. Vankoughnet, (Chancellor), Wm. B. Richards, (Chief Justice, C. P.), John H. Hagarty, Adam Wilson, and John Wilson, (Justices), O. Mowat and John G. Spragge, (Vice-Chancellors), Fred. W. Jarvis, (Sheriff), John W. Gwynne, Q.C., (Rev.) E. Baldwin, Wm. McMaster, (Senator), John Macdonald, (ex-M.P.P.), Honourable Robert Spence, David Buchan, Reverend Alex. Topp, Robert A. Harrison, Q.C., Adam Crooks, Q.C., S. H. Blake, John Roaf, Q.C., Thomas Moss, John Boyd, S. H. Strong, Q.C., John Hector, Q.C., Reverend Alexander Sanson, James E. Smith, Mayor, Alderman S. B. Harman, Alderman John J. Vickers, Alderman Thomas Smith, Alderman G. D'Arcy Boulton, Alderman N. Dickey, Alderman Thomas Thompson, Alderman Wm. Strachan, Alderman G. W. Beard, Alderman John Boyd, Alderman Alexander Henderson, Alderman F. H. Metcalf, Honourable John Hillyard Cameron, Q.C., T. Henning, Jos. A. Donavan, Charles Robertson, Lawrence Heyden, Reverend F. H. Marling, C. Robinson, Q.C., L. Heyden, Junior.

Church of England Synod, Diocese of Toronto, on the Subject of Vagrant Children, 1868.*

Doctor Bovell moved—

"That this Synod do resolve itself into a Committee to take into consideration the lamentable condition of the young vagrant population of the Province of Ontario, and more especially of our own Diocese, with a view to memorialize the Government to establish a system of Voluntary Schools by Christian effort in the larger Cities first, in order that, by moral and intellectual training, these unfortunate and neglected children may be rescued from a criminal course of life, and saved to the State and to their Lord as Christian children."

The plan he would recommend, as suggested, would be to take the children under the training and care of good Christian people, and thus prevent these children, as far as possible, from being criminals. If our Common Schools could be so extended that the proposed Schools could be made part and parcel of them, it would be a good plan, for the unfortunate outcasts alluded to would be placed in the Schools named within reach of the larger Cities and Towns. They would then get a good education and be furnished with the means of escape from a criminal life. He did not ask that these Schools be placed under the charge of the Church of England. But what he desired to impress on the Synod was, that, as against the system of ordinary Day Schools, these proposed Schools were far preferable for the object aimed at. He hoped the Committees would be appointed, and that some steps would be taken by which one Boarding School, or more, would be established. The Committee ought to be authorized to confer with the School Authorities, or the Government of Ontario, in order to carry out some such measure of relief for these poor children. Mr. R. B. Denison seconded the motion. Doctor J. C. Hodgins said that any application to the Government, such as proposed, would be met by a reference of the Committee to the School Law which gave power to the City to establish "any kind or description of Schools." If the matter were pressed on the City Trustees, they might be induced to try it as a matter of experiment in connection with the City Schools. He thought the reference to the Committee should be more general, and would thus meet the hearty support of the Synod. He gave a number of interesting facts coming under his own notice in connection with Sunday services in the Jail, in which he had been engaged, showing the importance of steps being taken to rescue the vagrants of our large Cities from the temptations to which they are exposed. Doctor Bovell's Resolution was subsequently amended to read as follows:—"That this Synod do resolve itself into a Committee at an early day, to take into consideration the lamentable condition of the young vagrant population of the Province of Ontario, and more especially of our own Diocese, with a view to their moral and intellectual improvement." The Resolution, as amended, was carried.

Doctor Daniel Wilson on the best way of Dealing with the Street Arabs.

"In Edinburgh, where so much has been accomplished by the Reverend Doctor Guthrie and others, through the agency of 'Industrial', or 'Ragged', Schools, etcetera,

* I am not aware that any of the other Churches have taken up this Subject. They may have done so in an informal manner, but I have seen no report of any action by them in the papers.

one of the first effective steps was the substitution of summary corporal punishment for imprisonment, in the case of young offenders. . . . The result of the experience at Edinburgh was so satisfactory that a clause was introduced into a subsequent Act of Parliament, empowering the Police Magistrate to substitute summary corporal punishment for imprisonment for all Offenders under fifteen years of age; and the police tawse has even served as an excellent reformatory.

Still, this or any other substitutes for the Jail, leaves the other and more important Institution, the School, untouched. We have been talking about compulsory education, or some other means of dealing with our street vagrants, so long that meanwhile a whole generation has grown up beyond the reach of any plan we can devise. The "Street Arabs" belong to our Cities, and, in Ontario, mainly to Toronto and Hamilton; and here something practical ought to be done without further delay. Mere compulsion, enforcing attendance on our Free Schools, will not meet the case of the hungry, ragged children of poor and often vicious Parents. The best of children do not go to School of their own accord, and those of the poor and needy are not likely to be sent, when their services can be turned to account, to hawk, to beg, and perchance to steal. May I be allowed to suggest such a modification of the Industrial School System of the Mother Country as seems to me calculated in some degree to meet our own wants, and adapt itself to the system of Free Schools already in operation?

The Reverend Doctor Alexander Topp on Vagrant Children, or Street Arabs.

One of the most important subjects affecting the social and moral well-being of our Country, is the condition of the neglected, unfortunate young Boys and Girls, in our large Cities. Many of them are growing up in ignorance, familiar with vice, trained to crime, and gradually, year by year, filling our Gaols and Reformatories and Penitentiaries. Independently, therefore, of other lamentable results, there is a vast expenditure for the purpose of checking and curing (alas! often in vain,) that which every legitimate means at our disposal should be employed, with the blessing of God, to prevent at first. "Prevention is even better than Cure."

Whilst I advocate compulsory education, and am glad to find that both here and elsewhere the conviction in its favour is rapidly gaining ground among those who are best qualified for forming a sound and enlightened judgment: yet different opinions may be held as to the most advisable mode of carrying it out. But, if the end is accomplished,—if the neglected youth of our Cities are put in possession of the benefits of education, and are placed under a healthy moral and spiritual influence,—if these means are adopted to check in any measure the growth and perpetuation of vice, and its necessary attendant misery, no true friends to the cause will quarrel about the method.

The Most Reverend Archbishop Lynch on Caring for Good and Industrious Boys.

In a circular issued by Archbishop Lynch on this subject, he says:—

"There are, in our rapidly improving City, many fine Boys who render good service to the community. We must receive the daily papers, and small and indispensable services, that Boys can best afford to perform. Therefore, these good Boys ought to be protected and assisted in their present position, to enable them to work up to employments, to which talent, education and good conduct may entitle them. It is agreed on all sides, that the present condition of many of them needs amelioration. Those Boys are inexperienced, many of them are poor, some of them have widowed Mothers, others are worse off, with parents dissipated, and sometimes with Step Mothers, or Step Fathers. A great number of them, through the blessings of our Divine Redeemer, bestowed upon youth, upheld, notwithstanding all those drawbacks, the dignity of nature

—'wonderfully instituted, and more wonderfully repaired.' Those youths require the kind assistance and good advice of friends to enable them to be good members of society, and inspire them with hopes to be chosen as citizens of their heavenly home. Again, what those good Boys especially want is to have board and lodging. This luxury, at present, is far above their means, and, therefore, they cannot procure it. They are ashamed to beg, they will not steal, they abhor low associations, they refuse not to work in the frost and snow of Winter, and in the great heat of Summer. . . . In fine, they yearn for a home and a Mother's care. To supply this great want of our youth, the assistance of the charitable and kind is needed. If we refuse it, the fault must be doubly expiated, even in this life, by supporting Criminals; and in the next, the consequence will be the terrible sentence, 'I was a stranger and you took me not in; naked and you clothed me not.' "

The Bishop then goes on to describe the kind of Home which his Church will provide for good and industrious boys. He said:

" We propose to place at the service of those good Boys a comfortable Home, on such conditions as their earnings and future prospects can easily meet with the kind co-operation of the ever generous citizens of Toronto. This Home will be called the 'St. Nicholas,' and will be conducted on hotel principles. A Book of entry will always be kept; none will be admitted except the industrious, and those who strive to be good. Credit will be given to the deserving, but repayment will be expected when a Boy procures employment. No lazy, or dishonest, Boys are to be admitted; the Reformatory should be their place of abode. On entering the 'Home,' the Boys will be supplied with a clean and comfortable Bed and Bath; kind Gentlemen will see that order be observed in the Dormitories, and night Prayers said, and proper hours kept; there will also be evening School during the Winter. The good Sisters of St. Joseph, of the House of Providence, will superintend the Dining Room, and see that the Dormitories are kept clean. There will also be attached a Clothing Store, where, with the assistance of kind Ladies, clothes may be had on the most reasonable terms, and credit will be given to reliable Boys, who promise to pay when they may be able. Those Regulations are intended to train Boys to honour, honesty, thrift, and self-reliance. . . . We count upon the generous and hearty support of all good and charitable Christians, who have at heart the welfare of the most interesting portion of Christ's flock, for the success of our undertaking."

The School Teachers' Association on Vagrant Children.

At a meeting of the School Teachers' Association, Mr. McAlister said:

Our vagrant children are of two classes: those without natural guardians, and those whose Guardians lack either the power, or the will, not only to compel their attendance at school, but to take a right course in life. Many recommend attendance at the Common Schools as an effectual method of dealing with them, but suppose they could be got to attend, what guarantee have we that their attendance will accomplish the result desired? There is none in regard to such an influence, and we have no assurance that these children, who are so much neglected, though they may attend School, that they will grow upright. (As an English Writer lately remarked, to read, write and cipher is no certain guarantee that those who possess them may not be either knaves or worse.) The only effectual plan is that of compulsory attendance at an Industrial School, where the inmates may not only be educated, but trained to some useful employment, and at the same time kept secluded from all evil influences. The cost of this would not be great. A pupil of the Public Schools in the City of Toronto for 1867 cost $10.31; this was for daily average attendance, and including expenses of Building as well as that of Teachers, etcetera. The cost of an inmate of the House of Industry for the same year was $58.40; these two items together make up $68.71 per annum, which may be taken as a fair basis

to place the cost of each Pupil in an Industrial School such as is proposed. Compare this with the actual cost of each Criminal in the City Gaol for the same year; by the Chamberlain's Report, each Criminal cost $352.22 including exactly the same items of expense as those for a Scholar; hence, one Criminal cost more than it is reckoned five Scholars would cost in such an Industrial School.

Mr. McCallum stated that in the City of Hamilton almost every child was brought under educational influences. He further urged that the arabs of our streets should be separated from their old associates. Mr. Chesnut urged similar views on this subject, as Messieurs McAlister and McCallum.

The Reverend James Porter, City School Superintendent, on Compulsory Attendance at School.

In a Lecture, entitled "A Ten Years' Retrospect," delivered in Toronto, by the Reverend James Porter, City Superintendent of Schools, he stated that he was almost weary of talking year after year of the many neglected and idle children who run at large in the streets, and said that special legislative provision is required in their behalf. To illustrate the effect of compulsory school attendance, the Lecturer referred to the condition of the Duchy of Baden, as described by the French Minister of Public Instruction, in which he said that, chiefly owing to that system, the diminution of vice and crime had been truly astonishing. He also recommended the abridgement of School hours for the younger pupils, and observed that, as society advanced, they would be shortened for the older ones also. He referred to the beneficial effects resulting from shortening the hours of attendance in Germany.

Public Meeting in Toronto on Compulsory Education and Vagrant Children, 1868.

A Meeting took place at Toronto in December, 1868, for the purpose of considering what steps are best to be taken for bettering the condition of the vagrant children of the City. The Chair was taken by Archdeacon Fuller, and a prayer was offered up. The following Report was then read by Professor Wilson. A Meeting was held on the 18th of April last, the Honourable Justice Hagerty in the Chair, when a Committee was appointed to prepare a Report of the scheme for Industrial Schools, discussed at the Meeting, and to confer with the Board of School Trustees, with a view of their co-operation in the establishment of one, or more, such Schools in the City. The Committee, accordingly, drew up a Report, which was adopted at a subsequent Meeting. In it, the following points were set forth:—1st. That the Institution of Free Common Schools, maintained by public funds, in the City of Toronto, and open to the children of every resident, implies that such Schools are specially required to meet the wants of all classes, including the poorest. 2nd. That, owing to the poverty, ignorance, or vice, of many Parents, and their indifference to the value of education, hundreds of children are growing up in total neglect of the educational advantages within their reach, and, for the most part, spending the hours they ought to be at School in vagrancy and incipient vice. 3rd. That, as the inevitable result of such a condition of things, there is training in our midst a large and ever increasing vagrant and criminal class, which, under any wise system of timely oversight, might be made to furnish an annual addition of one, or two, hundred industrious members to the community;

instead of filling our Penitentiary and Gaols; and entailing an enormous annual expenditure, in police, judiciary, reformatories and criminal courts.

The various points referred to having been set forth in detail, along with higher philanthropic and Christian motives, constraining us to some adequate effort on behalf of an unfortunate class of neglected children; many of whom are absolutely trained and coerced into vice by dissipated and criminal Parents, before they can form a clear sense of the difference between good and evil; the following plan was adopted by the Meeting, and remitted back to the Committee for further action:—

This Committee desire to suggest the adoption of a joint scheme, in which the City School Trustees shall undertake to provide one, or more, School Houses, with a requisite staff of Teachers, and with the needful attendance, Furniture, Fuel, etcetera, as in other Common Schools under their charge; on condition that this Committee shall undertake, from voluntary sources, to pay a suitable Matron, and such other additional Assistants as may be found requisite; and otherwise to carry out such measures as shall prove best calculated to develop industrious and virtuous habits in the children, and to find permanent employment for them—if possible in the Country—on their attaining a suitable age. This plan was forwarded to the Board of School Trustees, with a statement of the motives for such procedure, and the general idea on which it was believed it could be successfully carried out. In transmitting a copy of the Report of the Committee, the Chairman wrote to the Secretary of the Board of School Trustees, intimating that the Honourable Justice Hagerty, the Reverend A. Topp, Mr. Robert Wilkes, and Professor Wilson, had been named as a Deputation to meet them and give any explanations they might desire, in reference to the plan submitted to them. The Board of Trustees did not see fit to afford the Deputation an opportunity of conferring with them on the subject, as it objected to the scheme proposed, for it did not appear to them to be a feasible one, "inasmuch as it presents too many practical difficulties likely to grow out of the voluntary system . . ." It is objected that "A large percentage of the vagrant population of this City belong to a denomination which has its own Separate School organization." "Any successful scheme for reclaiming these unfortunates of our streets, should comprise two main indispensable considerations, *videlicet*:—First, the entire separation, through the night as well as the day, of these juvenile vagrants; and secondly, the securing of the object in view by compulsory attendance." To this we would reply, that while we look forward to the adoption of some scheme of compulsion—as already recommended in our former Report, in the form of a Truant Officer, vested with adequate powers—yet this should be only a last resort. It must not be overlooked, moreover, that the "Boys' and Girls' Homes" already furnish admirable provision for deserted outcasts, and the children of hopelessly dissipated and criminal Parents. A more liberal support to those excellent Institutions will meet every case of a child under twelve years of age, not convicted of crime—and surely no child of such tender years ever should be committed to gaol. Above that age there are unquestionably some for whom a compulsory system of reformation is indispensable. But, besides those, there is a large number whose Parents, although idle, or otherwise vicious, are yet by no means so entirely neglectful of parental obligations as to justify the forcible removal of their children from them; although their compulsory attendance at an Industrial Day School might reasonably be enforced in the interests of all. . . . The extension of our free Common Schools, supplemented by a voluntary philanthropic agency, so as to embrace

the rising generation of the same class, might be expected ere long, to arrest the evil at the fountain-head, or at least to greatly diminish the number of this unfortunate class, which, so long as it exists, must be a blot upon our civilization and a scandal to our common Christianity. Finally, in dealing with the scheme submitted to them, the Board of School Trustees report: "The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscription; nor is it likely that the ratepayers, already taxed for school purposes, would consent to bear the additional burden."

The question is, therefore, one for the Ratepayers, *i.e.*, the citizens at large; and if the School Rate, imposed for the purpose of providing free instruction to all, is found to be applied in such a way that it fails to embrace the very class most in need of its application to their intellectual and moral necessities, we would venture to hope that public opinion only requires to be fully awakened to so grievous an injustice, in order to have it rectified without delay. Moved by the Reverend F. H. Marling, seconded by Honourable G. W. Allan, "that a Petition be prepared and sent to the Provincial Parliament, praying that, in the revision of the School Law, now under the consideration of the Legislature, additional powers may be given to Boards of School Trustees in Cities and incorporated Towns, empowering them to establish Industrial Day Schools, in which, with the co-operation of benevolent citizens, food and employment, under efficient oversight, may be provided for poor and vagrant children under fourteen years of age, and that the Reverend Archdeacon Fuller, Doctor Wilson and Mr. J. G. Hodgins, be a Committee to prepare and present such a Petition." Mr. Hodgins explained the legal difficulty in the way was, that under the School Act as it present stood, the Trustees could not establish Industrial Schools. The Resolution was carried. It was moved then by Mr. J. G. Hodgins, seconded by Doctor Bovell, that the Provincial Parliament be petitioned to empower the Municipal Authorities, or the Board of School Trustees, in Cities and incorporated Towns to employ one, or more Truant Officers to restrain street vagrancy and require the attendance of all children within school age at some public, or private, School, unless prevented by satisfactory causes. Carried, and referred to the Committee named in the second Resolution. The Reverend F. H. Marling and Mr. James Leslie, here gave an interesting description of the Asylum for Boys in New York. Professor Wilson proposed to procure a House, in which vagrant children could be taken care of by a woman employed for the purpose. A Resolution to that effect was then moved and carried, the following Gentlemen being appointed a committee to carry out the object,—Messieurs J. G. Hodgins, R. Wilkes, Robert Baldwin, James Leslie and Doctor Wilson, with power to add to their number.—*Globe Report.*

Industrial Day School for Vagrant Children.

Among the Plans suggested at the foregoing Public Meeting held at Toronto in December, 1868, in regard to Vagrant Children, was that of establishing an "Industrial Day School" by the City Board of School Trustees. All conceded the immediate necessity of dealing with the question, and the differences of opinion were merely on details.

Suggestions to teach the Boys Trades in connection with the day's studies, to make the attendance compulsory by Statute, and other matters, were discussed in an informal manner, the whole ultimately ending in the naming of a provisional Committee to confer with the Board of School Trustees in regard to the

establishment of an Industrial School in this City, and take such other steps as may be necessary to institute the same, with power to call a meeting when deemed advisable to regularly organize an Association for the proper making out of the scheme. This Committee having met in June to consider the matter, reported as follows:—

Recognizing it as a public duty that some adequate means should be provided for diminishing, and, if possible, eradicating the class of juvenile vagrants from our midst, this Committee beg leave to suggest the adoption of a joint scheme in which the City School Trustees shall undertake to provide one or more School Houses, with a requisite staff of Teachers, and with the needful attendance, furniture, fuel, etcetera, as in the other Common Schools under their charge; on condition that this Committee shall undertake, from voluntary resources, to pay a suitable Matron and such other additional Assistants as may be found requisite to provide at least two meals daily for the children in attendance, to obtain decent clothing for such as are in so ragged a condition as to be unfit to attend School; and otherwise to carry out such measures as shall prove best calculated to develop industrious and virtuous habits in the children, and to find permanent employment for them,—if possible in the Country, beyond the reach of City temptations,—on their attaining a suitable age. In undertaking such responsibilities, this Committee will have to rely on the liberality of the citizens; but they confidently believe that their appeal on behalf of so good a cause will not fail to meet with an adequate response.

In the selection of Teachers for such a School more than usual care will be requisite, as much of the success of the scheme will depend on the moral influence exercised by them on a class of Pupils over whom, in the great majority of cases, all home influences will be found adverse to those which the School is specially to bring into operation. But, should the Board of School Trustees be prepared to co-operate in the proposed scheme, they will, no doubt, act in harmony with the Committee in the choice of suitable Teachers. . . .

A suitable Matron will be required, whose duties will embrace the cooking and superintending the industrial employment of the Girls beyond school hours, at a salary of $200, or, including board, $250.

The services of the Girls may be usefully brought into requisition in assisting in the cooking and the arrangements of the Table, so as to form a good preparatory training for Domestic Service. In addition to this, sewing and other suitable female industry will fitly occupy such time as is not otherwise engaged. But, for the proper organization of this department, it will be indispensable to invite the co-operation of a Committee of Ladies to undertake the oversight of the Girls' School, and lend their valuable advice and assistance in the training of the Boys. The radical source of juvenile depravity is the want of healthful home influences. To many of the vagrant children, which this movement aims at reclaiming, the idea of parental authority, or domestic restraint, is associated with drunkenness, brutal violence, or profanity. Fear has been developed in the place of the natural affections of childhood, and the most potent element of their reclamation is to be looked for in such kindly influences as are calculated to awaken the dormant affections natural to youth. To accomplish this great end the services of benevolent Christian Ladies, such as have already been rendered with such signal success in conducting the Boys' and Girls' Homes, must be secured. But these, there can be no doubt, will be promptly forthcoming so soon as plans are sufficiently matured for action.

The services of the Boys may be to some extent profitably employed, as they are at present, in Newspaper Delivery and other similar occupations, carried on under such oversight as shall protect them from injurious influences. But to admit of this, the arrangements as to meals and School hours will have to be exceptional. The experience of the Managers of the Boys' Home, however, has established the fact that Boys of eleven, or twelve, years of age can readily be provided with comfortable homes on

Country Farms to a far greater extent than they have yet been able to meet the demand; and one of the most important duties devolving on the Committee will be to provide situations of this kind, and to exercise an oversight over the children thus committed to the care of strangers. The transfer of the juvenile vagrant class of our City to industrial occupations on Farms, or with the Village Carpenter, Smith, or other Artizan, if successfully carried out, will be equivalent to an effective system of emigration, in addition to the reduction it may be expected to effect on the criminal class in our midst.

It will also be advisable, in the opinion of the Committee, to furnish meals to the children on Sundays as well as week days, and to organize a Sunday School, in which the Religious Instruction of the children shall be efficiently aimed at. Owing to the Separate School System already in full operation, and the appeal now proposed to be made to the School Trustees, being directed solely to the public Board of the City, it may be anticipated that no difficulty will arise from any claim of the neglected vagrants now in view, as the children of Roman Catholic Parents. It is not to be overlooked, however, that many of this class of children will probably prove to be of such parentage; should it prove to be so, if the members of that Communion are willing to co-operate, this Committee will gladly entertain any proposition calculated to secure united action in the common object of reclaiming such outcasts, and training them to be useful members of the community.

The idea that compulsory attendance is a logical sequence of compulsory taxation for the free education of all classes is one which has attracted much attention recently, and appears to be growing in favour; and this Committee believe that nothing else than such legal obligation,—judiciously enforced, with large discretionary powers on the part of the Magistrate appointed to carry out the Law,—will meet the case of many of those referred to in the foregoing estimate. It appears to this Committee, however, that any premature attempt to employ it as a means of meeting the wants of the unfortunate class of children whom it is now attempted to bring under the wholesome influence of moral and intellectual culture, would accomplish little good. They are the children of Parents in poverty, in some cases from misfortune, but in many more from criminal idleness and dissipation. Their services are already enlisted in providing for their own subsistence, and the mere forcing of such children into the Common Schools would be productive of no satisfactory result. The offer of food to the hungry child may influence both him and his Parents. The benevolent efforts enlisted on his behalf, and brought by such means directly to bear on him will accomplish much; and the fact that even with such additional motives and inducements the School is neglected,—as it no doubt will be by some,—will furnish a strong plea for imposing legal obligations on the Parents, with power to appeal to the Police Magistrate, or other civil authority, to compel the attendance of the neglected child. But it appears, meanwhile, to this Committee that the appointment of a School Officer, whose special duty it should be to look after and report all Boys and Girls found idling on the streets during School hours, would be a valuable addition to the present system; and if such Truant Officer did his duty effectually, might greatly diminish the number of vagrants. The Committee, however, may confidently look for co-operation from the Clergy of the different Churches, the City Missionaries, the Members of the Young Men's Christian Association, and other kindred Societies to aid them in their exertions to gather in the wanderers who are now perishing in our midst for lack of knowledge.

The Committee deem it right to guard against the impression that the work now contemplated conflicts in any degree with that carried on by the Managers of the Boys' and Girls' Homes. There are many children of tender years, the offspring of Criminals in our Gaols, or of Parents so hopelessly abandoned as to desert them, or otherwise subject them to privations which reduce them to the cruellest orphanage. Others are the children of Widows compelled to obtain their bread in situations where they cannot provide a home for them, and who, in some cases, contribute out of their scanty earnings towards the maintenance of their children in those charitable Institutions. In repeated instances vagrant Boys, practically destitute of all parental protection, have been sent

by the Police Magistrate to the Boys' Home, and have there found a home; and, as the annual reports show, have been placed with Country Farmers and Traders, where they are now doing well and giving satisfaction to their Employers. But that Institution is expressly stated to be a "home for the training and maintenance of destitute Boys not convicted of crime." There are in Toronto many vagrant children, not so destitute as to render it desirable, or possible, to remove them from their Paents, who nevertheless are growing up in ignorance and lapsing into crime, and who would not only themselves be benefited by the advantages of an Industrial School, but who might also be expected to carry home healthful influence, in many cases into haunts of vice and depravity. The excellent results that have already rewarded the benevolent labours of the Managers of the Boys' and Girls' Homes is a strong incentive to action in the no less important field which the Industrial Schools will occupy.

Having thus set forth the grounds which appear to establish the necessity for the establishment of Industrial Schools in Toronto, and the general principles embraced in the scheme, the Committee would further state their belief that two such Schools, with the requisite departments for Boys and Girls, will be needed—one of them in the west, in the vicinity of Dummer Street, and the other to the east of Yonge and south of Queen Street. As, however, an Industrial School is still somewhat of the nature of an experiment here, though already carried out on a great scale with perfect success in London, Edinburgh, and other Cities at Home, as well as in the neighbouring States, it may suffice at first to hire a Building in the Eastern, as the more crowded locality, and test the scheme by its results after a fair trial.

It is, therefore, recommended by this Committee that the scheme, as thus set forth, be submitted to the Board of School Trustees, very respectfully inviting them favourably to consider its proposals.

Report of the Toronto Board of School Trustees on the Proposed Industrial Schools.

The following is the Report of the Toronto Board of School Trustees on this project:—

The Standing Committee on School Management, to whom was referred the Communication of Professor Daniel Wilson, Chairman, with accompanying Report, based upon certain Resolutions adopted at a Meeting of Gentlemen for the purpose of considering the necessity of establishing an Industrial School for the vagrant juvenile population of this City, beg to report that your Committee have given to the subject matter in question that careful attention which it merited; and, while frankly admitting the great evil brought so prominently under the notice of the Board in Professor Wilson's Communication, and while entertaining the greatest respect for the philanthropic interest manifested in this direction by the Gentlemen through whose agency the movement has been brought before the public and this Board, your Committee are, nevertheless, of opinion that the scheme proposed by these Gentlemen does not appear a feasible one such as this Board could entertain, inasmuch as it presents too many practical difficulties likely to grow out of the Voluntary System, as the means for providing food, etcetera, for the children, as well as other difficulties connected with the fact that a large percentage of the vagrant population of this belong to a Denomination which has its own Separate School organization. Any successful scheme for reclaiming these "unfortunates" of our streets,—the offspring of poverty and vice,—should, in the judgment of your Committee, comprise two main indispensable considerations to be brought to bear upon this evil without regard to Denominational distinctions, namely—First, the entire separation, through the night as well as the day, of these juvenile vagrants from all association with the corrupt sources by which they are surrounded and, of course, influenced, as experience has fully proved that nothing short of complete isolation can,

or will, meet the question; and secondly, the securing of the object in view by a compulsory attendance. In the former connection, lodging, food, clothing, etcetera, Religious and moral training, industrial as well as educational teaching, and constant supervision must be provided. . . . Your Committee, being of opinion that the whole subject of reclaiming and educating the juvenile vagrant population of our Cities and Towns ought to be first considered, as well as provision made for the same by the Local Government and Legislature, before any useful action can be taken by either Municipalities, or Board of School Trustees, cannot, therefore, recommend the scheme communicated by Professor Wilson to the favourable notice of the Board for present action.

Compulsory Education as a Remedy for Truancy and Juvenile Crime.

So many Educationists regard Compulsory Education as a fitting and proper remedy for Truancy and Juvenile Crime, that the Chief Superintendent compiled the following information on the subject from Reports of Education in different countries in Europe.

From the last Report to the Emperor of the French, of His Excellency M. Duruy, Minister of Public Instruction, I make the following extracts:—

1. Introductory—Reforms Required in France.

"There is one particular remedy which many persons demand, which many Countries practise, and which it is necessary to examine; it consists in imposing upon primary instruction an obligatory character, not only as to admission to the School, but as to the duration of attendance."

2. Primary Instruction Compulsory—Historical Sketch.

The system of Educational compulsion in our Country is of ancient origin. In the States of Orleans, in 1560, the Article Twelve of the character of nobility proceeds: "The raising of a contribution upon Ecclesiastical Benefices for the reasonable support of Teachers and Men of Letters in all the Towns and Villages, for the instruction of the poor children of the Country; and that Fathers and Mothers be required under penalty of fine to send said children to the School, and that this be compelled by the Nobles and ordinary Judges."

In 1571, the general States of Navarre, on the proposal of Queen Joan of Albret, made Primary Instruction compulsory.

The Kings Louis XIV. and Louis XV., decreed in the declarations of the 15th of April, 1695, 13th of December, 1698, and 14th of May, 1724, that the high Justices should be found to prepare each month a statement of the children who did not attend School, and that the Attorney-General should take proceedings in that respect.

The Convention resolved, 25th of December, 1793, that all children throughout the extent of the Republic should be compelled to attend the Schools.

Frederic II. prescribed it for Prussia in 1763. "It is our will" he says, "that all our Subjects, Parents, Guardians and Masters, send to School the children for whom they are responsible, both Boys and Girls, from their ninth year, and keep them there regularly until the age of 13 or 14 years."

This Royal Order is revived in the Code of 1794, and in the Law of 1819, with a severe penalty; namely, warning, fine, even imprisonment, against offending Parents, Guardians, or Masters.

According to the Regulations of the Province of Silesia, School age extends from 5 to 14 years of age, with the same prescriptions. Besides the principle of compulsory instruction is so vigorously applied in Prussia, that the duty of attending Schools corresponds with the duty of Military service. It results, from the official statistics of

1864, that out of 3,090,294 children of age to attend the Primary Schools, 130,437 only did not attend; and of this limited number, there must be deducted all those children who have received instruction in the secondary Schools and at home, and those in regard to whom it was physically, or morally, impossible to go to School. Thus in the Prussian army, of 100 young Soldiers, three only on the average are completely illiterate.

As to the rest of Germany, numerous testimonies show that the Compulsory System has been perfectly accepted by the populations. The following are the Regulations on the subject:—

AUSTRIA.—Since 1774, instruction is compulsory, under penalty of fine throughout the whole Empire; but this Regulation is only really observed in the German Provinces of the Empire.

BAVARIA.—The School obligation exists in Bavaria, as in Prussia, since the second half of the last century, the offenders incurring imprisonment. Every Bavarian subject accepts the obligation.

BADEN.—The obligation has the sanction of a fine, and in case of repetition, of imprisonment. All the children receive instruction.

WURTEMBURG.—Instruction is obligatory under penalty of fine and imprisonment until fifteen years of age complete; and every locality composed of 30 families must have a school.*

KINGDOM OF SAXONY.—The obligation exists from 6 to 14 years of age, under pain of fine and imprisonment.

In the first years of the application of the law of June the 6th, 1835, the Authorities had to combat with the negligence of Parents in submitting to the forced regime of the Schools. But soon the benefit of a general and punctual attendance at the Schools, and its salutary results convinced even the opposers. The present generation of Parents do not think of keeping their children from School.

DUCHY OF NASSAU.—Instruction since 1817 is obligatory, under pain of fine; but instruction is free, or gratuitous, except for furnishing the School.

GRAND DUCHY OF HESSE.—For each day of absence of the child from School, the Parent is liable to a small fine. In default of payment the total fine is converted into days of labour, for the benefit of the Commune.

ELECTORAL HESSE.—Instruction is obligatory from 6 to 14 years.

GRAND DUCHY OF MECKLENBURG.—The same Regulation.

GRAND DUCHY OF OLDENBURG.—Has the same legislation and the same results.

HANOVER.—Instruction is obligatory from the age of six years.

GRAND DUCHY OF SAXE-COBURG-GOTHA.—The obligation is found here as in all the Saxes, and dates back 200 years.

SAXE MEININGEN.—Instruction is obligatory from five to fourteen years of age, until confirmation, under penalty of fine and even imprisonment.

GRAND DUCHY OF WEIMAR-EISENBACH.—No child remains deprived of instruction. The obligation exists under penalty of fine and imprisonment.

DUCHY OF ALTENBURG.—The Compulsory System has existed in this Duchy since 1807.

DUCHY OF BRUNSWICK. It is the same in the two Duchies, with very rare examples of the application of the penalty.

For all Germany, we may say that obligatory instruction is regulated by the following principles:

* The general diffusion and excellence of primary instruction in Wurtemburg are certainly very remarkable and that which most strikes a stranger. There is not a peasant, or servant girl, of the lowest class, who does not know how to read and to write and to cipher. Besides, education appears as perfect as primary instruction. Nowhere are the laboring classes more respectful, more obliging, and more industrious.

Lists of children are prepared by those who keep the Registers of the Civil State, and are remitted to the Teacher that he may be able to attest the absences.

Registers of absence are kept by the Teacher, who remits the list of absentees to the Chairman of the School Commission.

Allowance is made in case of bad and exceptional weather, or on account of great distances, and of harvest.

In Sweden, Norway and Denmark.—Parents who do not cause their children to be instructed are equally subject to fine.

Switzerland.—Instruction is obligatory in Switzerland, except in the Cantons of Geneva, Schwitz, Uri and Unterwalden. In the Canton of Zurich, according to the legislation of 1859, the school age extends from five to sixteen years, inclusive. In the Canton of Berne, the young soldiers must, as in Germany, give proof that they know how to read, to write a Letter, draw up a Report, do any ordinary question in Arithmetic.

Holland.—In Holland public relief is withdrawn from all indigent families who neglect sending their children to School. This procedure has been adopted in several Cities in France.

Italy.—Instruction is free and obligatory, in principle at least, in the Kingdom of Italy, by the law of 1859, under pain of reprimand, fine and imprisonment. The unlettered are declared incapable of the elective franchise.

Portugal.—Negligent Parents are liable, since 1844, to fine and the deprivation of political rights for five years.

Spain.—Instruction has been declared obligatory by the law of September the 9th, 1857, under pain of reprimand and fine.

In Sparta, children were under compulsory education from the age of seven. In Persia, in Scotland, in the reign of James I., and in France in the 16th century, the same. The French Republic, and Frederick the Great insisted on compulsory education. In the States of Germany, Portugal, Switzerland, Holland and many other European countries, education is obligatory.

United States of America.—At the foundation of the New England Colonies, instruction was made strictly obligatory by law, which, its object having been attained, fell into disuse. But the emigration from Europe carried thither new elements upon which it was necessary to operate. A Law of 1850 authorized the Cities and Towns of Massachusetts to adopt measures of compulsion against children who did not attend school. A Law of the 30th of April, 1862, imposes upon all the Towns of Massachusetts the duty of taking measures against vagrancy and non-attendance at school. In Connecticut a Law of 1858 denies the electoral right to every citizen who does not know how to read.

In reviewing the European Systems of Compulsory Instruction, it should be noted that there are four conditions which they consider essential to the efficiency of their Elementary Schools. (1.) Suitable Buildings, Furniture and Apparatus. (2.) A high standard of qualification for Teachers. (3.) A liberal support of Teachers, and a high *minimum* of Salary, especially as in Holland, some of the Cantons of Switzerland, Baden, Wurtemburg, and some of the Provinces of Prussia. (4.) Thorough inspection of Schools by Inspectors, who are competent and practical Instructors themselves.

Nor is it less obvious from the preceding review that the method of educating a whole people is, not to attempt to do everything for them, as in England, but to enable the people to educate themselves, as in the United States and Canada, and to compel those who neglect or refuse to attend to this highest national interest and first right of individual humanity.

The following is a summary statement of the necessity for Compulsory Education in the United States as a System, and of its advantages in producing the desired good results:—

At the recent sitting of the Western Social Science Association, at Chicago, a Paper was read on Compulsory Education by Mr. Ford, of Michigan. His arguments in favour of Compulsory Education were stated as follows:—

1. The parental rights are not proprietary rights, but rights of guardianship.

2. The State, by enjoining obligations on its citizens assumes the corresponding duty to see to it, that through proper education, they are enabled to perform the same.

3. The State has the right of prevention as well as of punishment, or, in the terse phrase of Macaulay, "He who has a right to hang, has a right to instruct."

4. If any citizen may demand of the Government, the provision of all the requisite facilities for a liberal education, may not the Government with equal propriety, demand of every citizen that he shall avail himself of these facilities.

5. The State has the right of self-preservation and of perpetuity. Education is necessary to liberty, and hence may be compelled.

6. The aim of society is the protection of individual rights. The child, equally with the adult, has a right to this protection. Education is as necessary to the child as food.

7. Education is an indispensable qualification for citizenship in an educated community. The State has therefore the right to insist on this qualification.

Wherever education is not made compulsory, the proportion of non-attending children is lamentably large.

In Maine, in 1864, 44 per cent. of the whole number of children between 4 and 20 did not attend school.

In Vermont, in 1865-6 it was 50 per cent.

In New Hampshire, in 1862, it was 68 per cent.

In Connecticut, in 1862, it was 47 per cent.

In Rhode Island, in 1863, it was 41 per cent.

In Pennsylvania, in 1863, it was 66 per cent.

In New York, in 1866, it was 67 3-10; West Virginia, in 1865, it was 75 per cent.; Kentucky, 51; North Carolina, 55; Georgia, 26. In Louisiana but 3 per cent. of the youth of the State attend the public schools.

In Illinois, but 18 per cent. of our juvenile population neglect attendance at school.

In Massachusetts, the law is in operation and works admirably.

In Boston only 13 per cent. of the children are uneducated.

Truancy in Ontario, 1890.

In order to supply the Education Department with the most recent information on the subject of truancy, the following circular letter, etc., was addressed to the mayors of all the cities and towns in the Province:—

I am endeavouring to collect information with respect to the extent to which truancy prevails in the cities and towns of Ontario, in order to provide, if possible, more effective legislation against the evils which are usually associated with irregular attendance at school. From your official position you have facilities of observing to what extent truancy leads to those juvenile offences and irregularities which often ripen into crime in early life. I will, therefore, be greatly obliged if you would kindly obtain an answer to the questions on the enclosed schedule from the Police authorities of your municipality, and have the same returned to me on or before the 10th prox. Any supplementary statement which yourself or any other officer in your service could make upon this subject that would assist me in arriving at a just conclusion as to the results of truancy as it has come under your observation, will be gratefully received.

Toronto, December 30th, 1890. Geo. W. Ross, *Minister of Education.*

The following is a summary of the answers received from the cities:—

City.	Number of children under 14 years of age arrested during 1890.	How many of these were known as habitual truants?	Would compulsory attendance at school, in your opinion, tend to the reduction of juvenile offences?
Belleville	15	7	Yes.
Brantford	55	19	Am quite certain that it would.
Guelph	10	7	It certainly would if it were strictly enforced.
Hamilton	91	A large majority	Very much; most of the above do not attend school.
Kingston	14	None that I am aware of	Yes, would keep children off streets, thus removing them from temptation and crime.
London	14	None	Not in this city. All offences have been committed after school hours.
St. Catharines ..	9	9	Yes.
St. Thomas	9	None	Yes.
Stratford	25	2	It certainly would.
Toronto	650 (under 15)	Not known	Yes, most decidedly.

PREVALENCE OF TRUANCY AND JUVENILE CRIME IN THE CITIES OF ONTARIO.

Preliminary Statement on the Chief Cause of this Prevalence.

HOW JUVENILE CRIMINALS ARE MADE.

The St. Catharines News points out forcibly the evil effect on society of the perusal of "yellow covered literature."

The pernicious influence of such works has been denounced by all the churches and by moral educationists everywhere. These works vitiate tastes, corrupt morals, and not infrequently revolutionize natures so effectually as to make possible the actual enjoyment of crime where the absence of such training would have made such practices impossible and to the highest degree repugnant. Pope poetizes the idea of this vicious kind of enjoyment in his "Essay on Man":

> "Vice is a monster of such frightful mien
> As to be hated, needs but to be seen;
> Yet seen too oft, familiar with her face
> We first endure, then pity, then embrace."

Go where we will—look where we may, the same facts are made patent—vice is proved to have grown from a germ plant, the source of which is the unhallowed printing press.

Here we have a salutary lesson. We are all that our mental food makes us. No man is likely to rise above the moral status of the literature on which he feeds. Pure literature makes pure men; impure literature warps the purest minds and gives them a bent for evil. We first endure, then sympathize with, and then adopt the teachings of such literature as we read. Knowing these things, what manner of men ought we to be in all manner of conversation and godliness? The State has a duty to perform in regard to pernicious literature. It should neither be printed nor circulated.

The Belleville Ontario of a late date has the following excellent remarks on this subject:

Let any thoughtful person examine the crowds of young boys—some of them well-grown—that are daily seen upon our streets lounging in idleness, and then calculate the probable destiny of three-fourths of this class. Their parents are not in a position to educate them for a profession, and a majority of them have little or no inclination to take advantage of our admirable Free School System and educate themselves. The application necessary to learn a trade is also distasteful to such characters, who prefer the uncertain means of procuring a livelihood open to those who have an uneducated mind and an unskilled hand to depend upon.

We constantly hear the statement made that intemperance is the cause of four-fifths of the crime committed in the country. An examination of the reports of the prisons of the United States, lately published, however, shows that this opinion is not sustained. That the influence of intemperance in promoting lawlessness is great—very great—cannot be doubted; but to the lack of a trade education must be attributed much of the crime that is commonly laid to the charge of intemperance.

Of 408 convicts in the Michigan State Prison 60 per cent. have no trade. Of 489 prisoners confined in an Iowa penitentiary 305 were without a trade education. The prison of Minnesota contains 235 convicts, and at least 130 of them never learned any business. In the large prison of the State of Illinois over 1,500 criminals are confined, one-third of whom had no regular occupation before their commitment. The penitentiary of Western Pennsylvania has 396 convicts, and of these 310, or 78 per cent., never learned a trade.

The lack of a trade education among the criminal classes of the community is very prevalent. Between this lack and the committing of crime the link of connection is exceedingly firm and constant. A man who is without a trade is frequently without work. In his need, therefore, of the necessities of life he resorts to stealing to supply his wants. The man who has no trade, moreover, lives frequently by his own choice in idleness. Never taught to work in boyhood, he will not submit to the restraint of labour in manhood.

The following from a report by Mr. Charles F. Thwing, of New York, in answer to the question, "How shall this lack of a trade education, that prevails so extensively, be remedied?" is deserving of thoughtful attention:—

First. Parents and teachers in both the public and Sunday Schools should impress upon the boys under their care (the same principle applies to girls as well) the duty of learning a trade. To the parent this obligation is especially entrusted.

Second. The second method of supplying this defect is for the municipal authority to use its influence in training young men to a trade. If the Officers of a Town know that children are growing up in ignorance of the three R's, they may compel them to attend School. If they know that young men are growing up in ignorance of a trade, why may they not also compel them to adopt and to follow a regular employment?

A trade education, in its broadest sense, might be made the condition either of voting, or of holding certain public offices. But of the right of the State to oblige its youth to know some trade there can be no doubt; and the exercise of the right would at once decrease the number of commitments to Prison and the Reformatory.

Establishment of Industrial Schools* and Technical Education.

In a Memorandum dated the 28th of May, 1910, the Minister of Labour states that industrial efficiency is all-important to the development of the Dominion, and its promotion of the Home and Foreign Trade of Canada in com-

* Industrial Schools have recently been established in several places in Ontario.

petition with other countries and that it can be best promoted by the adoption in Canada of the most advanced systems and methods of industrial training, and technical education.

A favourable response has been made to this appeal and recommendation of the Minister of Labour by the several Provincial Governments and it is satisfactory to know that our Ontario Minister of Education has especially sought to promote an efficient scheme of technical education for the entire Province.

In the meantime we have practically to deal with the growing prevalence in many places of Truancy and Juvenile crime. It is well known that the majority of youthful criminals in some of our cities and Towns have never been regular attendants at our Common Schools. On the contrary, every intelligent man in Town, or country, throughout Upper Canada, is a witness that just in proportion as Parents are sedulous to send their children to the Schools, and as children are punctual and diligent in attending them, both parents and children are industrious and exemplary; and just in proportion as children turn their backs upon the School, and especially if allowed and encouraged to do so by their parents, they become idle and profligate.

Doctor J. T. Gilmour, Warden of the Central Prison, stated recently in an address on the subject that "more than sixty per cent. of the criminals who pass through the Central Prison are under thirty years of age."

He made a plea for the giving of young criminals a fair chance, and to trust them under certain circumstances. An admirable example of this kind of trust and confidence was given by Colonel Farewell in a recent address at the Children's Aid Society at Oshawa. He told an excellent story of his own youthful experience as truant, and how he was cured of it by wise treatment.

"'Why weren't you at School?' he was asked. 'Because I don't want to go to School,' he replied, a reply he believed would cover nine-tenths of such cases. 'Well, you go up to School and collect your books and bring them home.' He had gleefully done so, and indulged in visions of fishing that were most seductive. When he brought the books home, he was asked what he intended to do. 'Oh, go fishing.'

"'Well, now, take this note to the brickyard.' It read to the proprietor: 'Give this boy work in your brickyard at anything you can find for him to do.' With a chuckle the Colonel said, 'They found me work all right.' He had worked hard and had been hard worked for some time, when a new Teacher came and he told his folks, 'I guess I'd like to try if I like that new Teacher.' He was given the chance, and was completely cured of the truancy microbe."

By statistics he showed that the school was the greatest foe to crime.

The Lecturer waxed enthusiastic as he told of Judge Lindsay's work at Denver, Colorado. He had visited the Judge while on his northwest trip. His probation work with boy criminals came about in the following manner. The Judge was down at the gaol one day and saw many boys waiting there, with hardened and habitual criminals, to be sent to the Reformatory. He called the officers before him and told them he wanted the boys sent as they were committed without passing through the County Gaol.

Judge Lindsay had faith in boys, and to the next one he committed to the Reformatory he gave a lesson in life and its duties and then asked, "If I give you your commitment papers, your railway fare and cash for your dinner, will you deliver them and yourself at the Reformatory?" The lad said he would, and the Judge gave him the papers and the cash. The boy did as he had promised. And they had continued to do so. Of 353 sent to the Reformatory alone,

carrying their own commitments and a railway ticket, only three failed to go. These the Judge knew would not go when he sent them. In eight years out of 507 sent there had been only five failures and those had been reclaimed. The police during the eight years previous had 42 breakaways. His probation work was marked with similar success. Out of 554 children out on probation only 31 returned to Court for the Reformatory.

The key to Judge Lindsay's success was his faith in and love for the boys. He teaches them to do right, because it is best for them. He teaches them not to do wrong because it is wrong, and because it is hurtful to them. The Colonel described an afternoon in Judge Lindsay's juvenile court in graphic terms, and while in attendance he had learned that the Judge took infinite pains to get the child's own account of his troubles. As a result of his talk with them the probation boys were Denver's best police, the most useful missionaries in bringing bad boys to confess to the Judge. A humorous story of "The Kid's Injunction," wherein the Judge had given a boy a letter to an officious new policeman telling him that the boy was a friend of his, convulsed the audience with laughter and conveyed its own moral.

Value of Household and Parental Influence.

The household is the place for all real and permanent reforms to begin. Every house ought to be a school of moral discipline; a nursery of piety, the garden where virtue should be planted, germinate, take root and strengthen before it shall be exposed to the fitful tempests of human passion, and the uncertain tide of this world's fortune. It is to our Christian Mothers that the country must look for the preservation of its liberties and the permanence of its institutions. It is from their influence that the Church does hope. On them, as the conservators of piety and virtue, necessarily rests the responsibility of perpetuating all that is good among us! And it is by similar influences and means that their places are to be filled in time to come. And unless the youth of our country are early and carefully taught the ennobling principles of our holy religion, we can rely upon no good security for the continued prosperity of our country and the permanence of its liberties.

THE UNTHOUGHT-OF FUTURE RESPONSIBILITY OF THE BOYS OF TO-DAY.

Someone has said, "Boys, did you ever think that the great world, with all its wealth and woe, with all its mines and mountains, its oceans, seas, and rivers, with all its shipping, its steamboats, railroads and magnetic telegraphs, with all its millions of men, and all the science and progress of age, will soon be given over to the hands of the boys of the present age—boys like you, now assembled in School rooms, on both sides of the Atlantic?" Believe it, and look abroad upon your inheritance, and get ready to enter upon its possession. The kings, presidents, governors, statesmen, philosophers, ministers, teachers, men of the future, were all boys once, but are now the rulers of the world.

Boys, be ready to act well your part. Become good scholars. Read only what is instructive. Study science and government, and the history of the world. Study agriculture and mechanism. Become as nearly as possible perfect in the occupation you may choose. Learn prudence and self-control. Have decision of char-

acter. Take the Bible for your guide. Become familiar with its teachings, and observe them. Seek wisdom and prosperity from your Heavenly Father. As you grow in stature, in bodily strength and in years, grow in piety, in intelligence, in caution, in activity, and charity. Aspire to be men of the noblest character. Resolve to be useful, and you will be happy. Cherish the feeling that you were born to receive good and to do good. Be manly in spirit and in act.

Lord Derby's Practical Advice to Boys.

One of the most characteristic and excellent addresses ever delivered by Lord Derby was given by him recently to the lads of the Liverpool College, at the distribution of the prizes to that Institution. "Do not mind," he said "missing the prizes; the race of life wants endurance more than speed"—the start is something, but it is not much against steady, resolute determination to keep on running. "Do not any of you be disheartened," he continued, "because you think yourselves slow or stupid. Talent is the edge of the knife that makes it penetrate easily; but whether it penetrates deeply or not depends quite as much on the force applied to it as on the sharpness of the blade." Lord Derby went on to tell them what are the magic spells of life, and to assure them that these spells are within the reach of the dullest boy. "Training and energy" are the two words that must be kept in mind. The boy must himself, in the first place, learn the thing by which he means to live; and energy may be indefinitely increased by fostering good physical health. Without a normally healthy condition there could, as a rule, be no good work; and this might be secured and preserved, speaking broadly, by living natural, wholesome lives, by preserving mind and body in just and balanced proportions, above all, perhaps, by the avoidance of all undue hurry and nervous excitement. Mental labour hurts nobody, unless it be in excess; what does hurt is fretting and fidgeting over a task. The advantage is with the man who takes things coolly, which, after all, is quite as much a matter of discipline as of nature. Keep yourself well with exercise, remembering that they who have not time for wholesome exercising will sooner or later have to find time for illness. Work in the morning rather than at night, if you have a choice in the matter; have some favourite intellectual pursuit outside the ordinary business of your life; read books, so that if your existence is parochial they may inspire you with interests of imperial magnitude; and if you are rich and not dependent on any exertion of your own for a livelihood, guard against the peril in which you are placed, for self is the hardest of all masters, and pleasure is a thing which comes most to those who seek it least. He told the story of two great statesmen, one known to himself, who had both at school been habitual objects of good natured ridicule for their slowness of comprehension. He pointed to the German army, which won its great success, not by the genius of a few, but by the microscopic attention to every detail of duty which has become a tradition in that service. The close of the address was admirable. "Right and wrong, honour duty and country, benevolence towards men, and responsibility towards the unseen Power by which human action is guided and controlled—these are not ideal phrases. In all countries and ages they have retained their meaning. They are realities which correspond with the deepest wants and feelings of our nature, and no man will feel himself utterly cast down who can say in his heart—'Whether I am happy or unhappy is not my chief affair. What most and first concerns me, is to find my work in life, to recognize it, and to do it.'"—*Christian World.*

Don't Spoil the Boy—A Few Words to Parents.

"The Mother of Five, Orillia," asks the *Packet* to print the following:—

Many parents who think they love their children are in reality their greatest enemies. They appeal to the frail, weak, timid and unlovable in their nature, by catering to their selfishness, indulging every whim—no matter how unreasonable—by doing everything for them, instead of allowing them to do things for themselves and thus strengthen their faculties and powers of self-reliance.

They are allowed to stay at home from School when they "play sick," as so many children do, and are petted and coddled when there is really nothing the matter with them.

If they fall, or hurt themselves, they are sympathized with and encouraged to cry with expressions of pity, instead of being taught to bear a little pain or hurt bravely.

In many such ways weak, foolish parents cultivate the selfishness of their children until they become unbearable; they destroy their courage and self-reliance; and thus make cowards and weaklings of them.

Many men and women have lived to mourn in bitterness of heart the weak, criminal indulgence of over-fond parents, who were the primal cause of their after wrongdoing.

Do not do for your children what they ought to do for themselves. Do not allow them to trample on the rights of others in order to satisfy their own selfish desires. Show them the beauty of the Golden Rule and insist upon their practising it in their games, with their playmates and with older people. Teach them to respect the rights of others, and don't forget that they also have rights which should be respected.

Home Boys Make Good Men.

To the Editor of the Mail and Empire:

Sir,—The remarks of Chief Williams, London, Ont., in regard to the training of young men for the ministry are so void of reason as to hardly warrant argument; but I cannot fail to correct the chief on a few points. He states that some of the boys are not ready to stay at home every night and read. Boys, in the country where I was brought up, never thought of "wanting to"—it was a case of "having to"—as the parents there control the children and not the children the parents as they seem to do in Canada. I see boys and girls of tender ages walking the streets of this city at 11 o'clock and 12 o'clock at night, at a time when children should be at home and in bed. The children in Canada apparently control the household and do exactly as they like, and it is a most deplorable state of affairs. The chief remarks that the boys who stay at home at night and read will not amount to much in after life. This is a most unjustifiable remark and void of all truth and common sense. Boys who cannot stay at home in the evenings with their parents and sisters and experience the beauties of home life are not a very valuable asset to our land. The idea of the preparation of young lads for the ministry, as propounded by Chief Williams, is that of an inexperienced layman. If he thinks the ministry of God will be elevated by receiving into its ranks street Arabs and ex-policemen, he had better go to school again and learn a little common sense. The idea is preposterous and "contra rationem."

Toronto, March 31, 1910. Lay Reader.

THE BOY PROBLEM.

To the Editor of The Mail and Empire:

SIR,—Will you kindly allow me space to make a few comments, from a teacher's standpoint, on the letter from "Lay Reader" in Monday's paper.

We all agree that the streets of a city after nightfall are a bad training-school for our boys and girls. We do not, however, believe that the problem is to be solved by compelling a boy to remain at home, or that we have any right to expect him to be satisfied with spending his evenings in reading. If parents would take a hint from the Y. M. C. A. and similar institutions and supply their boys, in the home, with what their nature craves, the street and even more undesirable meeting places would soon lose their attraction. The boy goes out on the street seeking companionship and occupation—two vital necessities of his life. Alas, often he goes to avoid the continual nagging and fault-finding which await him at home. The onlooker often marvels as he looks from the ordinary well-to-do city home to the active, growing, fun-loving boy it is supposed to shelter. How much thought is given to his needs, other than physical? As one boy pathetically expressed it, "There's not even a place to hammer a nail." Talking with a young man the other day, he said, "What most boys need is a place where they can make a noise."

If we are not willing first to study and then to satisfy the needs of our young people, have we any right to censure them for seeking satisfaction elsewhere?

TORONTO, April 4, 1910. A FRIEND OF THE BOYS.

"NO PLACE LIKE HOME" FOR THE BOYS.

The foregoing letter says some very sensible things on a subject that has been pressed afresh on general attention by recent remarks of the Chief of Police in London, Ontario. It is the old question of managing the boys. This is a problem for parents, and though, in default of wise home government, public authority can do something for the social salvation of the boys, the real centre upon which reform must continue to work for the good of boys is the home. Administrators of educational systems, teachers, churches, philanthropic organizations, municipal bodies, police, social reformers generally, ought to keep always in view the fact that the home is the nursery of the young, and ought to do all they can to make it the formative influence it should be. The London Chief of Police is looking in the wrong direction when he turns his eyes from the home towards the street as the place of discipline for boys. "Lay Reader," whose letter taking issue with the chief on this point we published on Monday, goes perhaps a little too far the other way when he speaks of the young people being kept under stern parental authority at home and forced to read the books and follow the courses of self-improvement prescribed for them. What is needed, as "A Friend of the Boys" points out, is the making of home attractive. It is because parents do not study successfully to do this that boys prefer the streets. A boy's need for healthful enjoyment ought to be ministered to no less than his need for food and clothing and shelter. It is too often the case that the natural craving for amusement, expressing itself as it does in restlessness and fidgeting under authority, is treated by parents as a fault, and brings on the youngster reproof, restraint and endless nagging. That of itself is enough to make a rebel of many a boy who, if wisely handled, would be found extremely docile and could be made perfectly happy at home. The improvement of the boys must, like charity, begin at home.—*Mail and Empire.*

Few Understand the Normal Boy.

To the Editor of The Mail and Empire:

Sir,—I have noticed several letters in your paper lately regarding children. We don't hear half enough about boys and girls. They are, with their mothers, the most priceless things in the world. The girls of to-day are better off than the boys. They have more of the companionship of their mother, and there is usually at least a partial interchange of confidence. The mother understands the girl, but few understand the normal, healthy, noisy boy, and the greater part don't try. They seem to consider him a young animal, and treat him as such, and punish him as they would the young pup. They would not do so to the girl. It would hurt her self-respect, and all that kind of thing, but they never stop to consider that the boy, if properly handled, has all the finer feelings of his sister.

Men have been whipped in childhood, and sisters have seen their brothers flogged, and when they grow up they go on in the same way, thinking there is no other. I do not mean to say that all whippings are brutal, but half these given by the fathers are. I haven't much sympathy with the mother who turns her son over to the father for punishment. There are very few mothers who cannot be severe enough with the whip to answer all purposes. This is very often the only time the father and son are together, when they meet in the woodshed. I know I am almost entirely alone in my opinion, but it has worked splendidly with me, and I am confident if a child was taken at the very first it would be the same in every instance. Not long ago one of your magistrates censured strongly a man for not flogging his son, and he would probably think me most unwise for not punishing mine also, but I have never done so. I think it is a mistake, and a great one, to appeal to the lowest, the physical, in the boy and make him follow the right path by fear of pain and suffering. It makes cowards of boys, and a boy is never the same after it. He loses a certain amount of self-respect, which is fatal to his proper advancement. I do not admire the boy who abstains from wrong from the fear of being hurt if he does what is forbidden. My boy is healthy, mischievous lad, full of fun and frolic, but I keep him constantly employed and in that way keep him out of scrapes. Ever since he was able to toddle round he has been taught that certain things must always be done before play and by this time it is a fixed habit. My lad has full time for play, but when play is over then he knows he must come home at once. He is never on the street at night, and I know at all times just where he is and what he is doing. Prevention is far better than cure, and parents can keep their children out of trouble if they only would try. My boy has my full confidence, and I have his. It must not be thought that the lad is perfect and does not need punishment sometimes, but I never punish him without he clearly sees that he has been wrong and the punishment is deserved. I would not think of whipping him, but when it is necessary I punish him by giving him an uncongenial task to perform or by the many other ways which serve the purpose. I gave up all that I at one time cared for for my children, but I rejoice now that I took the step, as it has repaid me a million-fold. Self-sacrifice is necessary, but its results are glorious.

I wish you would cry aloud for more rational treatment of children. You see them running the streets at night, and at play-houses, and everywhere. Speak strongly for more humane treatment of our boys. The rods may obtain outward results, but there are better methods. Some parents are unmerciful in their punishment, and are doing a lot of harm to their lads. They do not seem to realize how

much they hurt. Let them, before they punish the boys, try it on themselves, and then govern themselves accordingly. We have the lash for the wifebeater, but what is done to the parents who abuse their children? We do not hear of one case out of a hundred because there is no one to complain. The child does not, and no one else will, and people will not realize how the children suffer. Help the children and try to influence a more rational treatment of them. I never could understand how women who claim to be so vastly superior to us men in all things are very often just as cruel to children as men. I do not speak wildly. I know what I am saying, for I have had much experience with children. Help the children.

Niagara Falls, Ont., April 10, 1910. A Friend of Boys and Girls.

A Pithy Sermon to Young Men.

You are the architects of your own fortunes. Rely upon your own strength of body and soul. Take for your motto, Self-reliance, Honesty and Industry. For your star, Faith, Perseverance, and Pluck, and inscribe on your banner, "Be just and fear not." Don't take too much advice; keep the helm and steer your own ship. Think well of yourselves. Strike out. Fire above the mark you intend to hit. Assume your position. Do not practise excessive humility; you can't get above your level. Water don't run up hill; put potatoes in a cart over a rough road and the small ones will go to the bottom. Energy, invincible Determination with a right motive, are the levers that move the world. The great art of commanding is to take a fair share of the work. Civility costs nothing, and buys everything. Don't drink. Don't smoke. Don't chew. Don't gamble. Don't lie. Don't steal. Don't deceive. Don't tattle. Be true. Be generous. Be kind. Study hard. Be in earnest. Be self-reliant. Read good books. Love God, as well as your fellow men. Love your country and obey its laws. Love truth. Love virtue. Always do what your conscience tells you to be a duty and leave the rest with God.

Development and the Study of Child Life.

Archdeacon Madden, vice-president of the Sunday School Institute, Liverpool, presided there, and remarked that probably in no age of the world's history had there been so much interest shown in child life as in the age in which they lived, and every person who thought and considered the national life was interested in the physical, intellectual, and moral development of the child life. They found that throughout the country, in connection with their great national educational system, the child was occupying the chief attention of Doctors, Teachers, as well as Ministers of the Church. In their day Schools they were looking after the health of the children; Doctors were appointed to look after their health, and Nurses were appointed to minister to their diseases. Again, they found that everything was being done to make child life happy and enjoyable by the erection of public Playgrounds, besides the addition of pleasant evenings for young children in many of the Schools. The teaching of the future must be more orderly and more scientific than in the past, and, in order to make it so, they must study the child, its disposition, and inclination. It was very important that their teachers should not be satisfied with old-fashioned methods, which had been good so far as they went. They wanted also to recognize that the most important instruction that a child could receive in connection with its immortal wellbeing must also be given with something like accuracy and scientific order. Behind

them was Divine power, and the Divine teacher and the work of God's Holy Spirit upon the hearts of their children. In fact, they had a right to study the child as well as their Bible. Nothing could be more in accordance with the spirit of Christ and the Apostolic example than the work which was being done by self-sacrificing and self-denying men and women, who were the glory of the Church and the very salt in their parishes amongst the Boys and Girls.

TRUANCY AND JUVENILE CRIME IN THE ONTARIO CITIES.

The unabated prevalence of Juvenile Crime in the Cities of Ontario has naturally led to the inquiry as to its cause. That inquiry has resulted in an accumulation of conformatory statistical evidence that Truancy is the main cause of the prevalence of this crime, and that steps have been taken, and are now in active operation, to prevent a further increase of Truancy, and, consequently, a lessening of the Juvenile Crime in our cities. The following information in regard to Truancy has been obtained from the various Inspectors of Public Schools in the Province:—

TORONTO.—For many years we have had practically no truancy in connection with the Public Schools in Toronto. We have three Truant Officers in Toronto, but they have to deal chiefly with Parents who wish to take their children out of School and send them to work before the age of fourteen.* It is quite a rare thing to hear of a pupil who plays truant from School. The work of the School, and the discipline of the School have changed and improved so much that truancy is almost at an end.

The most important step ever taken in connection with juvenile delinquency in Toronto was taken recently when the City Council by an overwhelming vote decided to ask for the establishment of a Juvenile Court of a strictly modern type, in harmony with all the best modern ideals in regard to the treatment and training of children.

TORONTO, 9th February, 1911. JAMES L. HUGHES, *Chief Inspector.*

ST. CATHARINES.—I have observed that generally those children who have been before the Magistrate for petty offences have been truants. Rarely do we find that a lad who has attended School regularly has been brought before the courts for any violation of the law.

I believe we could greatly reduce the number of such cases if we had the Act for "Compulsory Attendance" better defined, and the actual attainments of the pupil the basis of non-attendance rather than the age limit. If no pupil were allowed to leave School until he could pass a satisfactory examination for entrance to a Senior Fourth Class, unless declared mentally unable to reach that grade, we would have a much better chance to reach careless and unworthy parents, and also a means of forcing truants to attend and study.†

ST. CATHARINES, March, 1911. D. C. HETHERINGTON, *Inspector.*

GUELPH.—In regard to Truancy, I may say that when a child's name is enrolled on a School Register we look carefully after his attendance, and have very few cases of truancy of school pupils. The chief difficulty arises in connection with children who are not sent to school at all. We hope to be able to deal with these more effectively in future, as we now have a salaried truant officer, who will devote time and attention to this problem. I suspect there are a good many children in the city who are not sent to school, but statistics are not available.

GUELPH, March, 1911. W. TYTLER, *Inspector.*

* See practical note on this subject on page 26 herewith.

† See note on leaving School at too early an age on page 26 herewith.

BRANTFORD.—The Truancy Act is enforced reasonably well in this City, but it has defects, the most important being that five days is too long a notice to give a Parent, or Guardian, to get a child back to School. Until more time is given to Manual Training and Technical Work, I have doubts as to whether compulsory attendance will do much to remedy truancy and juvenile crime.

I am further of opinion that the number of men in the profession is too limited, and that the curriculum could be revised with good results. There should be a detention School in every City, where children could be sent, and where they would be under the control of the right kind of men and away from the Parents. Municipalities should be compelled to have large Playground and properly supervised Games for children, and the public should discourage professionalism in all Sports.

We, unfortunately, have some truants in Brantford Schools, although the percentage is reasonably small, due in a great measure to the attention given to this matter by the Principals of our Schools, to the interest taken by many parents in their children and to the fact that we have a Truant Officer who attends to his duties faithfully and by his long-continued service in that office putting him in possession of knowledge that enables him to deal with truancy more effectively than an Officer could who would be changed frequently.

The number of truants varies with the time of year, being greatest in December, May and June. There are more in the First Book and two Classes than might be expected from the age of the pupils in these Classes. Truancy is due in many cases to a desire to earn a few cents to enjoy picture shows and to participate in sports, and will be remedied in a measure by the restrictions recently placed on attendance at Shows by children unattended by their Parents. It might be further reduced by the establishment of Public Playgrounds properly supervised. Children will see Sports, and when the price of admission is so high that parents will not take children, the children either endeavour to gain admission dishonestly, or to earn enough money to pay for admission, thus leading to truancy for this purpose.

There seems to be quite an established custom in the country to have Wednesday afternoon, during the Summer months, as a holiday, and to hold Sports on that date. If this custom could be changed to Saturday afternoon, and the price of Sports reduced, I think there would be less truancy in the Schools.

With an enrolment of over 3,000 pupils we have from 150 to 200 cases of truancy in a year.

BRANTFORD, March, 1911. E. E. C. KILMER, *Inspector.*

WINDSOR.—Compulsory Education is not a specific remedy for truancy, or juvenile crime, but if the compulsory law is stringent enough and firmly enforced both truancy and juvenile crime will diminish.

At present our truancy Act is not enforced firmly enough, and, as a consequence, every City has its quota of truants.

Manual training and kindred subjects added to the Course of Study help to reduce the number of truants; these create a new interest in the School that attract most of the would-be truants and hold them when the ordinary subjects are distasteful. The cause of truancy is a dislike for School and its restraints. Remedy:—Decorate the School, and thus make it more attractive to the pupils than the Wharf, Railway Station, etcetera. See paper in these Volumes on "School Room Decoration."

WINDSOR, March, 1911. ROBERT MEADE, *Inspector.*

WOODSTOCK.—We have no serious trouble with truancy in Woodstock, as the Chief of Police has volunteered to look after truants. A truant reported to the Chief is given a Pass Book, which must be signed every day he is at School by his Teacher, and this Book must be shown to the Chief of Police every Saturday morning. This method has almost stamped out truancy in the city.

WOODSTOCK, 27th February, 1911. J. M. COLE, *Inspector.*

CHATHAM.—We have overcome truancy very largely here by the appointment of the Janitor of a 20-roomed school as a Truancy Officer. Now, in the hands of a kind, firm, efficient Officer who does his work thoroughly and quietly we are getting good results.

I do not think compulsory education will prevent crime. There are many cases of arrested development in Schools. At ages of eleven or twelve. Some of these pupils want to work, would gladly work, would take a pride in doing honest work. They are compelled to attend School in an atmosphere which too often is most deleterious to help.

In the Rural Schools I am of the opinion that Boys should not be compelled to go to School at ages of thirteen and fourteen during the busy Summer months. As a matter of fact they do not very carefully observe the Truancy Act. These boys learn the work on the Farm and could go to School in Winter even till they are fifteen and sixteen if provisions were made for them. Very few Boys learn to work on the Farm after the age of fourteen years.

CHATHAM, March, 1911. J. H. SMITH, *Inspector.*

ST. THOMAS.—The following is the Truancy Report for the years 1908, 1909, 1910:

	1908.	1909.	1910.
Number of children employed during School hours, contrary to the provisions of the Act	1	6	0
Number of cases of truants reported to the Truant Officer by Inspector, Trustee, or Ratepayer	34	63	56
Number of notices sent by Truant Officer to parents or guardians respecting children	28	34	29
Number of complaints made before Police Magistrate	2	1	3
Number of complaints entered by Truant Officer against Parents, Guardians, or Corporations	0	0	0
Number of children reported by the Teacher as not attending any School	0	0	0

ST. THOMAS, March, 1911. J. A. TAYLOR, *Inspector.*

BELLEVILLE.—The Truant Officer reports that a number of Truants have been reported to him, but, by personal attention, he has been able to get the pupils to attend School without bringing them before the Magistrate. I consider him an efficient Officer, and between him and the Agent for the Children's Aid Society we are succeeding in getting our children of School Age to attend School.

I think that Compulsory attendance at School is a remedy for Truancy, but perhaps not the only one, and I would like to see the Truancy Act so amended that Township Councils would have to appoint Truant Officers, and not leave it optional with them as it is now.

For some years the Police Officers of this City acted as Truant Officers. About a year ago Mr. Dunlop was appointed. He is the Janitor of the largest Public School in the City. Before his appointment not much was accomplished, as the Teachers did not report, as they did not care to have the children brought too closely in contact with the Police.

Since his appointment truancy has been considerably reduced. A few informations have been laid, and the Police Magistrate has cautioned the parents.

BELLEVILLE, March, 1911. H. J. CLARKE, *Inspector.*

PETERBOROUGH.—So far as truancy is concerned, this City is most fortunate in having a Truant Officer who sees to the enforcement of the Act. The Teachers, the Truant Officer, the Police Magistrate and the Chief Constable all act together in stamping out truancy, and with most satisfactory results. In my opinion Compulsory Education, when conducted by capable Teachers who understand Boys and Girls in their pre-

adolescent stage, when they need to be carefully guided, is a satisfactory remedy for the evil of truancy. School life should be made more attractive. Games, Manual-Training, Constructive Work, Nature Study, suitable books—that is, of Adventure, Travel, etcetera, —should be their course. It is not a difficult matter to bring a boy or girl to become infatuated with school life. I have seen quite a number of transformations here in the past four years.

A. MOWAT, *Inspector.*

OTTAWA.—In some Schools we have no trouble. There will not arise a serious case in a whole year. In other Schools, where pupils come from homes of careless parents, there is continual trouble. The Principal of the School reports their cases to Truant Officer, and he investigates and reports back to Principal of School. So far as I know, no Parent has ever been prosecuted under the Truancy Act in this City.

OTTAWA, March, 1911. J. H. PUTMAN, *Inspector.*

STATISTICS OF JUVENILE CRIME IN THE DOMINION OF CANADA DURING TWENTY YEARS, FROM 1885 TO 1905.

From reliable statements in Newspapers, Official Reports and Judges' Charges to Grand Juries, I have collated the following statistics in regard to the prevalence of Juvenile Crime in the Dominion of Canada, including the Province of Ontario, during the twenty years from 1885 to 1905 inclusive:—

Number of Boys brought before the Police Magistrates under fifteen years of age in the Dominion	14,355
Number of Girls of the same ages brought before the Police Magistrates in the Dominion as reported	676
	15,031
Number of Boys between the ages of fifteen and twenty-one brought before the Police Magistrates in the Dominion	16,828
Number of Girls of the same age brought before the Police Magistrates of the Dominion	1,421
	18,249
Total number of Boys and Girls of the ages mentioned brought before the Police Magistrates in the Dominion	33,280
Of these the number of Boys of Ontario, under fifteen years of age, was	8,513
The number of Girls of the same age, as reported	376
The number of Boys of Ontario between the ages of fifteen and twenty-one was	872
Total Boys and Girls of Ontario of the ages named	9,761

COMMITMENTS TO JAIL OF CHILDREN OF SCHOOL AGE.

EXTRACT FROM THE JUDGE'S CHARGE TO THE GRAND JURY IN 1862.

A fact if possible more painful stands out from these records of shame and guilt. We find a large number of children under fifteen years of age annually committed to the common jail. Take the last four years, and we find the number thus:

1858	71	1860	153
1859	90	1861	73

From the age of 15 to 20, we find the commitments amounting to 257 in 1861,—a formidable number of mere youths,—156 Lads, and 101 Girls, all in the early springtime of life, at the age when the character is most surely formed for permanent vice or virtue.

TORONTO.—The number of cases disposed of in the Police Court during the years 1906, 1907, 1908, 1909 and 1910, up to but not including 20 years of age, are as under:

	Males.	Females.	Total.
1906	2,226	79	2,307
1907	2,294	105	2,399
1908	2,526	162	2,688
1909	2,563	146	2,709
1910	2,306	158	2,464

I cannot give you the number of cases disposed of up to 21 years of age, as they are bulked in the records compiled from 20 to 29 years inclusive.

TORONTO, March 9th, 1911. H. J. GRASETT, *Chief Constable.*

Fathers and mothers who read these figures, may realize the probable aggregate of domestic profligacy, or misfortune, which has produced this amount of almost infant crime, and may appreciate the danger of vicious influences on these hapless children thus swept into the net of a common jail, just at the period of life when the young mind is as wax to the moulder's hand,—ready to receive all impressions, for evil or for good. In this city, swarming with clergy and School-teachers of all Denominations, studded with Churches and noble School-houses open to all the world, we find this large number of mere children amenable to jail discipline as well as to jail contaminations.

TRUANCY STATISTICS OF HAMILTON FOR THE YEAR 1910.

Children on Assessment rolls between 8 and 14	6,147
Children attending Public School between 8 and 14	6,175
Children attending Separate School between 8 and 14	733
Children attending Private School between 8 and 14	125
Cases of truants reported to Truant Officer by Inspector, trustee or ratepayer (Sec. 8)	167
Notices sent by Truant Officer to parents or guardians (Sec. 8)	755
Complaints laid before Police Magistrate or Justice of the Peace (Sec. 8)	35
Convictions	3
Fines imposed	$15.00
Children reported from the different schools as absent and investigated by the Truant Officer	941
Children exempt from attending school under Section 5, Truancy Act	17
Boys sent to Victoria Industrial School during the year	16
Boys sent to St. John's Industrial School	4
Boys handed over to Children's Aid Society	2
Number of Public Schools	18
Number of Separate Schools	8

WILLIAM HUNTER, *Inspector.*

HAMILTON.—In 1907 I disposed of 89 indictable cases charged against minors under 16. In 1908 I disposed of 96 such cases. In 1909 I disposed of 96 such cases. In 1910 I disposed of 133 such cases.

During the last three years the following children were sentenced to undergo restriction:

	Given to Children's Aid Society.	Alexandra School.	St. John School.	Victoria School.
1908	4	3	6	3
1909	4	5	2	12
1910	12	..	4	16

Those classed as incorrigibles numbered: in 1908, 10; in 1909, 10; and in 1910, 8.

Truancy certainly leads to crime, but whether education itself prevents crime I have not yet been able to see.

HAMILTON, 7th of March, 1911. GEORGE FREDERICK JELFS, *Police Magistrate.*

ST. CATHARINES.—The following is the number of Juveniles before the Police Court for each year: 1908, 27; 1909, 75; 1910, 62.

ST. CATHARINES, March 29th, 1911. H. N. GREENE, *Chief Constable.*

BRANTFORD.—There is considerable juvenile crime in this city, which is due to many causes, videlicet: (1) Lack of paternal interest in children in many homes; (2) The desire of children in many homes to dress and to enjoy amusements to a greater extent than the income of parents will warrant; (3) Too many parents that desire the children to *earn* something, when from an educational point of view they are unable to earn to advantage; (4) Too many five-cent shows, ice-cream waggons, skating-rinks, etcetera, and not enough home amusements; (5) Too many men working too long hours in shops, who become so tired that they lose interest in the children.

The number of persons under the age of twenty-one years that have been in the Police Court during the years 1908, 1909 and 1910 are as follows: The number in 1908 was 276; in 1909, 272; and in 1910, 306. Total, 854.

We are of the opinion that the Truant Officer should not be required to give to any one parent more than one notice in any one year.

Secondly, that the age of compulsory attendance at school should be extended to sixteen years.

Thirdly, that cities of 30,000 or over should be compelled to establish and to maintain Detention Schools, where incorrigible pupils may be sent, and where they will be free from parental control.

BRANTFORD, 17th March, 1911. E. E. C. KILMER, *Inspector.*

GUELPH.—The following are the number of youths brought before the Police Magistrate in Guelph during the last three years, ages nor sexes not given: In 1908, 30; in 1909, 33; in 1910, 47; total, 110.

GUELPH, 23rd March, 1911. WM. TYTLER, *Inspector.*

WOODSTOCK.—As a matter of fact, for years I have had no charges against any youths which were of sufficient importance to have a trial in my court, except one boy for stealing $10.00, and him I gave over to the Children's Aid Society. I have, of course, a number of cases where I have given children over to the charge of the Children's Aid

There is also a number of Boys who, like Boys, will go into gardens and do some damage, but I have no record of these cases. They did not come up in court. I sent for them, and, in some cases, with their parents, they saw me. We talked the matter over, where there was any damage done, but the parents fixed it up, outside of my having any part in it, and the matter was thus closed. Some were Boys going to school, some were working in Factories. I could not give the ages of these Boys; they ran from 9 years old up to 17 and 18. I find that this way of dealing with Boys does more good than any other way, and I do not want a Boy to get a Police Court record where it can be avoided. It is usually about fruit time that the trouble arises.

As a rule we have very little trouble with Boys. A system has been adopted here by which Boys, who did not attend School, saw me, and the Chief Constable provided them with a Book, and the Teacher signed it each day as to attendance, and the Book was brought to me every Saturday. Since then there has been very little trouble, as the Boys know this, and there are very few requests to look after them. At present we have only had one, and his reports are very good as to attendance.

WOODSTOCK, April 4th, 1911. ALFRED S. BALL, *Police Magistrate.*

LONDON.—The number of juvenile offenders in the City of London for 1910 was 302; 1909, 273; 1908, 184. These figures are from the report of the Police Court Clerk, but I cannot vouch as to the maximum age or sexes of the juvenile offenders. I am not quite convinced that compulsory education is the remedy for truancy and the best prevention of juvenile crime. My own idea is that a system of education which also provides adequately for the natural activities, instincts and aspirations of the child is the true solution of the problem.

LONDON, February 14th, 1911. C. B. EDWARDS, *Inspector.*

STRATFORD.—The number of convictions of youths before the Police Magistrate for the years 1908, 1909, and 1910 were: Truants brought before the Magistrate in the three years, 12. For other offences: In 1908, 15; 1909, 40; 1910, 21.

STRATFORD, March 27th, 1911. THOMAS DUNSEITH, *Sanitary Inspector.*

WINDSOR.—I herewith furnish you with information regarding Truancy and Juvenile Offences, also with the number of persons under 21 years of age brought up in the Police Court here during the years 1908, 1909 and 1910.

During the years referred to Truancy has decreased about fifteen per cent., while during such period the number of offences committed by juveniles under sixteen years of age has increased about six per cent., but in regard to such increase we have to take into account the City's increase in population during the period, or the years referred to. The number of young persons charged with committing offences in the City of Windsor in 1908, 1909 and 1910 was 102, 98 and 121 respectively.

WINDSOR, February 17th, 1911. E. WILLS, *Chief Constable.*

ST. THOMAS.—The number of children under 21 years of age who were up before the Police Court in the years noted were as follows: In 1908, 17; 1909, 18; 1910, 19.

ST. THOMAS, March 29th, 1911. J. A. TAYLOR, *Inspector.*

OTTAWA.—In some Schools we have no trouble about Truancy. There will not arise a serious case in a whole year. In other Schools, where pupils are from homes of careless parents, there is continual trouble. The Principal of the School reports these cases to the Truant Officer, and he investigates them and reports back to the Principal of the School. So far as I know no parent has ever been prosecuted under the Truancy Act in this City.

OTTAWA, 21st of March, 1911. J. H. PUTMAN, *Inspector.*

KINGSTON.—The total number of Youths under 21 years of age appearing before the Police Magistrate is reported as follows: In 1908, 45; 1909, 48; 1910, 41; ages or sexes not given. The Truant Officer has received complaints of non-attendance at School as follows: In 1908, 118; 1909, 112; 1910, 94. The number of complaints made before the Police Magistrate with respect to children being illegally absent from School is as follows: In 1908, 6; 1909, 4; 1910, 4.

KINGSTON, April 10th, 1911. J. RUSSELL STUART, *Inspector.*

BELLEVILLE.—In 1905 there appeared before the Magistrate for various reasons 64 persons under twenty-one years of age; in 1909, 52; and in 1910, 52. Several of these were dismissed and several others for nothing more serious than riding on the walk on a bicycle; and I am pleased to say that while I have not the exact number, probably not as much as 10 per cent. of these were of School age, the majority being in the neighbourhood of 20, or 21, years. The ages and sexes of the youths are not given.

In addition to the above, in 1909 nine children were apprehended under the Neglected Children's Act, and in 1910 three were so apprehended, as reported by one Inspector.

Defectiveness of Our Municipal Law in Regard to Vagrant and Idle Children in Cities, Towns and Villages.

In the most of these Municipalities, Free Schools have been established by the Ratepayers, (who alone have power to decide upon the mode of supporting their Schools,)—that is, Schools to which all contribute according to their property, and to which all residents between the ages of five and twenty years have an equal right of access, without further payment of fees. But some of the largest Ratepayers naturally object to this mode of supporting Schools, unless means are employed to secure to all the Children, especially to the more needy classes, the benefit of the Schools; that numbers of Children are idle in the Streets, quarrelling, swearing, and pilfering, and being sent to Prison, while Schools are provided, supported, and open for their reception. Some have even objected to the School System on this ground. But, it is clear that the Schools cannot be accountable for the conduct of those who never enter them; and the statistics of youthful crime show, that scarcely one of the juvenile delinquents is, or ever has been, a regular Pupil of the Schools.

Some startling statements concerning the boys of Toronto were made by W. Wylie, of Riverdale, an officer of the Children's Aid Society, in discussing "Boys' Work" before a gathering of about 100 men at Cooke's Presbyterian Church, on May 5th, 1911. The occasion was a conference on the work by Toronto Brotherhood of Andrew and Philip, under the auspices of the Toronto Council of the Association.

After pointing out the necessity of dealing with the boys during the formative period, Mr. Wylie stated that last Winter they had visited every Theatre, Nickel show, Pool-room and other places where Boys might be found in the City, and their investigation had shown that three-quarters of the boy population in the city, that is, boys around the ages of 14 and 16, regularly frequented these places.

"The boys are needing us men. We need the boys. Are we not to help them —to extend our hands to our little brothers?"

In connection with his talk on "Social and Literary Committee Work," John Esler, of Cooke's Church, said it was the duty of the Church to provide wholesome pastime for young men at nights during the week. It was because the Church was lacking in this respect that so many young men, not unnaturally, got into disreputable resorts for amusement. He suggested the conduct of an ideal social and literary evening.

An interesting and suggestive talk was contributed also by Mr. G. L. McCrea, of Chester, on "Music," in which he urged that every man should take part in the singing, whether he sang in a flat key or not.

The work of the "Look-out Committee" was discussed by Will J. Kirby, of Dovercourt Chapter, who said that the outlook of brotherhood work in the city was never brighter. He said it was the duty of the members of the Look-out Committee to arouse and enlist the sympathy and active interest of inert and indifferent members of the Church.

At a meeting of the Household Economic Association an address was given by Mrs. Archibald M. Huestis on "Medical Inspection in the Schools," in which a number of suggestions were given for improving this inspection. Mrs. Huestis favored the present scheme of abolishing drinking cups in the schools, and also commended the action of the Board of Education in providing pure water.

Swiss Guardian Plan of Solving the Problem of Caring for Children of the Street.

In the overcrowded quarters of every large city where working people live, there are always many small children who are allowed to run the streets without proper oversight. In the largest cities, like London, Paris and New York, they are numbered by thousands. With such surroundings and under such conditions it is not strange that a large percentage of them become criminals. The great question with the authorities is how to prevent them, as far as possible, from becoming criminals.

Switzerland has solved the problem, partly at least. In the City of Basel, for instance, "Guardian Schools," organized and supported by the State, are open every day, and from the middle of November till the middle of March, every evening. They can hardly be called Schools, but rather Recreation Classes.

Under the Teacher's direction the children play games, tell stories, sing, crochet, embroider, sew, and so forth. In good weather they are taken outdoors for games or walks. Each Class has about thirty-five children in it, just enough for the teacher or guardian to handle comfortably. An inspector visits the classes frequently and makes reports to the school authorities. The State provides all the materials, for the games and work, and also pays for the luncheons.

Basel has a population of 130,000, and last year, 2,000 children were taken care of in these Guardian Schools. In addition to this work, Basel has an organization known as the Play Association, which looks after the games for young people. There is also another society, now 25 years old, whose special business it is to give instruction to boys on Sundays and in the evenings. Last year it had 24,000 children under its care.—*Advance.*

PURITY EDUCATION IN THE PRE-ADOLESCENT.

At a meeting of the Purity Education Association, held some time ago, an interesting paper on this topic was given by Dr. Ellen Burt Sherratt. Dealing with the question of the care that should be given to children during the pre-adolescent period, or between the ages of eight and fourteen years, Dr. Sherratt says:—

It is during this period that the brain of the child unfolds, that the child begins to feel itself a separate individual. It begins to feel its freedom, it grows independent, sometimes ungovernable, irresponsible and vicious. It is the most impressionable age, and therefore the most important. What the child learns then governs its whole life.

As the brain expands, so does the body. The destinies of our children are shaped by the care given to their minds and bodies during these years of development. What a golden opportunity for parents!

To produce a sound body a child must be fed on bone-producing elements, tissue-builders. It must have abundance of fresh air, it needs recreation, plenty of rest, and fitting companionship.

Too much cannot be studied in regard to a child's diet. Cereals and fruit should be the main food, with an entire absence of all stimulating foods and drinks. They are not only injurious, but will awaken any inherited tendency for strong drink which the child may have. They also do a greater evil, for meat and stimualting foods excite the animal passions, and often pave the way to a condition in later years of ungovernable sensuality.

So far as the child's home life is concerned, it should be happy and joyous. The mother must enter into its work and its play. She must, above all, strive to retain its full confidence. One good mother once said that one must try and love one's children into being good, and this love in its highest sense means great self-sacrifice. Don't live at and talk at your children. Live with and talk with them; make your child generous by example, make him loving, teach him kindness—kindness to dumb animals, and kindness of thought to his fellows about him. Keep down rudeness, encourage politeness, banish vulgarity from your home.

Teach him self-control, show him that he must give and take in his play and at his work. Every time he restrains himself in childhood he gains a victory over himself in manhood. Help him by kindly sympathy to govern himself. Show him how, little by little, he can overcome his faults.

At this pre-adolescent period the body is changing, and the reproductive organs growing. If you realize this, you should be more patient, more sympathetic. The child should not get over-tired, and, above all, must not be overworked. Either one will entail suffering when maturity is reached.

The mother must teach her child self-knowledge, and this is properly followed by self-reverence. He must be told all about himself, about his body, and how to care for it. This is the age where it must be done before someone else does it in a vulgar way, for innocence once lost cannot be regained. The impressions made upon children by conversations in the school-yard, in the street, or by other children showing them pictures or books cannot be effaced. Purity-education is not a modern idea, for Aristotle tells us "that the manner of rearing children has a great effect on their bodily strength. Give them plenty of amusements, but not of a vulgar or tiring or riotous nature. All that is mean or low must be banished from their sight or hearing. Then, by the age of puberty, their education will have armed them against the evil influences of such representations." And Plato says: "Let us fashion the mind of the child even more fondly than we would the body. We must be careful of engendering laxity of morals."

The government of children should be established at this age. They should be taught to perfectly comply with the will of their elders. Familiarity, liberty and indulgence do a child no good. His want of judgment makes him stand in need of restraint and discipline. Let us strive to inculcate in them a love for what is excellent and praiseworthy, not forgetting they must also have vigour, activity and industry.

This is the ideal life for a child. What would the future of our nation be if we could surround our children with this "world beautiful"? Then, when they stepped out into the period of adolescence, the mind would be untrammelled by anything false or degrading, and thus our moral standard would be raised, and we would "temper the body and preserve the harmony of the soul."

The Purity League Movement.

At a recent large meeting of the Canadian Purity Education Association in Toronto, Doctor Jennie Gray, who presided, announced that the Association had appointed a deputation to wait upon the Toronto Board of Education, to request them to petition the Provincial Government for the appointment of special Teachers who will visit the Schools throughout the Province delivering Lectures on Social Hygiene and kindred themes.

The vital effects of pre-natal influences in shaping the character and life of the child were discussed in a very able paper by Doctor Gray. She said the subject was one of growing importance, and she regretted the little attention which has been paid to it by medical Practitioners. They could not ignore the force of heredity when faced with statistics showing that during the past five years in the United States idiots and deaf mutes have increased five times faster than the population. Sorrow, sadness, moroseness and conditions akin, she said, caused poisons which

had a detrimental influence upon the child, while moods of joy and harmony produced the opposite results. By obedience to normal rules, she pointed out how children, beautiful, honest and strong, would be born.

PERSONAL HYGIENE IN THE SCHOOLS—THE DUTY OF PARENTS.

Dr. George A. Auden, Medical Superintendent for the Education Committee of Birmingham, England, gave an address on Medical Inspection in connection with the Convention of the Ontario Educational Association. He reviewed the history of the movement, and stated that in order to obtain the best results it was necessary to interest mothers in the subject. Personal hygiene also was playing an important part in the system, and it was through the school that the best work along the lines of preventing disease could be done.

The enormous value which is likely to accrue to the community at large was spoken of by Dr. Auden, who said the end and aim of education was not so much individual as social. The history of the movement showed that medical inspection was based upon two assumptions; that it is a part of the general police duty of the State to safeguard society by prevention and suppression of infectious and contagious disease, the best means for which lay ready to hand in the existence of elementary schools which may be regarded as a sort of cleaning house for infectious disease.

In the last twenty years, he continued, there had been a notable shifting of the centre of gravity of the public health system from the consideration of environment to the individual. The public health administered to-day was less concerned with the external environment, sewage disposal and water supply than with the problems of infant mortality, prevention of tuberculosis and similar questions of personal hygiene. In the general public health service medical inspection of school children was destined to play an increasingly important part. It was through the school that the efforts and energies of the public health administration could best be directed to reach the homes of the people.

Miss Nina A. Ewing, Instructor in Household Science in the Normal and Model Schools, said that study of foods, sanitation and personal hygiene could be taught in country schools without equipment. The popular idea is that the course is expensive, and that it is a "frill" or a "fad," but this opinion is changed by the end of the course.

Talk to Mothers by School Nurse.

Fresh air, regular baths and wholesome food—if those three things were looked after by the parents, I think we would be pretty well on the road to health, and there wouldn't be much for nurses to do after a while.

Thus did Miss Lina Rogers, Superintendent of School Nurses, address a large assemblage of Mothers at the Queen Alexandra School lately. It was the closing address of the series, which have been delivered at the meetings for Mothers in this School throughout the Winter.

Ninety-nine per cent. of the School children of Toronto had bad teeth, Miss Rogers stated. A child got its first permanent tooth when about six years old, and often at seven years of age that tooth was so far gone that it couldn't be filled. Thus, other teeth were allowed to decay, the result being that often the faces of

the children were altered, their digestive organs thrown out of kilter, and their lives probably spoiled. Bad teeth might also harbour tubercular or other kinds of germs. Dirty nails were also condemned as germ-carriers, and Miss Rogers was pleased to note that the children were evincing a healthy interest in her argument.

Miss Rogers stated she would like to see the establishment of Open-air Classes in the City Schools. These Classes were originally started for delicate children, but finding how much better they could study in the open-air, the normal children are joining in the movement. Miss Rogers expressed the hope that Principal Wallis might convert the roof of his School some time into a place for Open-air Classes. In this City, Miss Rogers said, there were many children with defective eyesight. The Nurses were investigating to discover the causes. When enlarged tonsils were reported, it was not a matter of sore throat, but of letting the child get an adequate supply of fresh air into its lungs. Otherwise the brain was not properly fed with pure blood and education in the child could not be expected.

The conquest of the would-be Czar of the school and home was cleverly discussed by Principal Wallis in a brief talk to the Mothers. His appeal was for the co-operation and help of the Mothers in dealing with their Boys. He said they had pupils in the School who perplexed them sorely. "But," he advised, "don't let children know you are at your wits' end, because when a Boy gets to know you think you have lost control of him you have practically handed over the reins to him." There were some Boys who were not amenable to any kind of punishment, and in such cases the only way they could be effectively dealt with by the Teachers was through the co-operation and support of the Mothers. He didn't think a Boy would go wrong if the Parents would train him properly.

Recently a Meeting was devoted to Moral and Social Reform at the Eglinton Presbyterian Church. Mrs. Whiddon, the Toronto Police Matron, said that this year, so far, no fewer than 120 young Girls, between the ages of 15 and 20 years, had passed through her hands. Most of them had come from the country, but had yielded to temptation in order to make ends meet. She made an earnest appeal for assistance in rescuing not only the fallen ones, but in the work of prevention. Miss Ratti also spoke strongly. She blamed the parents for so many Boys and Girls going astray, and stated that many parents prided themselves on their children not knowing about evil or degradation, but they were simply ignorant. "The Moral Reform Movement," she said, "is not only a work of rescue, but an educator to the parents as well, to teach them how to raise their children in the way they should live."

MOTHER THE TRUE ALMA MATER.

The oldest university
  Was not on India's strand,
Nor in the valley of the Nile,
  Nor on Arabia's sand;
From time's beginning it has taught
  And still it teaches free
It's learning mild to every child—
  The school at mother's knee.

The oldest school to teach the law,
And teach it deeply, too,
Dividing what should not be done
From what each one should do,
Was not in Rome or Ispahan,
Nor by the Euxine Sea;
It held its sway ere history's day—
The school of mother's knee.

The oldest seminary, where
Theology was taught,
When love to God and reverent prayer
And the eternal "ought"
Were deep impressed on youthful hearts
In pure sincerity
Came to the earth with Abel's birth—
The school of mother's knee.

The oldest—and the newest, too—
It still maintains its place,
And from its classes, ever full,
It graduates the race.
Without its teaching, where would all
The best of living be?
'Twas planned by heaven this earth to leaven—
The school of mother's knee!

—*Priscilla Leonard, in the "Youth's Companion."*

THE GIRL STUDENT—WHAT SHE DOES AND HOW SHE DOES IT—SUGGESTION.

Perhaps few Girls cover so wide a range in their reading as College women. From magazines and newspapers—daily, weekly, college—to the most abstruse texts on Science and Philosophy, the college Girl seems to be quite at home.

It is almost surprising to note the enjoyment with which she picks up anything outside a notebook or text. These lose their charm, more from the fact that they must be read and learned rather than from their contents.

College education stands for greater breadth and depth along all lines, and as Books are one of the greatest sources of information they play a large part in the life of the College Girl. It has been said that most of a Girl's reading is done before she enters College. This is usually the exception, for while a Girl may read only four or five Books outside her work during the College year, yet the Summers are full of varied reading.

The average Girl entering College has read more or less from the recognized standard English and American Authors and Poets, modern novelists and endless serial and short stories. Even if we add a little History, Philosophy and Science, one can hardly call this wide or broad reading in the true sense of the word.

But her College Course prescribes texts that she may or may not know. Her reference Books and those mentioned by the Professors broaden out her work at every turn. Her girl friends discuss Books entirely out of her line of work, but

she becomes interested and reads them. This discussion of Books among the College Girls reveals an amazing amount of reading along often little known by-paths in literature.

One influence after another tends to form a habit for doing "off" reading, and this practice invariably forms an excellent fund of interesting and useful knowledge.

A Professor in advocating specialization in University Courses once said that the University was like a tree of many main branches, and the General Course Student went over the top picking a leaf from each branch.

"I believe in giving my boys and girls, too, the real thing," said Miss Holbrook to a *Globe* man. "If I give them the very best, I know they will respond to it. They like the things that are vital, that belong to the world's history. We try to remember that the Boy is a man in little, the race in little, a microcosm. He loves to get up and do things. In our teaching we want not to lull the Boy to sleep, but to stir him up. That is why he finds our Literature Course interesting. We give him all the best stories of the world, with adventure, romance, deeds, bravery in them, stories that he can apply in his own life.

"And the Girls are just as interested as the Boys. They resent the idea that the real heroes and heroines are not for them, that their reading must be confined to goody-goody stories of impossible well-behaved children, who might have been cherubims, but certainly never existed on this earth. Oh, yes, the Girls like the good adventure stories just as much as the Boys, and we give them all the best books we can."

Miss Holbrook, of Chicago, told the Toronto Teachers that a few of the Books she favoured were: For the primary classes, the Indian myth in "Hiawatha"; the Greek, the Scandinavian, and the other great tales of ancient mythology; and for the grammar grades, Shakespeare's "Midsummer Night's Dream," "Julius Cæsar," "Merchant of Venice," and "The Tempest"; Milton's "Comus," stories from the Iliad and Odyssey, Robin Hood, and King Arthur's Knights.

Teach the Girls to use and develop their powers of observation and mind culture; give them the things that are vital, and they must respond.

The Girl student who specialises will examine the leaf, the petiole, the little stem, following on down the main branch, and finally to the main trunk. In this examination she had observed the leaf buds, the bark, the branching and all the details of the tree. At any time in the future she might start on another branch, and with very little work gain a fairly accurate idea of its details. Something of the same applies to a College Girl's reading—she specializes in her Course, and her work there helps her to appreciate and enjoy a great deal of outside work with a minimum amount of effort.

One hears so much about the versatility of College Women and how much of it is due to their meeting and knowing clever and talented people. Be that as it may, the wide range of the carefully read library of so many College Girls is an inestimable asset in their work, both during and after College days.

Miss Holbrook lets the Pupils read all the best stories of adventure, romance, deeds of bravery and everything that can apply in their own lives, and she says the Girls are just as interested as the Boys.

In a Lecture to the Teachers' Association on "Literature in the Elementary Schools," Miss Holbrook told the Teachers that she believed the only way to improve the minds of the Pupils was by holding and keeping up their interest.

Miss Holbrook adjured her fellow Teachers to hold their Pupils, sensitive to impressions, and eager, to the truth and beauty of nature and to the mind that animated it all.

A Boy's mental attitude was as much the result of daily habit as was his physical carriage. The lessons of the first ten years were often the longest remembered, and it was during these years that the trend of the whole life was often determined. If a taste for good literature was not formed then, it was not often formed at all. Every Girl who was a real student loved a book and should be given the most wholesome, best kind of literature all the time. The literature, she believed, should be of a superior kind, but with the Teacher's help they could get meat and food from it. The standard of literature should be raised as the Pupil progressed.

"The secret of good literature," said Miss Holbrook, "is that it gives the Boys the real thing, and they respond to it. Boys like things that are vital and belong to world's history. They want action, action and more of action. We want literature the Boy can go through and dramatize and put out in his action and life.

"I find that Girls are just as interested in this literature as Boys, and Girls resent the idea that they require a special thing. They like the things Boys like and read."

Miss Holbrook's plan of co-relating composition with literature is most novel and instructive. She explained the scheme. The children are taught from nature study as well as from literature to write poetry and prose sketches. Miss Holbrook had with her many samples of the poetic and prose productions of the children in the various grades.

Residences for Girls at College.

During the last few years an effort has been made to provide suitable residences for Girls at College, either in Residences erected for them by the Universities or in Boarding Houses supervised by the University authorities. Each such house has to be within easy walking distance of the University. The Matron in charge must be considered suitable by the authorities. Among the many things investigated are the number of Boarders the house accommodates, whether, or not, board may be obtained at the same house; the heating, lighting, ventilation and sanitary arrangements, the use of the reception room, etcetera. If the Home meets with the approval of the member of the Executive investigating, and there are no men boarders taken, the house is put on the university lists for Girls. The lists with the prices have been posted up to the present on the bulletin boards in the ladies' cloak rooms.

This excellent undertaking has been the outcome of several needs. The present University Women's Residences are too inadequate for the number of out-of-town girls registered in the University. Then some girls prefer the quiet of a private boarding-house to the more sociable life in Residence. The prices of many of these Supervised rooms are considerably less than those of the Residences—an item of great importance to many College Girls.

So many items enter into the needs of the College Girl's home during the eight months of the College year, and she is very fortunate in having them arranged for her.

In several American University Towns an excellent scheme has been worked out, by which the Girl Students enter into the home life of accepted families. Here the benefit is mutual. The Girl has all home advantages of the family, the increased interest in College work and College affairs.

The Victoria College list is with Miss Addison, Dean of Annesley Hall, the University College one is with Mrs. Campbell, Dean of Queen's Hall, and Miss Salter, University College.

Havergal Ladies' College to Open a Junior School and Playing Fields.

The Directors of Havergal Ladies' College have recently purchased the two easternmost houses on St. Clair Avenue between Yonge Street and Avenue Road, together with an adjoining stretch of land, for a Junior School and for Playing Fields for Havergal Girls resident on the Hill.

Miss Knox will be the Principal of the new branch School, as of the Schools on Jarvis Street. Miss Cater, formerly Head Mistress of the Junior School on Jarvis Street, will be the Head Mistress of the Hill School, and will be assisted by a French Mistress and a staff of excellent Teachers.

The School, pending the erection of new buildings, will be begun in the larger of the two houses, Number 51 St. Clair Avenue, which will be remodelled and fitted up with all the latest requirements.

The Curriculum will be similar to that of the Junior School on Jarvis Street, special emphasis being laid on French, Gymnastics and Nature Study. The hours of instruction will be somewhat shorter than in the Schools on Jarvis Street, and will be from 9.30 to 12.45 in the morning, and for the preparation of work, under the supervision of the Mistresses, from 2 to 3 or 3.30, according to the standing of the Pupil.

A Games Mistress will reside in the School, and will organize games and recreation for the Girls whenever the weather permits, from 3.30 to 4.30 p.m.

Education of Chinese Boys and Schoolgirls.

A friend of mine who has just returned to Pekin from Yunnan, sends me the following interesting note on the conditions prevailing in that part of Yunnan which adjoins British territory:—

"The change that will tell most for the good of the province is the spread of the educational movement. Now, one enters a spacious well-lighted room, with orderly rows of desks, where sit the boys, poring silently over their tasks."

"Only five years ago a Yunnanese girl who could read was a rarity, one who could both read and write a phenomenon. Now, in every town, one or more buildings bear outside the legend in Chinese, 'Elementary School for Girls,' and any morning one may meet bevies of little maidens bound thither, clad in long, dark blue gowns, and with their hair in neatly plaited queues. None but girls with natural feet are admitted to these schools, a sensible rule which the officials are determined to maintain.

"All families with any pretensions to social rank own one or two slave girls, who strict custom, based on convenience, demands should go barefooted. If, therefore, the Yunnanese mother continues to practise foot-binding, it is chiefly with the idea of distinguishing her daughters from her handmaids."—*Pekin correspondence, London Times.*

Residences for Girls Seeking Employment in the City of Toronto.

So important, socially and morally, was it considered desirable to provide a temporary residence for girls coming to Toronto to seek employment, that a number of persons agreed upon the erection of such a temporary home to be designated the "Welcome Hostle," on St. Alban's Street. On the 1st of June it was formally opened by the Governor General, Earl Grey.

The President, Mrs. Kerr, presented Lady Sybil Grey with a beautiful bouquet of sweet peas and maiden-hair fern, and his Excellency with a white rosebud for his buttonhole. Mrs. Kerr then told something of the progress of their work.

It is six years since the property at 66 Wellesley street was bought, and since that time 3,700 girls and women have been received. Since the first of January this year, nearly 500 have come, the number, quality and capability of the girls constantly increasing. All who send work are met at the station, and are kept twenty-four hours free of charge; or if they arrive on Saturday, thirty-six hours. Positions are found for the girls in the city, and in Ontario towns, and sometimes in the west.

The work outgrew the home and 52 St. Alban street has been bought for $19,000, a mortgage having been taken for $13,000, the remainder having been guaranteed by six men until sale can be made of their former quarters. Accommodation in the new house can be given to thirty or forty at once. It is hoped that generous Toronto citizens will help release the board from their indebtedness.

Earl Grey, in a neat little address, referred in glowing terms to the work of the Secretary-Manager, Miss Fitzgibbon, to whom the establishment of the hostel is due, and expressed the hope that a chain of hostels might be established from the Atlantic to the Pacific, all with the co-operation of each Provincial Government, through which a better class of immigration might be induced, and more efficient domestic help might be given to Canada. His Excellency closed by declaring the home formally opened.

A vote of thanks to Earl Grey was moved by Mrs. E. St. George Baldwin, seconded by Mrs. Strathy, and after expressions of thanks from Miss Fitzgibbon, the guests went through the other parts of the building.

Home for Girls.

The Presbyterian women of Toronto have provided a Home for Girls on Aberdeen Avenue, under the supervision of the Board of Moral and Social Reform. It is designed for the rescue and preventive work in the interest of Girls coming to Toronto. Mrs. M. G. Hanna is President of the Moral and Social Reform Council.

Swimming and Life Saving by Girls.

Miss Beaton of the Ontario Branch of the Royal Life-Saving Society of England has established a School of Girls for Swimming and Life Saving. On Saturday mornings the water is lowered in the tank and a large class of small children come for lessons. There are many other Classes and private pupils in different stages of progress.

Work, therefore, that is fraught with the best kind of results is the instruction in swimming and life saving that is given young girls and women at the Young Women's Christian Guild.

The efficiency of the tuition was well exemplified lately when a company of novices took the Life-saving Examination for the medallion Certificate of the Royal Life-Saving Society of London, England. There are five methods of rescue and three of release; in the examination all these were admirably demonstrated during the evening and an exhibition of diving for an object in the water given as well. The Candidates are required also to write an examination on physiology, explaining among other things the Shefer method of resuscitation. The following are the ladies who passed the examination successfully:—Mrs. Isabel Santun, Misses Agnes Robertson, Ethel White, Nora McKendrick, Irene Maw, Stella Howell, Laura Moodie, Marjory Bicknell, Pauline Miles.

The instructress is Miss Mary Beaton, who has the distinction of being the only woman in Canada who holds a diploma of the Royal Life-Saving Society.

The judges were Messieurs Arnold Morphy and Arthur Cochrane, President and honorary Secretary, respectively, of the Ontario Branch of the Royal Life-Saving Society.

PHYSICAL AND MENTAL EXERCISES FOR BOYS AND GIRLS.

Physical exercises as well as mental, and even amusements, for Boys and Girls have lately received more attention by Educationists than formerly, and very properly; for when practised under the direction of skilful and judicious teachers, they are very serviceable. But we must lay especial stress on the rule—that under no circumstances should the exercises of the Gymnasium be allowed to supersede daily play and amusement in the open air. And here, in passing to the distinct topic of amusements, we would insist on the great difference between even the best regulated course of routine exercises and that best and most natural recreation of mind and body which is to be found only in *hearty play*. Walking, gardening, marching in military order, and many other modes of exercise, are very well in their proper place, but must not be regarded as substitutes for *play*. They can never, however judiciously employed, produce that flow of spirits, that invigorating effect both on mind and body which is found in genuine play. The spontaneous nature of the exercise taken in youthful sports, the freedom from routine and restraint, the excitement of spirit and flow of good humor, are in the highest degree beneficial. Some of their sports may be briefly noticed here.

Running races of moderate length seems unobjectionable. Cricket, as usually played by boys, and several other games with bat and ball, may be noticed as safe and good exercise. On the contrary, "leap-frog" and some other similar games, in which boys leap over or upon the backs of their playmates, ought to be discouraged; and this, we think, might be most effectually done by explaining clearly to pupils the often very serious effects of injury of the spine. Throwing quoits affords excellent exercise for the arm and the eye.

Of sedentary exercises and amusements (for Winter evenings and leisure hours in rainy weather), we need say little. Chess and draughts are among the best, as they furnish very agreeable exercise for some important powers of the intellect; while they are quite free from everything like a tendency towards gambling. When children are favoured with a taste for music, the exercise of singing (especially "part-singing") is highly to be recommended; but playing wind-instruments at an early age is likely, we think, to be injurious.

Value of Cricket and Other Manly Sports for Boys.

A cricket match is not without a moral. The eager interest with which the ups and downs of the match are watched tells of more than a fondness for that manly game. And the attractiveness of the sports which are being hastily provided is laden with the same prosaic truth. More play is wanted. More recreation must be provided, unless the children and youth of our Canadian cities are to grow up with half the proper quantity of bone and muscle, and with but a fractional part of the elasticity of spirit which of right belongs to them. It is not enough that there is occasional relief from the School, the Store, and the Workshop. What is needed is a systematic recognition of the value of the Playground and the importance of ample means of general recreation, as well for the cultivation of the health as for the preservation of the morals of the community.

Our Public Schools, we are aware, are not unmindful of the amusement of their Pupils. They are provided with space, where Girls may skip and Boys play leap-frog—with swings and gymnastic poles, to give strength of limb and activity of body to the race of school-folk. Recreation is left to chance, as though physical development, and inspiring, harmless frolic, were beneath the notice of the staid philosophers who take education and morals under their peculiar care. Let us not wonder that pent-up vitality, debarred free scope and healthy associations, expends itself in more questionable directions; or that our youth generally, deprived of invigorating exercise, turn out "a stunted, weak, degenerated race."

Nowhere, perhaps, is the value of education, as ordinarily understood, more appreciated. And even of sanitary improvement our civic rulers are not unmindful. Commodious school-houses attest the wise liberality of those who are charged with educational responsibilities. The amounts expended in fencing and planting the open spaces which are reserved as breathing spots for the city when it shall be more densely populated, prove not less clearly the extent of effort to promote public health. One other thing is yet required—free spaces, where city clerks and artisans, where city children large and small, may indulge in harmless sport, and so gratify the natural instinct of an organization which if ever it is to be developed must have free and frequent exercise.—*Globe.*

Among ourselves at home—with our work-a-day notions, and be it spoken quietly, our bread-and-butter wants, it is a great satisfaction to find that healthy, outdoor sport is not entirely neglected, and we do think that in this respect the Model School Authorities here have set a most valuable example, in establishing a gymnastic school in the Institution. As a mere stimulant to study—apart from the physical growth which is the certain tendency of manly sports—the Goodwin department of Doctor Ryerson's Establishment is invaluable; and we trust every Boy in the School finds time to go to the cricket ground.—*Leader.*

In Germany gymnastic exercises in the open air during recesses and after school hours are held in the lower schools of 193 cities. Sessions are interrupted by calisthenic exercises in the schools of 236 cities and breathing exercises by open windows in the schools of 160 cities.

According to the latest report of the United States Bureau of Education, orthopedic gymnastics for children suffering from curvature of the spine are arranged in 22 cities. In 205 cities the school authorities offer opportunities for swimming baths in pools with constantly changing water.

Gymnastic school excursions on free afternoons (Wednesdays and Saturdays) are made in 163 cities; games for children in the open air on playgrounds and in

neighboring groves are arranged in 357 cities, and in 382 the teachers are obliged to take their classes out walking through woods and fields. Four cities have arranged rowing matches, skating on ice is promoted in 174 cities, 226 cities have play afternoons as regular school lessons. In 36 cities forest sanatoriums are maintained, three have forest homes for sickly children and eight have forest schools.

Mental Exercise for Girls.

Reading aloud in the Public School Course cannot be urged too strongly. Reading should be made the most of in all educational institutions, but it is in the Public Schools that the formal teaching of the vast majority of our people begins and ends, and it is there as well that the foundations of the greatest scholarships are laid. If the work there is well and truly done, the seeker after further culture will be fairly furnished for the pursuit whether the Boy or Girl is bound for the university or intends to apply himself, if a Boy, at once to industry or trade.

At the present time not nearly enough pains are taken with the reading lessons. Boys and Girls are often allowed to go over this part of the School Course without becoming interested in the matter or manner of the selections. In many cases Public School Pupils know as little about the substance of the passages they have been taken over in their Readers as the average High School Pupil knows about the matter contained in the chapter he or she reads. The reader is kept so busy attending to construction, quantity and study of words marked for declension, or conjugation, that he or she usually manages to get through the assigned text without learning much about what the author has said. It is well-nigh impossible, we repeat, to give too much time and care to the reading Lessons. Take a selection from any instructive selection. As a matter of fact, the time and labour now given to reading in the Public Schools are not sufficient to fit the Pupils to read aloud agreeably. And what family custom is more profitable or more satisfying than that of reading aloud acceptably from works of noble prose or verse? Where members of families or where intimate friends have been habituated to read attentively, critically and pleasingly, the practice of reading together and discussing together what is read is in the highest degree improving to the mind. Beauties and meanings will thus be brought out that otherwise would be likely to escape attention, and Books will be read in fellowship that would not be read in solitude. There would be less slovenly speaking too, if there were more reading aloud. The careful reader will be a correct speller. But, best of all, the youth who has learned to master stiff passages and to find himself well rewarded by the fruits of his close attention has in his power of reading the key to all kinds of knowledge. Though education is now as free as air, though Books are cheap and plentiful, the percentage of people who read solid and superior works is probably lower than it was in the days of our fathers. Why is this? Quite evidently our Public Schools are generally not inculcating a love of good literature. If the Public Schools gave the attention to reading that it is entitled to, the great mass of the young people who come from those schools would disdain to give their thoughts to the stuff that now takes up so much of their time.

Instead of drugging themselves with literary narcotics, the majority of the reading public should be giving their odd moments to really invigorating and informing literature, and they would be doing so if they had learned at school as much about how to read and what to read as they ought to have learned there. At present, reading would have been a boon had their minds at School been exercised and their tastes formed upon it rightly in their school days.

The Value of Poetry in the School.

Mr. Principal Peterson, of McGill University, Montreal, in a recent speech strongly recommended Poetry as a valuable adjunct in the teaching of the Schools. He said:—

If properly used Poetry becomes an educational agent of the most important kind. It helps greatly in the battle for good English; it cultivates the imagination, and proves a moral and mental stimulus. Poetry improves the taste of the student and teaches discrimination in the use of words. As the work of the poets frowned on corruptions of language, it taught the beauty and value of elevated speech. Its effects upon the imagination is most beneficial, stirring to life such emotions as glee, affection, reverence and awe. Poetry not only inspires beautiful thoughts and beautiful language, but it broadens and deepens the spiritual nature. It brings home very vividly to the mind the nobility of certain attributes in a man's character. President Peterson said that young people could be brought to appreciate the greatness of courage by hearing such examples, either in prose or poetry, as properly extolled that essential and noble quality in our nature.

Singing is Another Excellent Mental Exercise for Girls.

Let music be the first to break the silence of the school-room in the morning, and the chords of young hearts that are put in motion will continue to vibrate during the day. Let the sweet tones of music break upon the ears of the dull School boy, and he will awake with new life and energy. Pour the notes of melody into the ears of the wilful child and you disarm him.

Who will say that music hath no charms to soothe, or aver that God hath not made melody to move the purer fountains of our nature, to awaken those sympathies that are kindred to Heaven, the Angels, and to God himself.

Happy will be the time, when not only the tones of our School-bells can be heard all over the land, but when the notes of our school-children, in the morning, breaking upon the silent atmosphere, will cheer the Visitor or passer-by.

Little or no attention is often paid to the tone in which children speak; consequently they too often contract bad habits of intonation from the earliest age; and, as they grow up, what is a mere habitual tone is mistaken for their natural voice. From this inattention to intonation in early years proceeds much difficulty in the voice for singing.

Mental Exercises for Boys.

Reading, Recitation of choice pieces of Prose and Poetry and Singing, are the best mental exercises for Boys.

The faculty of reciting pieces well is greatly helped by early and persistent practice. One should not be down-cast at failures. They are often far better for the student than successes.

Public speaking means business, or ought to. In its nobler aspect it is an attempt to gain some definite and important end by the use of reasons and persuasions. It is the very genius of a good preparation for a speech—to know definitely what you wish to gain of an audience, and the means by which you propose to secure it. All true oratory is practical psychology.

At all hazards the young speaker must learn to keep a current moving from beginning to end of his address. If you stumble on a word let it go. Don't go back to it. Keep right on, no matter what happens, to the end. But while one

is learning, he should never let himself be tripped up by a word, or the want of one. Keep on. It will be time enough the next endeavour at speaking to profit by the experience of mistakes.

The recitation of selected pieces has long been a regular exercise in our Schools and seminaries; and though, like composition-writing, it is attended with difficulties, and often fails to accomplish the most satisfactory results, it has its uses.

To secure all the benefits which may be derived from the practice, it should be commenced in the primary school, and the youngest scholars in our Public Schools should engage in it, as soon as they can count twenty, or commit simple rhymes. Both girls and boys should practise it. The selections should be very short, and such as they can understand. Four, six, or eight lines of poetry, or a single paragraph of prose, would be far better for the purpose than anything of four times that length.

The objects to be arrived at in these early exercises are, first, to form the habit of committing to memory readily; and, second, to secure such self-possession as will enable them to utter, clearly and without embarrassment, what they have learned, when others are looking at them.

Stanzas of hymns, the words of the school-songs, or short, spirited sentences of any kind, may be used. Even a line or two of the multiplication table or one of the tables of denominate numbers might be repeated, or a scholar required to count or number from one to thirty, rather than have him fail to take any part in the exercise.—*Ohio Educational Monthly.*

NOTE.—The Education Report for 1862 states that in 1559 Schools there were Recitations in Prose and Poetry, or in 23 Schools more than in the previous year. No other reports are available.

THE ART OF ELOCUTION AMUSINGLY VERSIFIED.

The noble songs of noble deeds of bravery or glory
Are much enhanced if they're declaimed with stirring oratory.
I love sonorous words that roll like billows o'er the seas;
These I recite like Cicero or like Demosthenes.

And so, from every poem what is worthy I select;
I use the phrases I like best, the others I reject;
And thus I claim that I have found the logical solution
Of difficulties that attend the art of elocution.

Whence come these shrieks so wild and shrill? Across the sand o' Dee?
Lo, I will stand at thy right hand and keep the bridge with thee.
For this was Tell a hero? For this did Gessler die?
"The curse is come upon me!" said the Spider to the Fly.

When Britain first at Heaven's command said, "Boatswain, do not tarry;
The despot's heel is on thy shore, and while ye may, go marry,"
Let dogs delight to bark and bite the British Grenadiers
Lars Porsena of Clusium lay dying in Algiers!

The sea! the sea! the open sea! Roll on, roll on, thou deep!
Maxwelton's braes are bonny, but Macbeth hath murdered sleep.
Answer me, burning shades of night! what's Hecuba to me?
Alone stood brave Horatius! The boy—oh, where was he?

—*Harper's Magazine.*

Boys and Girls Taught Agriculture and Domestic Economy.

Provision has been made by the Education Department for giving instruction in our Grammar Schools in the subjects of Agriculture and Domestic Economy. Boys and Girls can, therefore, avail themselves of the advantages thereby offered to students in these valuable adjuncts to the Schools in the rural parts of the Province.

The Exhibition as a Place of Enjoyment for School Children.

The Exhibition produces no sight more entertaining than that of the host of children enjoying their annual outing, to thousands one of the red letter days of the year. It furnishes abundant material for character studies of an amusing type, and supplies many touches of comedy, and perhaps a few of pathos. But the general impression is one of a vast outpouring of young animal spirits revelling in a wonderland of beauty and novelty. It mattered not to the thousands of children who raided the grounds yesterday that the elements were in an unkindly mood. The threatening clouds and the blustering wind had no terrors for them, nor did they mind the cold which chilled their elders and drove them to the sheltered places. They were plainly out for the day, and they enjoyed themselves in their own way, regardless of official programmes and other conventions of the great Fair. The Midway was, of course, the happy hunting ground of the many, and the model playground proved all too inadequate to meet the demands made upon it. The model military camp was also a great source of attraction, the boys particularly manifesting interest in the soldiers and their doings. In the afternoon and evening the grandstand resounded with laughter and shouts of delight.

While the spirit of gaiety and frolic predominated, however, the opportunities for instruction which Children's Day is intended to provide were by no means neglected. In the Manufacturers' Building groups of boys and girls surrounded every stall, gazing open-eyed at the wondrous processes in operation, and acquiring at every stage of their tour of inspection additional knowledge. In the machinery section, too, much curiosity was evinced, while the crowds that streamed through the other buildings showed that the object of the directors in affording special facilities to the children was being sensibly fulfilled.

There is not a more distinctive day in the Exhibition calendar than that reserved for the children. Notwithstanding conditions by no means favorable to an occasion of the kind, fully 30,000 children disported themselves in the grounds and buildings yesterday, presenting a spectacle which is not to be paralleled anywhere else in Canada, and probably not outside of it. To say that the children visited the Exhibition or merely enjoyed it would barely describe what happened. Pouring in through the gates from the time they were opened until well on in the afternoon, some with guardians, most without, the little ones fairly took possession of the place, turning it into a gigantic playground and a carnival of innocent pleasure.

That the Exhibition is advancing on the educative side is undoubted. There are abundant evidences of it in the character and scope of the exhibits this year, and in attending to what is one of the most important interests connected with an Exposition the directors are meeting with loyal co-operation on the part of the educational authorities.

The department devoted to educational exhibits is more comprehensive and varied than ever before. Not only are there interesting contributions from the schools of Toronto, but also from many cities and towns throughout the Province.

Toronto's Memorial Statues were Decked with Flowers by Schools.

Not a monument in Toronto was overlooked by the Toronto school children, anxious to lay their floral tribute before the monuments of those who have served Canada in earlier years.

To each school was allotted the honor of placing a wreath on some one statue. The rose was the predominant flower, though carnations, pinks and lilies vied closely for supremacy. Each figure of the South African Memorial bore a wreath, and flowers were clustered in pleasing effect at the base.

The Queen Victoria monument was brightened by several garlands of lilies, while a floral flag lay before it.

Each pedestal of the Northwest monument was surmounted with a garland, and in addition there was a particularly vivid wreath of yellow flowers and a huge basket of roses from the Queen Victoria School.

In the right hand of the Ryerson statue was placed a dark laurel basket, and at his feet lay a laurel wreath and baskets of roses.

Sir John A. Macdonald's statue received the votive offerings of Riverdale High School, Borden Street, Clinton Street, Dewson Street, Hillcrest, Huron Street and Jesse Ketchum Schools, the latter giving a Union Jack executed in small flowers.

White flowers relieved with multi-colored sweet peas adorned the Simcoe Memorial, and lily of the valley and a unique ornament of German evergreens from Pyne School decorated the statue to Hon. Sandfield MacDonald.

The Burns Memorial in the Allan Gardens received three garlands, and the pupils of the Brown School placed a laurel wreath before the portrait of Laura Secord in the Parliament Buildings.

The biggest array was placed upon the Ridgeway Monument, wreaths and baskets of roses and carnations predominating.

The statues of Hon. George Brown, Sir Oliver Mowat and the Queen Victoria Monument were also decorated.

Success has crowned the effort to establish the school savings system in Toronto, for two months ago the children had no less than $164,000 to their credit. The amount of money that is saved is important, but it is, after all, a minor feature of the savings policy. The greater point in the system is the fact that it teaches the young how to take care of the pence. One of our troubles to-day is that of carelessness, united with extravagance. Anything that tends to check this evil is to be commended and encouraged. It stands to the credit of Mr. T. H. Preston, of Brantford, formerly M.P.P. for that city, that he did much in the Legislature to promote the savings policy during the term of the late Government.

Twelve Golden Maxims for Families.

I. *Health must be regarded.*—This demands the first attention, and unceasing regard. The laws of health must be observed, and those wise and efficient means must be uniformly employed, by which, in connection with the Divine Blessing, the health of the various members of the family must be secured.

II. *Education must be earnestly attended to.*—The mind must be early cultivated: acquisitions, varied and important, must be continually gained. The faculties must be wisely and vigorously disciplined, not only from the consideration of the happiness which will be secured, and the true respectability which will be attained, but from the conviction that, at the present period, a good sound education will be essential to the members of our households in future life—that they will be worth comparatively nothing without it.

III. *Amiable Tempers must be cherished.*—The kindly dispositions in our families are not only desirable, but indispensable; there is no domestic happiness without them. One must be bland, courteous, and amiable to another. The law of kindness must be the rule—governing, moulding, harmonizing the family. There must be nothing hard, stern, or unyielding; but mutual concessions, mutual tenderness, mutual love.

IV. *Industrious Habits must be formed.*—Nothing is more essential. Unless active habits are cultivated, and cultivated from principle, no progress can be made in anything that is valuable; no respectability, intellectual, social, or moral, can be gained; no confidence on the part of others can be realized; no blessing from heaven can be vouchsafed.

V. *Mutual confidence must be reposed.*—There must be no jealousy, no undue caution, no distrust.

VI. *A continual desire for domestic tranquility must be cherished.*—What can be more desirable than peace in our dwellings?—that peace which is the result of love, which springs from mutual respect and forbearance, which is associated with principle, which is the consequence of the fear of God, which is identified with filial and unwavering trust in Him. A tranquil, happy home is the very emblem of heaven.

VII. *The parental character must be highly respected.*—There will be no domestic blessing without this. There will be no true dignity in the family without this. Parents must occupy their appropriate place; they are the heads of families, and they must be regarded as such. There must be no neglect; no disrespect must be shown them. Children must value and honour their parents, and thus have a blessing throughout life.

VIII. *Domestic order must be maintained.*—Order in families is essential to their peace, elevation, and progress. In our households everything should be done at the best time, as well as in the best manner. There should be rules to direct and govern, from which there should be no deviation, unless necessity compels.

IX. *The love of home must be fostered.*—There is no affection, when it is cherished from an early period, and from principle, which is stronger; and sure we are that there is no feeling which is more valuable and important. It is connected with a thousand endearments; it preserves from a thousand temptations; it is identified with the cultivation of the noblest principles and purest emotions; and it is inseparable from peace and happiness. In such a world as ours home should be the refuge from every danger; the spot where freedom is found from every care; the haven where tranquil waters are met with after the fiercest storm.

X. *Sympathy under domestic trials must be expressed.*—There must be no cold, no unfeeling heart displayed. Family difficulties will occur, family changes will be experienced; family sorrows will be endured; family bereavements will be undergone; and in these situations there must be sympathetic and tender emotions cherished. The parents must feel for the children, and the children for the

parents; brothers must be kind and compassionate towards their sisters in affliction; and sisters must endeavour to alleviate the sorrows and burdens of their brothers. Thus will support be administered under the heaviest pressure; consolation be afforded during painful illnesses and protracted calamities, and the benediction of heaven be graciously imparted.

XI. *Sincere prayer must be presented for each other.*—Parents, in this way especially, must remember their children, and children their parents. It is the best kind of remembrance—the most beautiful expression of love. There should be in the family circle the elevation of the heart to God, for His continual guidance, preservation, and blessing. Mutual prayer will cement mutual love, will alleviate mutual sorrows, will sweeten mutual mercies, will heighten and purify mutual joys.

XII. *The Family must look forward to a purer, brighter, nobler world than this*—a world where there shall be no ignorance to darken, no error to mislead, no infirmities to lament, no enemies to assail, no cares to harass, no sickness to endure, no changes to experience; but where all will be perfect bliss, unclouded light, and untold happiness for ever.

THE EDUCATION OF THE INDIANS OF ONTARIO.

In a paper prepared by Mr. Samuel Woods, M.A., for the Educational Exhibition at New Orleans, in 1884, he thus referred to the Education of the Indians in Ontario:

It shall now be my pleasing duty to indicate as clearly as possible what was the condition of Indian education in the various Provinces at the date of their entry into Confederation. The record is one of which any nation might well be proud, and the progress may be looked upon as phenomenal since the schools qualified to receive Government aid have increased from 41, with an attendance of 1,716 pupils, to 150 with 4,306 pupils. When such encouraging results have been achieved in seventeen years, are we not justified in concluding that the future, with the experience gained from the past, will show returns equally as gratifying?

Schools for Indians in Ontario.

When the first return of Indian schools was received from this Province in 1867-1868, there were found to be only 38 in active operation and qualified to receive the government grant. Now there are in all 69 schools, and the attendance has increased from 1,409 to 1,930. In all these there has been a very gratifying increase in secular knowledge, so much so that within late years the subjects of dictation, composition, drawing and French have been added, while in the industrial schools pupils are taught Algebra, Euclid, and in rare cases, Latin and Greek. Throughout the Province the schools are regularly inspected by the county inspectors, and reports upon their standing and progress are periodically received by the Department.

These Ontario schools take high rank, because our system of public school education is probably equal to, if not in advance of, any other country in the world, and in every progressive step made by these schools the Indians have shared. Our public school system dates from 1844; but I find in an old book published in that year, "Facts concerning the North American Indians and Hints for their Future Advancement," an account of the work done by some self-sacrificing Methodist ministers, which shows that even before our public school system came into being the problem of Indian education had been partly solved and the policy adopted by those old Christian Fathers

has found its latest development in the industrial schools now so actively supported in Ontario, British Columbia, and the Territories. I quote as follows:

"Another means of accelerating their improvement would be to establish schools for the instruction of the children and youth. Already we have schools on every mission station, which have done much good; but the thing to which I now refer is to establish schools of a superior order. Manual labour schools would be excellently adapted to their circumstances. . . . A portion of those annuities from each tribe might under the direction of the government agent be apportioned to their support. Perhaps a portion of their money could not be better, nor to themselves more advantageously expended. By methods of this nature, the Indian would be gradually and permanently advanced in the scale of civil society; his migratory habits and fondness for roaming would be cured, and an interesting class of our fellow men rescued from degradation."

It may be incidentally mentioned that in 1839 a report to Lord Glenelg, still in manuscript in the archives of the Indian department, prepared by the late Hon. Sir James Macaulay, recommends the opening of similar schools, so that when the industrial schools were first opened in Ontario we were but advancing along the line advocated by the old French Fathers, Sir James Macaulay, and the Wesleyan minister, Rev. Benjamin Slight, quoted above.

And so in this Province there are now four large industrial schools. The "Mohawk Institution" at Brantford is the oldest, and in it the pupils receive a thorough education, so much so that it is not unusual for them to enter the collegiate institutes and high schools side by side wtih the whites, and advance thence through the colleges of the Dominion, taking high rank in the classes there. And while attention is thus paid to mental training, many of the pupils are carefully instructed in industrial trades, such as shoemaking, tailoring, blacksmithing, plastering, carpentering, and printing. In Appendix B I have indicated the present condition of many of these pupils, from which it will be seen that the instruction afforded is bearing excellent fruit. A similar institution, called the "Mount Elgin Institute," exists in the Munceytown Reserve; here special care is devoted to the female department, which is by no means neglected at Brantford, and for $60 per annum any girl of Indian parentage can procure board, education, and careful training in household duties, such as washing, laundry work, knitting, sewing, spinning, cooking, and baking. The boys are trained similarly to those at the Mohawk Institute. The Mount Elgin Institute dates from 1867. At Sault Ste. Marie and at Wikwemikong on the north shore of Lake Huron, two similar institutions have been organized and set forth upon a prosperous career. The former, the "Shinwauk House," is under the charge of the Episcopal Church, and the latter of the Roman Catholic. The aim of all these Institutes is to train the Indian to give up his old ways, and to settle among his white brethren on equal terms and with equal advantages.

Indian Schools in Upper Canada, 1826-1831.

In 1826 the Methodist Conference established a Mission among the Indians at the Credit River, and appointed the Reverend Egerton Ryerson to take charge of it. The Mission included a School, of which the Missionary, (Reverend Egerton Ryerson,) had the oversight. In his Diary of February 16th, 1827, he writes:

The importance of fostering our School among the Indians, and encouraging the Teacher in this discouraging and very difficult task, cannot be overestimated. The Reverend William Case, thinking that I had some aptitude for teaching, wrote me a day or two ago, as follows:

Do you think the multitude of care and burden of the School does sometimes mar the patience of the Teacher? If so, you would do well to kindly offer to assist him

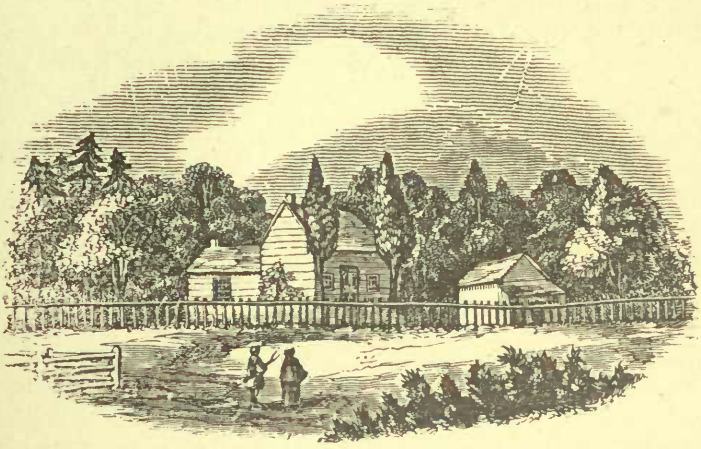
occasionally, when he is present, and so, by example as well as by occasional kind remarks, help him to correct any inadvertencies of taste. I know the burden of a Teacher in a large School; and a perpetual sameness in the same employment, especially in this business, is a tiresome task. I consider this School of vast importance, on several accounts, and especially considering the hopes to be entertained of several interesting youths there.

The Reverend Egerton Ryerson as a Teacher among the Credit Indians.

The Reverend Doctor Ryerson, in "*The Story of My Life,*" gives an account of his experience as a Missionary and a School Teacher among the Chippewa Indians at the River Credit, near Toronto, in 1826.

The Reverend William Ryerson, who was at the Credit Mission in March, (1827), says:

While there we visited the Schools. They have about forty pupils on the list, but there were only thirty present. The rest were absent making sugar. I am very certain I never saw the same order and attention to study in any school before. Their progress



Mission House at The Credit where the Rev. Egerton Ryerson resided, 1826.

in spelling, reading and writing is astonishing, but especially in writing, which certainly exceeds anything I ever saw. They are getting quite forward with their work. When I was there they were fencing the lots in the village in a very neat, substantial manner. On my arrival at the Mission I found Egerton, about half a mile from the village, stripped to the shirt and pantaloons, clearing land with between twelve and twenty of the little Indian boys, who were all engaged in chopping and picking up the brush. It was an interesting sight. Indeed, he told me that he spent an hour or more every morning and evening in this way, for the benefit of his own health and the improvement of the Indian children. He is almost worshipped by his people; and, I believe, under God, will be a great blessing to them.

In a letter written by Reverend William Case, from Hallowell, to the Reverend Egerton Ryerson, he thus speaks of the success of a School established by the Conference among the Indians. He says:

Last evening (10th March, 1828,) was exhibited the improvement of the Indian School at Grape Island; one boy, whose time at School amounted to about six months,

read well in the Testament. Several new tunes were well sung and had a fine effect. The whole performance was excellent. More than twenty names were given in to furnish provisions for the children of the school. These exhibitions have a good effect. They animate the children and the teachers, and afford a most gratifying opportunity to the friends of the Missions to witness that their benevolence is not in vain.

Shortly after this letter was written, the Reverend William Case went to New York, to solicit aid on behalf of the Indian Schools. He was accompanied by John Sunday and one or two other Indians. Writing from there, on the 19th April, 1828, to the Reverend Egerton Ryerson, he says:

We have attended meetings frequently, and visited a great number of Schools and other institutions, both literary and religious. This has a fine effect on our Indian brethren. The aid we are obtaining will assist us for the improvement of our Indian Schools. We have an especial view to the Indians of Rice Lake. Please look well to the School there, and to the comfort of the Teacher. The Indians should be encouraged to cultivate their islands. The most that we can do is to keep them at School, etc., and instruct them in their worldly concerns.

The Reverend William Case was anxious to re-open the School for Indian Girls at Grape Island. In writing from the Credit about it, he says:

When we gave up the Female School it was designed to revive it, and we had in view to employ one of the Miss Rolphs. If she can be obtained we shall be much gratified. We wish everything done that can be done to bring forward the children in every necessary improvement, especially at the most important stations, and the Credit is one of the most important.

The missionary efforts of these times were, in Upper Canada, as in later days, chiefly directed toward the Indians. These efforts were also put forth by the Church of England, and subsequently by other Churches. At a public meeting held in York, on the 29th of October, 1830, a Society was formed, under the presidency of the Bishop of Quebec, "for the converting and civilizing of the Indians of Upper Canada." In his address, on that occasion, the Bishop stated that the Reverend George Archibold had resided among the Indians on the north side of Lake Huron during the greater part of the summer, and at his departure had left them in care of Mr. James W. Cameron. Mr. Cameron was, in 1832, succeeded by Mr., (afterwards the late lamented and venerable Archdeacon), McMurray at Sault Ste. Marie. The Missionaries employed in 1831 were the Reverend J. O'Brian, (St. Clair), the Reverend Saltern Givens, (Bay of Quinté), and Mr. James W. Cameron, (LaCloche, Sault Ste. Marie, etc.)

Sir John Colborne, before leaving Upper Canada in 1836, called Lord Glenelg's attention to the fact of the projected establishment of the Indians of the Northern Shores of Lake Huron on the Great Manitoulin Island; and states that—

Captain Anderson, Indian Superintendent at Coldwater, together with a Missionary and School Master, will reside constantly at the Indian Station on the Manitoulin Island, and will endeavour to civilize the Tribes which may be attracted to place themselves under their charge.

Sir John Colborne further assures His Lordship—

That all the Indian Tribes in Canada are collected in Villages and that Schools are instituted for their benefit.

Captain Anderson, Superintendent of Indian Affairs, under date of 24th September, 1835, reports to His Excellency, Sir John Colborne, Lieutenant-Governor, that—

Reading and Writing, with a moderate knowledge of Arithmetic, is almost universal among the young people. School Houses, he says, are at Coldwater and the Narrows, (Lake Simcoe), and were built at the commencement of the Establishment, in 1830. Further, he says: The Indian wants instruction. He everywhere appreciates the superiority of the Whites in possessing the Arts of Reading and Writing. He earnestly begs for the benefits of Education.

The following is an extract from a letter of Lord Glenelg to the Earl of Gosford, Governor-General, dated the 14th day of January, 1836, respecting the Indians in the British North American Colonies:—

From the Reports in this Department, it appears that not only among the more civilized and settled Tribes, but even among those inhabiting the remote districts of Canada, a strong desire for knowledge has recently been evinced. In Upper Canada, Schools have been established by Societies and by private individuals and are said to be well attended.

These circumstances, combined with the general docility of the Indian Tribes, lead me to hope that a scheme of a more general nature would not fail of ultimate success. I cannot, of course, pretend to enter into the details of such a scheme; it is sufficient for me to impress upon you the readiness and the anxiety of His Majesty's Government to co-operate to the utmost of their power in its promotion. With this view they are prepared, should you think such a measure practicable, and, if the consent of the Indians can be obtained to it, to sanction at least a portion of the sums now expended in the purchase of stores and presents, to the erection of School Houses, the purchase of elementary Books, and the payment of resident School Masters, for the benefit of the Indian Tribes.

Downing Street, 14th January, 1836. Glenelg.

Among the first Missionary efforts, (apart from the labours of the early Jesuit and Franciscan Missionaries and by the New England Society,) put forth for the benefit of the Indian Tribes in Upper Canada, were those of the Church of England, and the Wesleyan Methodist Church. In the Life of the Reverend James Evans, (Methodist Missionary from 1830 to 1846), it is stated that "At the Conference held in July, 1821, the Reverends William Case, Henry Ryan, and three others, were appointed a Committee on Indian Affairs, and, in that year, an opening was effected for beginning Missionary and Educational work on a systematic plan."

In October, 1830, a Church of England "Society for Converting and Civilizing the Indians," etcetera, was formed at York. No Presbyterian Missions to the Indians of Upper Canada existed until in later years. Mr. McLean mentions that the Reverend William Case, to whom he refers, became the presiding genius of the Indian work in the Country. . . . and in caring for the manual training of the Indian youth.

Indian Manual Labour Schools at Alderville, 1836, 1837.

The Reverend Doctor Edward Barrass, of Toronto, has furnished me with the following information relating to the Manual Labour Schools at Alderville, near Rice Lake:—

In 1836-7 the late Reverend Doctor John Carroll writes that a Manual Labour School, upon a small scale, was started under the superintendency of the Reverend William Case. A young man, (afterwards the Reverend), Henry Wilkinson, who eventually became a minister with the Methodist New Connexion, was a Teacher in the said School. Mr. Case, in his "Jubilee Sermon," says: "Extensive brick buildings were erected at the above date, for the education of the children who were settled on the land at Rice Lake, assigned them by Sir John Colborne. The buildings consisted of comfortable dwelling houses, barns, cattle, farming tools, saw mill, etcetera, School House, Missionary and School Teacher. The buildings, cattle and mill were paid for out of the Indians' Annuitant fund . . . They set apart 200 acres of land as a farm for improving the scholars in the business of agriculture."

Mr. Case was accustomed to visit various Cities in the United States, on behalf of the Indian Missions, and soon after the School established at Alderville he took with him some of the children of the School whose singing always delighted the people. On one of these occasions, he exhibited the following articles which they had manufactured in two weeks, 172 axe handles, 6 scoop shovels, 57 ladles, 4 trays, 44 broom handles and 415 brooms. The Indians were highly commended for their industry, and some rewards were bestowed to stimulate them to greater diligence. *Playter's History of Methodism, in Canada,* 1862, *page* 343.

One of the boys, (Henry B. Steinhauer,) became distinguished. He accompanied Mr. Case in his journeys. A gentleman became greatly attached to him and educated him in the United States, and, I think, at the Victoria College. His kind benefactor gave him his name. He made rapid progress in knowledge, and when he died in 1885, he left behind him a Translation of the Old Testament, in the Cree language, from Job to Malachi, and the New Testament, from the Acts. He was a minister from 1851 to 1885. One of his sons is a Missionary and another a Teacher in the North West, both of whom studied at "Old Victoria." The Missionary is a graduate.

In connection with the foregoing experience of Indian life, their wants and circumstances, it is proper to give the Letter, written in 1838, by the Reverend Egerton Ryerson to Lord Glenelg, on the treatment of the Indians by Sir. F. B. Head. Doctor Ryerson thus refers to his communication and, in it, he speaks of his residence with the Chippewa, (or Ojibway,) Indians, at the Credit River in 1826-27:

In my letter to Lord Glenelg, of this date, I took up the subject of the treatment of the Indians by Sir F. B. Head. I said:—

I was the first stationed Missionary at the River Credit in 1826-7, and was permitted to be the first instrument of introducing Christianity among the Lake Simcoe tribes of Indians. I have eaten and slept in their wigwams; have toiled every day, month after month, in instructing them in religion, horticulture, agriculture, domestic economy, etcetera, I therefore, my Lord, claim to know something of the habits, and character of the "red men" of our Province, and the progress and effects of the "Christianizing and civilizing process" among them; and I can disinterestedly, and from much better opportunities of observation than Sir Francis boasts of . . . I assure your Lordship that every one of his statements, (in the sense in which he evidently wishes them to be understood,) is incorrect, except his description of the Manitoulin, and other Islands in Lake Huron, and his admission of the nobleness of the Indian heart, and the injury which he has sustained at the hands of the white man.

As specimens, and, to apprise your Lordship on one or two all important points, I will just refer to Sir F. B. Head's statement that the Indians readily consented to cede the Saugeen Territory, and to remove to the Manitoulin and other islands. I can now state upon the authority of the Reverend Joseph Stinson, (one of the Methodist Missionaries referred to by Sir Francis, as having been present on the occasion), that

the facts of Sir Francis' negotiations with the Indians on those subjects are substantially and in brief, as follows:—

Sir Francis wished the Indians to cede the whole of that Territory to him,—they declined,—he persuaded, and even threatened,—they were inflexible. They told him they could not live on those Islands, and that they would not go there; that they wanted lands that they could call their own, (secured to them), and have houses, and have their children learn to read, and live like the white man. The Council separated. About an hour or two after, Sir Francis called them together again, and renewed his proposals, persuasions and threats. The Indians refused. Sir Francis then proposed that if they would cede to him the Territory joining the Canada Company's Huron Tract, he would secure to them and their children the Territory north of Owen Sound and build them houses, etcetera, on it from the proceeds of the sale of the Territory adjoining the Canada Company's land. To this proposal the Indians did readily accede with tears in their eyes. Their hopes revived, and their countenances beamed with joy. This was what they wanted—land secured to them from which they could not be removed, and on which they would have help to build houses, and settle their families, and rest their bones.

KINGSTON, 9th of April, 1838. EGERTON RYERSON.

THE METHODIST CONFERENCE AND INDIAN MANUAL LABOUR SCHOOLS.

At a meeting of the Conference held in Toronto on the 14th-24th of June, 1837, one of the Questions proposed for the consideration of the Conference was the following:—

Question 15: What can be done more effectually to promote the religious education and general improvement of the Aboriginal Indian Youth of this Province?

A Minute was read from the Journal, of the Missionary District Meeting, recommending the erection of a Central Manual Labour School, for the benefit of the Aboriginal Indian Youth; when, after a careful and anxious consideration of the whole subject, it was:—

Resolved, 1. That the Conference feels the great importance of the proposed Establishment, more especially since the Indians themselves desire it; and that it be commenced as soon as possible.

Resolved, 2. That the Board of Upper Canada Academy be requested to direct their immediate attention to this deeply interesting and highly important undertaking, and devise such measures as they may judge expedient to carry it into effect.

The object of this Central Manual Labour School, is to provide for the religious, literary, mechanical and agricultural education of those Indian Youths whose parents may consent to place them within its walls, where a provision will be made for their maintenance. (*Extract from the Minutes of Conference*, 1824-1845.

CONDITION AND EDUCATION OF THE INDIANS OF UPPER CANADA, 1870.

From a graphic and interesting Report on the Condition and Education of the Indians of Upper Canada by Consul Blake to the State Department of Washington I make the following extract. The Consul says:—

Of all the Tribes of Indians in Canada, the Confederation known as the "Six Nations of the Grand River" are the most noted. Their historical celebrity began with the earliest explorations of the Hudson River, and their present advanced position also invests them with peculiar interest. They consist of portions of the kindred Nations

of the Mohawks, Senecas, Cayugas, Onondagas and Oneidas, who once inhabited the Valleys on the Rivers and Lakes of Central New York, including the Mohawk and Genesee; and were so powerful a confederacy that they not only overran the region afterward known as Upper Canada, but carried their wars far and wide into the Western Prairies.

These Indians residing on the Grand River, are the representatives and descendants of those aborigines of whom De Witt Clinton said they were peculiarly distinguished by "great attainments in polity, in negotiation, in eloquence, and in war." They form the organization, which eighty years before the American Revolution, held up their union as a political model to the English Colonies.

Every facility for obtaining information regarding them was cheerfully afforded by the courteous Canadian Visiting Superintendent, Mr. J. P. Gilkinson, and, in company with him, I visited their principal School, and was present at one of their Councils.

About a mile from the Town of Brantford we reached the Indian School House, established by the New England Society. It is pleasantly situated on a Farm comprising two hundred acres of fertile land. At the time of my visit the number of Children in attendance, including both sexes, was eighty-two. They are taught, fed, and clothed at the expense of the Society. None are admitted before the age of ten. The Writing of several was very good, and their Examinations in Spelling were highly creditable. There is no attempt to confer more than a plain English Education, but provision is made for consecutive advancements to Higher Schools if the proficiency attained seems to justify them. The Farmer of the establishment carefully instructs the Boys in the work of the Farm at all seasons of the year, taking a limited number with him into the Fields and Barns on all suitable occasions, and adopting specific work to each of them, subject to his inspection.

In addition to the common branches of Education, the Girls are instructed in the ordinary household work of the Farm, including Spinning and Sewing by hand and on the Machine.

It is unquestionable that the influence exerted by the School has had a very beneficial effect on the Farm and Homes of these Indians.

In this School two, or three, of the children were undistinguishable from whites. I inquired from their Teacher, who was a man of experience in other Schools, whether, in receiving instruction, there was any appreciable difference between the children of the two races. He thought that, of the two, the Indians were the quickest.

Here no attempt is now made to teach the Mechanical Arts, although at one time this was done. The project was not abandoned because the Indian youths manifested an insufficient aptitude for such requirements. They preferred the independent life of Farmers to that of confined and systematic Mechanics.

The same remarkable "New England Society" already advanced in the third century of its benevolent and useful labours, maintains eight Schools among the Indians of the Six Nations, besides two more Schools, in other parts of Ontario. It is a close Corporation, and in some respects little is known of it. By an ordinance issued in 1649, during the time of the British Commonwealth, it was constituted a Corporation under the name of "The President and Society for the Propagation of the Gospel in New England." Under the same authority "general collections were made in all the Counties, Cities, Towns and Parishes in England and Wales," and lands were purchased with the money so collected. On the Restoration, the objects of the Company were declared to be not confined to New England, but to extend also to "the parts adjacent in America."

The Charter states the purpose of the Society to be "for the further propagation of the Gospel of Jesus Christ amongst the heathen natives in, or near, New England, and the parts adjacent in America, and for the better civilizing, educating and instructing of the said heathen Natives in learning and the knowledge of the true and only

God, and in the Protestant Religion already owned and publicly professed by many of them.

Not far from the chief School established by this Company, rises the spire of a neat and quaint little Church, the oldest sacred edifice in the Province of Ontario. It was built by Captain Brant and his brother Indians, who brought with them from the Mohawk Valley, a large Bible, and a set of silver Communion Plate, presented to them by "the good Queen Anne," and yet cherished as inalienable mementoes by the Nation. The Bell which called them to Christian Worship in the Wilderness of the Mohawk Valley is yet retained for similar purposes on the Grand River.

The Council House of the Six Nations is a new and commodious Building, about twelve miles from Brantford. In the proceedings held within it many of the old observances are yet retained. The chieftaincies, at the times of peace, have been hereditary through the female line, but inherited not by the Son of the Chief, but the Son, or nominee, of his Daughter. The ancient office of Council Fire-keeper is also continued. "The act and the symbol of the act were both in his hands. He summoned the Chief and actually lit the sacred Fire at whose blaze their Pipes were lighted."

I found about sixty of the Tribes present. In dress, cleanliness, intelligence, and other marks of condition and character, the assemblage was at least equal to that of an ordinary Town Meeting in a good agricultural region. Two old Chiefs wore gaily coloured handkerchiefs as Turbans, and had loose Coats with Sashes, but there were no other approaches to Indian Costume.

The proceedings were in the language of the Six Nations, but an able Interpreter officiated when necessary.

The ancient and admirable characteristics of Indians in Council yet prevail. Even when highly educated, our own race seldom attains the absolutely unembarrassed fluency of language, the self-possessed and easy intonations and gestures, and the quiet and dignified courtesy which distinguished the speakers.

Having been informed of my object in visiting them, they appointed one of their number to address me. He did so through an Interpreter, with equal ease, tact, and courtesy, and expressed the most friendly feelings, and a readiness to afford whatever information I might desire. When I had said a few words in reply he commended me and my Countrymen to the care of the Great Spirit, and gave me to understand that he was deputed on behalf of the assembled Chiefs to shake hands with me. He did so, gracefully and cordially, apparently unconscious that the precedent might be advantageously adopted by assemblages more numerous and important.

Indian Missions in the North-West.

The following sketch is from the pen of Reverend E. R. Young:—

Norway House is the oldest Indian Mission in the North-west. It was founded, or commenced, in the year 1840, by the Rev. James Evans.

Norway House is situated on a little lake about twenty miles north of the northern end of Lake Winnipeg. The Indian Mission is at the Village of Rossville, about two and one-half miles from the large fort of the Hudson's Bay Company, which is called Norway House.

The Indian Village is composed of about fifty houses, which are very comfortable, and a vast improvement on the poor little bark wigwams, or tents, in which the poor Indians used to shiver throughout the long, cold winters of that northern land. The distance of this Mission from the City of Winnipeg is nearly four hundred miles—due north. The nearest Mission to it, until lately, was Oxford House, which is two hundred miles away.

James Evans, the first missionary at Norway House, was one of the most successful missionaries the world ever saw. By his labours hundreds of the poor pagan Indians were induced to give up their wicked, foolish heathenism, and to accept Christ as their

Saviour. He succeeded in getting them to build houses and commence to cultivate the land. He had built for them a School House and Church, in which the children could be educated, and all of them taught about Jesus. He invented a wonderful new alphabet, called the Syllabic characters, which is such a grand thing for the poor Indians that Lord Dufferin once said to me, after I had explained it to him, and showed him how by the use of it Indians could learn to read God's Word in a few days, "It is one of the most wonderful things I ever saw. We have honoured many a man with a title and a pension, and then with a resting place in Westminster Abbey, who never did half as much good." "That is very true, my lord," I replied. "How is it, Mr. Young," he asked, "that I have never heard of this Mr. Evans before?" My answer was "Perhaps it was because he was a humble Methodist preacher." Mr. Evans carved out his first types with his pocket knife; used birch bark as his first paper; made his ink out of the soot of the chimney, and manufactured his own printing press.

For six years Mr. Evans laboured and toiled in the great North-west—making Norway House his home. He used to go off on long journeys among the pagan bands of Indians, preaching to them of Jesus and His love. He would often be away from home for months, and in that time would travel thousands of miles. He went home to England on a visit made in behalf of the Indian Missions. He attended a large number of Missionary meetings, and created a great deal of sympathy for the poor red men of our country. After attending a geat meeting, he died suddenly at Keelby, in Lincolnshire, England, Nov. 23rd, 1846, aged 46 years.

The old Indians have hardly ceased mourning for him. He led them to Christ in hundreds, and was, without exception, the grandest and most successful of all our Indian missionaries.

After Mr. Evans' death those Indians of that far-off land were not looked after so well as could have been desired, for several years; but in the year 1854 a party of missionaries set out from Ontario to that far-off country. Rev. Thomas Hurlburt was appointed to Norway House. He remained there three years, and was followed by Rev. Robert Brooking, who came up from Oxford House Mission. Mr. Brooking was followed by Rev. George M'Dougall, who after remaining at Norway House for four years went off to the great Saskatchewan to commence our mission there. He was succeeded by the Rev. Charles Stringfellow, who gave eleven years of faithful service to our Church at Oxford and Norway House Missions. He was succeeded by Rev. E. R. Young, Rev. J. H. Ruttan, and Rev. Orrin German, who is now the resident Missionary at this our finest and most successful Indian Mission.

Before a large number of the Indians emigrated from Norway House to establish a new home and mission for themselves at Fisher River, we had about a thousand of them who had renounced paganism and were called Christians. About four hundred of them met regularly in class, and professed to be conscious of the blessed truth that God, for Christ's sake, had pardoned their sins. We have a fine large Church and school house there, and Mr. Orrin German, the present missionary, is able to talk to them in their own language. He is doing a good work among them, and with his devoted and talented wife we hope will long be spared to labour among a people so interesting and at a place which must yet be of much importance.

Increased Grant for Indian Schools.

An agreement regarding the maintenance of Indian boarding schools has been unanimously arrived at between the Department of Indian Affairs at Ottawa and the four churches engaged in educational work among the Indians of Canada.

According to the estimates tentatively submitted under the new arrangements the Government appropriates $285,000 towards the maintenance of the boarding schools conducted under the auspices of the Methodist, Presbyterian, Anglican

and Roman Catholic Churches of Canada throughout the provinces of Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

"Realizing the importance of the educational work being done by the boarding schools, and the serious burden that the support of these schools is upon the various Churches," reads the statement, "the Government concluded, and the Conference agreed, that it would be wise to substantially increase the grant per head to boarding schools conducted under Church auspices, but in doing this it was necessary that the unbusiness-like lack of arrangement whereby the Government repaired and added to mission buildings and met deficiencies should cease."

The draft of the contract embodies the conditions upon which the increased grant will be paid. These conditions require that the school buildings shall be sanitary and that the school management shall be such as will conduce to the physical, moral and mental well-being of the children. It is recognized that the standard of comfort and sanitation is much higher to-day than it was twenty years ago, and that the condition of the Indian children is such that they should have the benefit of the best sanitary improvements. Therefore, the maximum grant is given where the Church erects a building at its own cost that will meet specific modern conditions. The minimum grant is given where the buildings erected by the Church do not provide modern improvements. In case the Government erects a building it is intended that it shall conform in all respects to modern ideas, but in that case the capital charge having been borne by the Government, the Church can only receive the minimum grant.

For the purpose of deciding upon a proper geographical division of the boarding schools to receive the maximum and minimum of the new scale of payment—$80 and $100, and $100 and $125—they are divided into eastern, northern and western divisions. The eastern division ($80 and $100) includes all the schools in Ontario except Albany, Moose Factory, Fort Frances, Rat Portage and Cecilia Jeffrey. The northern division ($125) includes the following schools, which are located 200 miles or more from a railway: Albany, Moose Factory, Lac la Plonge, Lac la Ronge, Whitefish Lake, Lesser Slave Lake, Sturgeon Lake, Fort Chipewyan, Lake Wabiscow, R. C., Lake Wabiscow, C. of E., Fort Resolution, Fort Vermilion, Hay River and Port Providence. The western division ($100 and $125) includes all the other boarding schools in Manitoba, North-West Territories, Saskatchewan, Alberta and British Columbia, and including the three Ontario boarding schools mentioned above—Fort Frances, Rat Portage and Cecilia Jeffrey.

By the terms of the contract the churches undertake: —

To provide at the said school, teachers and officers qualified to give the pupils religious instruction at proper times; to instruct the male pupils in gardening, farming and care of stock, or such other industries as are suitable to their local requirements; to instruct the female pupils in cooking, laundry work, needlework, general housewifery and dairy work, where such dairy work can be carried on; to teach all the pupils in the ordinary branches of an English education; to teach calisthenics, physical drill and fire drill; to teach the effects of alcoholic drinks and narcotics on the human system, and how to live in a healthy manner; to instruct the older advanced pupils in the duties and privileges of British citizenship, explaining to them the fundamental principles of the Government of Canada, and to train them in such knowledge and appreciation of Canada as will inspire them with respect and affection for our country and its laws.

By the apportionment, the Roman Catholic Church will receive $165,905, the Anglican Church $61,350, the Presbyterian Church $34,250, and the Methodist $23,500.

THE EDUCATION OF COLOURED CHILDREN.

Rights of Coloured Children to Attend the Common Schools.

A petition from the coloured people of Hamilton to the Governor General was referred to Mr. Murray for his report thereon. He, therefore, addressed the following Letter to the then Head of the Municipality, asking for information on the subject. He said: —

A Petition from the coloured inhabitants of Hamilton, addressed to His Excellency the Governor General, stating that they pay the taxes and assessments, and that their children are denied admission into any of the free Common Schools of the Town, and praying for the privilege of having their children admitted to these Schools. I have been instructed to report on the subject, for the information of the Governor General.

I write you, therefore, for information on the following points, videlicet:—

First, The probable number of coloured children in Hamilton between five and sixteen years of age.

Secondly, The state of feeling which prevails regarding their admission to the Common Schools.

Thirdly, The religious body, or bodies, to which in general they belong.

Fourthly, The measures which the Board of Police have adopted, or would recommend to be adopted, to afford these children the means of education.

Fifthly, Has the Board of Police collected the School assessment?

Kingston, 19th October, 1843. Robert Murray.

The following reply was sent to Mr. Murray: —

I am favoured with your letter, respecting the Petition of the coloured inhabitants of this Town upon the subject of their exclusion from the benefits of the established Common Schools. . . . Illness and absence have prevented me from giving an answer to your several queries.

I have lately directed my attention to the proper quarter for information, and now beg to give you the result of my enquiries.

First, There appears to be about twenty coloured children in Hamilton, within the ages of five and sixteen years.

Secondly, I regret to say that there is a strong prejudice existing amongst the lower orders of the whites against the coloured people. The several Teachers, as well as others acquainted with the extent of this prejudice, fear that if coloured children are admitted into the Schools, the parents of the greater part of the white children will take them away.

Thirdly, The coloured population belong chiefly to the Methodist and Baptist persuasions.

Fourthly, The Board of Police are unanimous in their opinion, that whatever may be the state of feeling at present with respect to the admission of the coloured children into the same School with the white, it would not be advisable to yield to it, but that the law ought to be enforced without distinction of colour. They think that if a firm stand be taken at first, the prejudice will soon give way.

George S. Tiffany,

Hamilton, 9th November, 1843. *President of the Board of Police Commissioners.*

Promotion of the Education of Coloured Children.

At the recent Conference of the British Methodist Episcopal [Coloured] Church at Hamilton, the Committee on Education made the following report:—

Your Committee appointed on Education, beg to report that we have carefully considered the educational interests of our people at large, and can say, unhesitatingly, that, as far as we can learn, the young and rising generations in the Province have made rapid progress in point of education and general knowledge. But there yet remains ample room for improvement. It has been practically demonstrated that moral and intellectual improvement must go hand in hand with wealth to establish the greatness and insure the advancement and success of any church or people. We thank our Heavenly Father for the liberty and British equality that the law guarantees to us as a people, irrespective of the clime in which we were born, or the hue of our skin; but we are far from sympathizing with those administrators of law who have it in their power to educate or see to the education of our children in the same branches of knowledge and science that are taught to their own children. It is needless to disguise the fact that coloured people in the School Sections and Municipalities of Chatham, Windsor, Colchester, Buxton, Dresden, and St. Catharines, are not privileged to enter the Grammar Schools, and even the Common Schools. In Hamilton, Toronto, London, and all other places that we know of in the Dominion Provinces, it is, however, quite different. They are received in the Common and Grammar Schools, Academies, and Colleges, without distinction. The result of the latter has been quite favourable, for many coloured ladies and gentlemen have in the latter places received a good education, and have gone to parts of the United States, and are acquitting themselves as teachers, among the freedmen and others, in a manner that reflects great credit both to themselves and to their educators. We believe that the system of Education in British America stands unsurpassed on the American continent. All we ask for is that the governments, general and local, throw open the doors of the Common and Grammar Schools—where they are closed against us—to our children, the existence of separate schools notwithstanding.—We recommend our people, who are suffering under those very unfavourable circumstances, to lay their grievances before the local Legislatures, or the Councils, or some place where they may effect the opening required. And if their grievances are not heard, we recommend them to contend manfully at the polls and other places where their power can be felt. A noble contention for human rights, relying upon the strength of Israel's God, must inevitably succeed. We furthermore recommend, as our connection has been trying, to establish an institution of learning in the County of Kent, vicinity of Chatham, on the Manual-labour system, known as the Nazrey Institute, for the benefit of our Coloured youth and ministry, that we not only feel it to be our duty to raise all the funds we can to support the said Institution, but that we ask the Government for funds, as other religious denominations have done; for it is quite evident that we, as a Religious body of British subjects. believe it to be our duty to defend the Government, as is expressed by our 23rd Article of Religion, in our book of Discipline, and consequently we are as much entitled to Government aid in our Educational Institutions as other Institutions in the Dominion.

Subsequently this Church had an Act passed to promote the Education of the Coloured Children in (and under the designation of) the Nazrey Institute, which received the Royal Assent on the 24th of December, 1869. The Act stated that

Whereas the Ministers and Members of the British Methodist Episcopal Church in Canada and others, have long laboured in those portions of Her Majesty's North American possessions known as the Dominion of Canada, for the Education and spiritual welfare of their people therein; and it is deemed expedient to institute a

system of Education and instruction whereby the Youth of the Country may be liberally taught; and Whereas application hath been made to incorporate the Nazrey Institute, in order to promote the above-named objects, and it is desired that the said School should be conducted on industrial plans: Therefore, Her Majesty, by and with the advice and consent of the Lgislative Assembly of the Province of Ontario, enacts as follows, etcetera.

In 1872 another Institute with a similar object was established, and received the Royal Assent on the 4th of May, 1859.

Whereas a Charitable Association has for some time past existed in this Province, under the name of "The Provincial Association for the Education and Elevation of the Coloured People of Canada," having for its object the Education of the Coloured youth of this Province, and their training and preparation for the active duties of life; and whereas, it is expedient to incorporate the said Association with the usual powers of bodies incorporated for like purposes: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Whereas it has been represented to the Legislature of this Province that about the year One thousand eight hundred and forty-one, there was established in the County of Kent an Educational Institute called the British and American Institute; certain of the Trustees of this Institute having died the remaining Trustees petitioned for an Act of Incorporation, and it would tend greatly to advance and extend the usefulness of the Institution that it should be incorporated;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. There shall be, and there is hereby constituted and established, in the County of Kent, in the Province of Ontario, a body politic and corporate under the name of "The Wilberforce Educational Institute," which shall be an Institution of learning for the purpose of affording the means of a moral, mental and physical education to the Coloured population of Canada, not excluding white persons and Indians.

The Wilberforce Educational Institute of Chatham.

The Wilberforce Educational Institute of Chatham for the higher Education of Coloured children, a pretty, two-storey brick building, was erected on the corner of King and Prince Streets in 1887. The institute was first established in Dresden in 1840 and afterwards removed to Chatham. It is kept up by proceeds of a bequest ($36,000 invested funds) for that purpose, but there is practically no attendance now, although the Teachers are still paid. The Institute was incorporated March 2nd, 1872. It was first established in Dresden in 1840, as the "British North American Institute," and then, when it was removed to Chatham in 1872, it was united with the "Nazrey Institute," and the name of *Wilberforce Institute* was then given it. These Institutes were established through the generosity of philanthropists who sympathized with the runaway Slaves, and who desired that the means of an elementary and higher education be placed within their reach. The name of the noted William Wilberforce indicates the sentiment that actuated the first movers in this matter.

While the coloured children here have now the advantage of the Collegiate Institute, yet the expenses are still being paid to the Wilberforce Trustees, and the School is still kept up, although there are very few children to attend it. The Nazrey Institute was a similar School, named after Bishop Nazrey, a Coloured man who held that dignity in the "African Methodist Episcopal Church."

Chatham, February 8th, 1910. W. H. G. Colles, *Inspector.*

In 1873 the Nazrey Institute and the Wilberforce Institute were united by Act of the Legislature, and received the Royal Assent on the 29th of March, 1873.

Whereas the Nazrey Institute and the Wilberforce Educational Institute have petitioned for an Act of Amalgamation, and it is advisable to grant the same; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows, etcetera.

A DOMINION BUREAU OF EDUCATION OF CANADA.

Soon after the Confederation of the Provinces in 1867, the question was discussed by provincial educationists in some of the Provinces whether it would be a desirable thing to have a Dominion Bureau of Education, Ottawa, like that of the National Bureau of Education at Washington, for the year's publication in a condensed form of information as to the state and progress of Education in the various Provinces of the Dominion. Those who strongly favoured the establishment of such a Bureau at Ottawa did so for two important reasons. First, that it would act as a stimulus to each of the Provinces not to let their progress fall behind that of any of the other Provinces, and secondly, the details of information given from the several Provinces would be, in many cases, of special interest and value as suggestions to the leaders of Education in this Province. Those who were opposed to the scheme agreed that it might lead to an interference with the Educational rights, authority and local privileges of the Provinces.

Our American neighbors became fully alive years ago to the evils of the fluctuating and uncertain character of the prevailing system of educational administration in vogue amongst them. They saw that new and officially untrained men, of merely local experience and knowledge, were constantly being elected to take charge of the administrative department of the schools of a State. Such men were often able educators, but by no means experienced educationists, or masters of systems of education. The American people, shrewd and practical as they are, felt the absolute necessity, therefore, of furnishing such men and the vast army of their educationists and their education all over the World. With this object in view, they established a central observatory or Bureau of Education at Washington. I need hardly say how ably the work of this Bureau was systematized and most efficiently performed under the direction of the Honourable John Eaton, Commissioner of Education. His successive reports and periodical circulars of information are mines of educational wealth. Their fullness and comprehensiveness have been a marvel. They have aroused and stimulated educational workers everywhere. They are largely welcomed, and are highly prized in these Provinces and elsewhere, as suggestive, and as invaluable storehouses of information, and of the practical details of education all over the world. They have, therefore, largely supplied the place of personal inquiry in research, and yet have greatly stimulated both.

In 1867, the year of our own Confederation, The Bureau of Education of the United States was organized under the commissionership of Doctor Henry Barnard, as a sub-department of the Department of the Interior.

The Memorial presented by the Educationists of the United States resulting in the establishment of the organization of the Washington Bureau well sets forth what a Bureau of Ottawa might be expected to accomplish. It is as follows:

"By securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures;

"By bringing together the results of school systems in different communities, states and countries, and determining their comparative value;

"By collecting the results of all important experiments in new special methods of school instruction and management, and making them the common property of school officers and teachers throughout the country;

"Information Respecting Differing Provincial School Laws.

"By diffusing among the people information respecting the school laws of the different States, the different classes of school officers and their relative duties, the various modes of their examination, and the agencies provided for their special training, the best methods of classifying and grading schools, improved plans of schoolhouses, together with modes of heating and ventilation, etc.—information now obtained by a few persons and at great expense, but which is of the highest value to all entrusted with the management of schools;

"By aiding committees and States in the organization of school systems in which mischievous errors and well-tried improvements be included;

"By a general diffusion of correct ideas respecting the value of education as a quickener of intellectual activities, as a moral renovator, as a multiplier of industry, and a consequent producer of wealth, and, finally, as a strength and shield of civil liberty."

What an Educational Bureau at Ottawa Might Accomplish.

It has been estimated that such a Bureau at Ottawa would have much the same effect as that exercised by the Washington Bureau.

That it would prove a potent means for providing, vitalizing, and co-ordinating the various school systems in the Dominion, and bring about an interblending of educational influences that would lead us nearer to being one country, one people.

It is also claimed that such a Bureau would lend, as in the United States, to secure high Industrial effects in Science and Art and thereby materially increase the prosperity of the Country.

That such a Bureau would also have the definite function of collecting all documents referring to educational developments in any part of Canada, and the preparation of historical memoranda connected therewith, so as to render it available for use in the several Provinces of the Dominion.

That such a Bureau would supervise the issuing of an Annual Report containing a comparative statement of the School Statistics of the various Provinces, and referring to the prominent educational movements in the various sections of the country.

That a sub-department would also be expected to supervise the preparation of a compendium of the great educational movements in other Countries and offer suggestions as to the adoption of the best means or measures based upon the experiments made in these Countries.

The Best Modes of Doing Things Would be Specially Illustrated.

By judicious steps such a department would also see to the diffusion among the people of all the Provinces information respecting the School Laws of the

different Provinces, the classes of school officers and their respective duties; the various modes of providing and disbursing school funds; the qualifications of teachers and the best modes of training and examining such; the most improved methods of imparting instruction as well as organizing, classifying and grading Schools; the collecting of plans for the Building of commodious and well-ventilated School Houses; and the taking cognizance of any educational activity that might lead to a better insight into school work in all its phases.

In his "Special Report on Systems of Popular Education in Europe and the United States," written in 1868, Doctor Ryerson referred deprecatingly to the fact that our so-called "national" system of education in Ontario, administered by him, was without education identity, or unity, with that of any other Province, although he had, years before, suggested certain features of the Nova Scotian School System. And, in his report, he expressed regret that, in this matter, we had imitated, rather than had been warned by, the examples of ancient and modern confederations. Certain apposite remarks which had been made by able American Writers on this subject he then quoted, in substance as follows:

> So long as the education of our children is conducted under the laws of separate, individual States, without any homogenousness in the methods adopted for their management, we shall lack a most important auxiliary to a true nationality. . . .It is quite impossible (the writer said) to secure that uniformity of method, or thoroughness of administration, or strictness of responsibility, under such a disjointed system. The whole work (the writer held) would be fragmentary and unmethodical, each State having a different standard, grade, or measure of School Culture, subject to no harmonizing influence from outside.

True as these remarks were, applied to the State systems of our neighbours, we have in Canada more diverse systems, or local educational influences, or agencies, than existed in the United States years ago, when the words which I have quoted were written. We have, therefore, the greater need for some central advisory or consultive authority, which, without interference with local affairs, would unify our aims and harmonize our plans and purposes.

No one felt more the need of some authoritative source from which a thorough knowledge of diverse schemes and systems of education could be obtained than did Doctor Ryerson; and in order to acquire that practical knowledge of them, so desirable, he devoted a year, after his appointment, in 1844, to visit the educating countries in Europe and many of the States in the neighbouring Union. He was ever on the "watch tower" of observation for this purpose, besides making other European and American educational tours, with the same object in view. He thus became the most practical and able educationist of his day. He strongly advocated the adoption of means which would secure a "general harmony" in the national scholastic system, and the establishment of a central bureau, which, without attempting any interference in local administration, the bureau would be the means of supplying abundant and reliable information to each Province on the subject or systems and schemes of education elsewhere, but also, by intercourse and intercommunication, to secure a general harmony of aim and purpose, and that, further, without attempting any interference in local administration, the Bureau would be the means of keeping up an active, yet intercolonial rivalry; and thus, on Dominion and National lines, to build up the confederacy, and to stimulate and encourage the efforts made in each Province for the promotion of substantial educational progress, combined with efficiency and economy."

In replying to *The Mail and Empire* on this subject I stated that:

This is by no means an original question. It was one made by the late Reverend Doctor Ryerson to Sir John Macdonald at the time when Confederation was being practically considered, and when the Americans were moving in the matter, more with a view of being the means, as with them, of diffusing educational information, and, incidentally, of neutralizing in some degree the effect of local political discussion and disagreement on so delicate a subject as education. The arguments in favour of providing a purely Provincial System—without a Central Information Bureau—prevailed, with the safeguard then agreed to and embodied in the Confederation Act in regard to education. The Dominion scheme, it was thought, would follow in due time, as the number of diverse Provincial systems of education increased

In connection with an investigation which the *Star* Newspaper, of Montreal, recently made regarding the state of education in the Eastern Townships of the Province of Quebec, it was a frequent observation made by Teachers and others to the *Star's* Commissioner, that a National or Central Bureau of Education for Canada would be an excellent thing in the interests of a broad and progressive Educational System for this country.

It was represented that the time was now ripe for the information of such an organization, and in all probability incalculable benefits would be the result. It was pointed out that the matter had now become a practical question and that such a Bureau would best serve the educational interests of a country rapidly growing nationwards.

Stimulate Intellectual Activity.

Besides being an agency for the diffusion of correct ideas respecting the value of education as a quickener of a national intellectual activity, such a Bureau would have suggestions to make in regard to the educational processes to be adopted to secure the higher industrial effects in science and Art, without which there can be no full advancement or permanency in the manufacturing industries of the country.

Through the influence of the Minister, under whose supervision such a sub-department might be placed, and from the public utterances at conventions and educational gatherings of the officers who have its affairs immediately under their control, such a Bureau would tend to promote a wholesome and general knowledge of education as a subject intimately mixed up with the industrial, intellectual, and moral advancement of the whole people.

It is interesting to know that the result in the United States has been the interblending of educational influences and how it has brought about the nearest possible approach to "one country and one educational prestige" the United States is ever likely to see. Dr. J. M. Harper, M.A., Ph.D., Inspector of Superior Schools in the Province of Quebec, in an Address on the subject, thus describes the working of the National Bureau of Education at Washington, in its relations to the various State Governments:—

"The relationship between the Washington Government and the various State Governments is not altogether identical with the relationship between the Ottawa Government and the various Provincial Governments. In the matter of education there are many differences, for the Federal Government has more than once come to the direct assistance of the schools of the various States in more ways than one. For instance, in 1876 the Government at Washington distributed forty-two millions of

dollars among schools of the various States then existing, while no less than ten millions of acres of land have been apportioned in behalf of education; and large sums spent on the schools for the coloured population of the South, for the Indian Schools, and towards the educational development of Alaska. Our own Dominion Government has not been altogether behindhand in making provisions of a kindred character, especially for the education of the Indian.

A Movement towards a Uniform School System in the Prairie Provinces.

In a special despatch to *The Globe* from Winnipeg, it is stated that negotiations towards having a uniform system of Normal School training in the three Prairie Provinces are progressing most favorably, and it is expected that before long certificated Teachers may accept engagements anywhere in Manitoba, Saskatchewan, or Alberta, without restriction.

THE REVEREND DOCTOR RYERSON'S APPOINTMENT AND ADMINISTRATION, 1844-1876.

Note.—On the passage of the General School Act of 1841, which applied alike to Lower, as to Upper, Canada, the Reverend Robert Murray, M.A., was, in 1842, appointed as Assistant Superintendent of Education for Upper Canada. After an incumbency of two years he became Professor of Mathematics in the University of Toronto, and was, in 1844, succeeded by the Reverend Doctor Ryerson, the particulars of whose appointment I have given in detail on pages 155-159 of the first Volume of this Series.

In the *Canada Gazette* of May, 1842, the following announcement was made:

Secretary's Office, Kingston, 11th of May, 1842.

His Excellency the Governor-General has been pleased to make the following appointments:—

The Honourable Robert Sympson Jameson, Vice-Chancellor, to be Superintendent of Education, under the Provincial Act, 4th and 5th Victoria, Chapter 18.

The Reverend Robert Murray and Jean Baptiste Meilleur, Esquire, to be Assistant Superintendents of Education for Western and Eastern Canada, respectively.

By command,

S. B. Harrison, *Provincial Secretary.*

Had the Governor-General, Lord Sydenham, not met with the fatal accident (by a fall from his horse) which terminated his life, in September, 1841, the Reverend Doctor Ryerson would, without doubt, as I have shown in "The Story of his Life," have been appointed in that year. Mr. Murray, who was neighbor and friend of the Honourable S. B. Harrison, of Bronte, near Oakville, then Provincial Secretary, and having charge of Education, was nominated by him, and received his appointment from Lord Sydenham's Successor, Sir Charles Bagot.

The Honourable Sir Francis Hincks, in the "Reminiscences of his Public Life," thus narrates the circumstances connected with the appointment of Reverend Doctor Ryerson as Assistant Superintendent of Education:—

After an incumbency of rather more than two years, the Reverend Robert Murray, M.A., accepted the Professorship of Mathematics in the University of Toronto, owing to his feeling the anomalousness of his position, and his inability to establish a System of Public School Education in Upper Canada.

In 1844, Mr. Murray was therefore, made Professor of Mathematics in the University of King's College, and the Reverend Doctor Ryerson was appointed as Superintendent of Schools in his place. The announcement of this appointment appeared in the *Canada Gazette* of October the 18th, 1844, as follows:—

His Excellency the Governor-General has been pleased to appoint:—

The Reverend Egerton Ryerson, D.D., to be Assistant Superintendent of Education for that part of the province formerly Upper Canada, in place of the Reverend Robert Murray, appointed a Professor in the University of King's College, and all communications connected with the Education Office for Upper Canada are to be addressed to him at Cobourg.

Doctor Ryerson was notified of the appointment by Letter in September, 1844, but was not gazetted until the 18th of the next month. It was my good fortune to be associated with him from the time of his appointment in 1844 until he retired from office in 1876—he having in the meantime received permission to engage me as his Assistant in the Education Office.*

THE REVEREND DOCTOR RYERSON'S MORE NOTED OFFICIAL PAPERS AND DOCUMENTS, ISSUED BY HIM DURING HIS THIRTY-TWO YEARS' ADMINISTRATION OF THE EDUCATION DEPARTMENT OF ONTARIO, 1844-1876.

Doctor Ryerson's Educational Visit to Europe in 1844-1845.

On the 28th of September, 1844, the Reverend Doctor Ryerson was appointed, by the Governor-General, Superintendent of Education for Upper Canada. In October he applied for leave of absence, so as to visit the United States and Europe, with a view to form an "acquaintance with the American School Systems and to examine the Educational Systems of the most enlightened Nations of Europe, from the Primary Schools up to the Universities." On his leave of absence being granted he left Canada on his tour of inquiry on the 31st of October, 1844. On arriving in England he presented to Lord Stanley, Colonial Secretary, Sir Charles Metcalfe's Letter of introduction, written to him by Sir Charles' Secretary as follows:—

I have the pleasure to enclose a Letter of introduction from His Excellency, Sir Charles Metcalfe, to Lord Stanley, the Secretary of State for the Colonies, and Letters to old friends of his; also mine to Mr. (afterwards Sir) Charles Trevelyan, of the Treasury, and to Mr. Mangles, M.P.; one, or both, may be the means of being of service to you.

Montreal, 29th of October, 1844. J. M. Higginson.

And he afterwards addressed to Lord Stanley the following Letter:—

The great kindness and cordiality with which you (in the interview I was yesterday honoured with by Your Lordship) proposed to further the great objects of my visit to this Country, induce me to believe that it is due, and will be acceptable to Your Lord-

* In a Letter to Doctor Ryerson from Mr. Hopkirk, the Assistant Secretary, West, dated the 11th of August, 1846, this recommendation was approved, as follows: "I am to acquaint you, in reply to your Letter of the 3rd instant, that His Excellency has been pleased to approve of Mr. Hodgins' appointment, and to authorize him to enter on the duties of his office accordingly." See page 160 of the first volume of this series.

ship, to be furnished with the Official Correspondence, which has taken place between the Governor-General of Canada and myself, relative to the objects of my appointment and my visit to Europe. I have the honour, therefore, to enclose a copy of that Correspondence which, after you shall have glanced through it, I will be much obliged to have returned to me.

Your Lordship will perceive that I have provided for the performance of my duties during my absence from Canada, and also for the expense of my visit to this Country, without any additional cost to that Province.

By the Upper Canadian School Law of 1843, the Secretary of the Province is, *ex officio*, the Chief Superintendent of Education,—with an Assistant Superintendent for each section of the Province. But the Provincial Secretary takes no part in the duties of either Education Office, and each Assistant Superintendent is considered, and is generally termed, the Superintendent of the Education Department in his own division of the Province. This will explain to Your Lordship why the instructions contained in the notification of my appointment are addressed to me as the practical Head of the Department.

The School Act of 1843, to which I have referred, has been in operation only since last January. The attempt to connect the Department of Education with the Provincial Secretaryship (the plan of the late Executive Council) has been found impracticable in practice, as are also some other provisions of the Act. But it is intended by the Canadian Government not to introduce any amendments to the Act until after I shall have submitted to its consideration a general plan for the Education and intellectual Improvement of the youth of Canada West, as the result of my inquiries and reflections.

One suggestion that I made to the Government has been highly approved of, and will doubtless be carried into effect, namely, that instead of leaving the matter of School details altogether with the Superintendent, there should be a General Board of Education appointed for Canada West, similar to the Educational Commissioners for Ireland, or the Educational Commission of the Privy Council in England.

LONDON, November the 27th, 1844. EGERTON RYERSON.

The Reverend Doctor Ryerson, having personally delivered his Letter of introduction from Sir Charles Metcalfe, the Governor-General, to Lord Stanley, the Secretary of State for the Colonies, wrote the following Letter to Lord Stanley:—

I propose, in the course of a few days, to go to the Continent, and I take the liberty of soliciting from your Lordship the favour of a General Letter, on the presentation of which to the Representatives of the British Government in the several Countries that I shall visit I may obtain their countenance and suggestions in prosecuting the principal object of my educational enquiries.

I suppose it would have been more proper for me to have applied to the Secretary of State for Foreign Affairs on this subject; but as I did not bring any letter of introduction from Sir Charles Metcalfe, the Governor-General, to the Earl of Aberdeen, I take the liberty of applying for such a Letter through Your Lordship. . . .

LONDON, January the 27th, 1845. EGERTON RYERSON.

In a Letter from Doctor Ryerson he stated that:—

In response to this Letter the Earl of Aberdeen, the Secretary of State for Foreign Affairs, has kindly, at Lord Stanley's request, furnished me with a Letter of introduction to each of the British Ambassadors at the Courts of the Countries which I may visit—including those of Holland, Belgium, France, Naples, Florence, Sardinia, Switzerland, Wurtemburg, Bavaria, and Prussia.

When I applied for a Passport to Lord Aberdeen's Private Secretary, instead of charging me the usual fee of Two Pounds Seven Shillings, he had it filled up, signed by

Lord Aberdeen, sent a Messenger, and got it countersigned by the Foreign Ministers of the Countries above mentioned, including the Austrian Minister. By such kindness and countenance I have had no obstruction in my journeys; and, in the Metropolis of each Country which I visit, I readily obtain introductions to the men from whom I can derive the most assistance in promoting the objects I have in view, and from them to others. I have also been favoured with several very serviceable private Letters of introduction. E. R.

To these Letters, Mr. Private Secretary Higginson, to whom they were written, replied as follows:—

I have had the pleasure to receive and lay before His Excellency both of your very interesting Letters, and to communicate them to the Members of the Executive Council. I have no doubt but that the result of your devoted and able exertions in the noble educational cause, in which you are engaged, will prove highly beneficial to the present, and, in a still greater degree, to the future interests of this great and rising Country. Your interview with Colonial Secretary Lord Stanley appears to have been very satisfactory; His Lordship is warmly interested in everything tending to promote the prosperity of Canada, as you must have discovered.

MONTREAL, February, 1845. J. M. HIGGINSON.

DOCTOR RYERSON ON THE SCHOOLS OF THE CONTINENT OF EUROPE IN 1845.

In a Letter from Amsterdam, Doctor Ryerson said:—

From this Letter you will see that I am in Holland, which the Secretary of the Privy Council Committee of Education in London has termed "the best instructed Country in Europe." Holland is not a very cheap Country either to live, or travel, in; but it is remarkable for the cheapness, the variety, the extent and the efficiency of its Educational Institutions. The face of the Country presents the personification of human industry, perseverance and skill; and its very numerous well-managed Benevolent Institutions, as well as Universities, Gymnasia and Elementary Schools, furnish the noblest monuments of intelligence and charity. We might well congratulate ourselves in Canada could we but approach a respectful distance the ingenious, laborious and economical, yet generous, Dutchmen of this Country in our Public Institutions for the intellectual development and elevation of our rapidly increasing population. One Free School at the Hague, containing 1,050 pupils, cost the State (including all the Books, Stationery, etcetera, used in the School, as well as Teachers, fuel, lights, etcetera), 3,000 Guelders per annum—that is, Two Hundred and Fifty Pounds (£250) sterling—a Guelder being one shilling and eight pence. In Leyden, in past ages the Athens of Northern Continental Europe, in whose famed University, Scaliger and Arminius, Descartes and Boerhaave, and a large number of other illustrious men were Professors.

I found the instruction of 3,000 poor children amply provided for at an expense of Nine Thousand Guelders; that is, Seven Hundred and Fifty Pounds (£750). These examples are below the average expense of popular instruction in Holland; but they show what can be done by men who are compelled, by the nature of their country, to work hard for their money, and who know how to apply it. I have never witnessed such quietness, order and attention in Schools as in those of this Country which I have visited; yet a law exists here prohibiting any School Teacher, Public or Private, from using the Rod to his pupils. The sort of feeling which pervades both parents and children—the sort of influence which constitutes the mysterious power and mainspring of government in these Schools—may be inferred from the fact, of which I have been assured by more than one Inspector and Head Master, that the punishment felt by delinquent pupils to be the most severe is the prohibition of them from coming to the School for a shorter, or longer, period. The government of the heart, by the heart, as

well as by the head of the Master, is substituted for that of the rule and the raw-hide. Whether the whipping abolition law of Holland be not an extreme act of legislation I will not take upon me to say; but the law itself, and the facts to which I have referred, are interesting phenomena in the School history of the present age.

We left Amsterdam in the rail train for Leyden. . . . On our way we stopped, and walked about two miles to visit the School of Doctor de Raadt, one of the most literary and scientific men in Holland. He keeps a select Classical School for the youths of the highest class of gentry and nobility. It is called the first School of the kind in Holland. Doctor de Raadt had written on the former School System in the Country. He had visited England, and spent much time in examining English Schools. He explained what he conceived to be the characteristic differences between the Dutch and English Schools. He showed us his whole Establishment—unrivalled, it is said, throughout the Netherlands for elegance and completeness. On leaving, he furnisehd us with a Letter of introduction to the Government Inspector of Schools at Leyden. Here we visited the Senate Chambre, Lecture Rooms, etcetera, of the University. The venerable Inspector of Schools called upon us afterwards, and explained every part of the Netherlands Educational System, and gave us the history of it, he having been an active party in promoting it from the beginning. With him we visited six Schools, witnessing their operations and the working of their machinery,—receiving every needful explanation. We afterwards visited the Museum of Natural History, Library, Gardens, etcetera, and in the afternoon went to Haarlem, where there is the principal Normal School of Western Holland. Mr. Prinsen, the Principal of this School, is the Father, and, by the appointment of Government, stands at the head of the Normal School System of Holland. He himself told us that his business for forty-four years had been to "make School Masters." . . .

Mr. Prinsen then enquired the precise points on which we desired him to speak; and I only wish that every School Master in Canada could have heard him. The name of this remarkable man is elaborately noticed by several of the most eloquent French Educational Writers, as well as by some English writers.

AMSTERDAM, 25th of February, 1845. EGERTON RYERSON.

SYSTEMS OF EDUCATION AND SCHOOLS ON THE CONTINENT OF EUROPE.

The following Letter was addressed by Doctor Ryerson, to Mr. Private Secretary Higginson, from Paris:—

Since I last wrote to you I have made the tour of Holland and Belgium, and my expectations were far exceeded by the state of the popular Systems of Education and Schools in those Countries, especially in Holland. The information I acquired there will be of the greatest service to me. What one reads in books conveys no perfect idea and gives no practical knowledge of the working of such Educational Systems, in which there are numerous circumstances and influences operating, which cannot, as a matter of fact, be inferred from the Laws, or reflected in Books.

FRANCE—ITS GOVERNMENT AND ITS EDUCATIONAL INSTITUTIONS IN 1845.

This fact is pre-eminently the case in respect to France—the most important and useful School of Instruction into which I have yet entered in respect to the leading object of my inquiries. The French are the Yankees of Europe. They are resolved to "go ahead" of every other Nation in respect to things popular, practical, economical and beautiful. The Revolution of 1830 was based upon Republican principles. France was thenceforward to be a Monarchy, surrounded with Republican Institutions, as Louis Philippe expressed himself to Lafayette. Yet a monarchy, more absolute than that of England, practically exists; and the most powerful agent by which this extraordinary anomaly is continued is the Educational Machinery of the Country—from the University

of France down to the Primary School. It is an influence felt to the extremities of the Kingdom, and amongst all orders, yet popular, transferring a wonderful power as well to the Priesthood as to the Throne. . . .

The problem which Louis Philippe is solving, of governing a restless people upon even popular principles, and yet strengthening the Throne, suggests much of great importance in respect to Canada.

American and European Systems of School Administration Contrasted.

In the United States of America the popular systems of European Education have been introduced; but there it has been wholly severed from the supreme, and, to a great extent, from the State Executive Government; it does not contribute to strengthen the Executive Government; but in Europe, on the contrary, the system of Public Instruction, in its every link, is connected with the Executive Government, and is its most potent agent of influence and power over the popular mind.

The Case of Upper Canada—Its Educational System, and what it should be.

In such a Country as Canada, the fundamental principles of the System of Public Instruction are of the gravest importance, and the idea that I have here hinted forms the essential, (and a most essential), difference between the principal University Bill of Mr. Draper (of 1845) and that of Mr. Baldwin (of 1843).

My leading idea has been,—as I have more than once expressed it to His Excellency Sir Charles Metcalfe and yourself,—not only to impart to the public mind the greatest amount of useful knowledge, based upon, and interwoven throughout with, sound Christian principles, but to render the Educational System, in its various ramifications and applications, the indirect, but powerful, instrument of promoting British Constitutional Government.

General Observations on European Systems of Government and Education.

I have found by observation and research, so far as I have yet travelled, that my anticipations as to the importance of such a tour were not fanciful. On the spread of popular and even democratic principles throughout Central and Western Europe at the time of, and after, the French Revolution, aided by the professed objects of Napoleon, and, by reason of the American Republic, it became manifest to the European Sovereigns that they could not retain even their Thrones, much less their absolute power, without rendering it a greater benefit educationally to their subjects than would be derived from the recognition of popular theories of Government.

Prussia took the lead in this matter; the King of Bavaria soon followed. The Emperor of Austria is pursuing the same career, especially in Lombardy, where, as the Secretary of the Committee of the Privy Council of Education in England informed me, that I would find Schools which would amply reward an examination, and that I ought not to overlook them. The Emperor of Austria, in the Provinces bordering on Prussia, is educationally scarcely excelled by William Frederic himself. Holland is but little behind Prussia; and it is astonishing to see what has been done in Belgium during the last ten years.

In the Diligence from Lille to Paris I was struck with the strain of a lengthened and animated conversation between two Frenchmen, evidently of the business and popular class of the community. Both of them had been in Prussia, and one of them had been two, or three, years in Russia. The substance of their conversation was the superior excellence of the Prussian and Russian Governments to that of the French! These comparatively absolute Monarchs have not contented themselves with relying upon arms for the safety of their Thrones; but, while they have improved their civil codes, and the administration of them in every respect, they have placed themselves at the head of the Commerce, the Agriculture, the Manufactures, and the Education of

their respective Kingdoms. They have, in effect, as it were, become Educators, Merchants, Tradesmen, and Farmers; and then have increased the security and strength of their own power nearly in the same proportion as they have advanced the interests of their subjects.

PHILOSOPHICAL REASONS FOR A THOROUGH AND EXTENSIVE STUDY OF SCHOOL SYSTEMS.

From the above remarks it will be readily perceived that the mere details of the School Room—its Construction, Apparatus, Arrangements, Teaching, etcetera—although important, and although I find something new and worthy of note in almost every place I visit—form but the minor subject of my present inquiries and observations. These, from their very nature, cannot be made in a day; nor can they be judged of by passing through a School Room, but by various conversations, as well as reading, and observations of the peculiar connection of the whole system with, and its influence upon, the thinkings and feelings of the public mind, and the other various parts of its Governmental machinery, combining to produce the general results, and the connection of these with other branches of public policy. . . .

(NOTE.—Doctor Ryerson then points out that more time would be desirable to enable him to deal with these subjects, and asks for an extension of leave for two or three months.)

AMERICAN STATE SYSTEMS OF EDUCATION CHIEFLY DERIVED FROM EUROPE.

The public reasons which prompt to this request are the following:—I have found that all that is most attractive and valuable in the best Schools in the United States, and in the best School Books they have, and their best publications on School Teaching, etcetera, has been borrowed from the Continental Schools of Europe, and from French, Swiss and German Authors. They are excellent.

The American Writers present their works to the public as original, except acknowledging in the preface that several useful thoughts have been suggested by such and such, or by some German Authors, when the only thing properly American is the translation, and the omission of local, and the substitution of American local, applications!

In some of the Schools of New York and Boston which I visited, I found very convenient Apparatus and Models for teaching,—which, in the United States, is placed to the credit of American intelligence and ingenuity. But they are copies of originals which I have met with in European countries, of which the Americans consider themselves much in advance. Now we can have the same thing, in as good style and as cheap, made by our own Carpenters, Bookbinders and Printers, if they had the Models.

I earnestly beg that the Executive Council—as I have no doubt of His Excellency's wishes in the matter—will consent to place at least One Hundred Pounds (£100) at my disposal in London to procure these School Models. They are, for the most part, as simple and as cheap as they are admirable. Most of these improvements have been introduced into the English Normal and Elementary Schools.

PARIS, April the 30th, 1845. EGERTON RYERSON.

To this Letter, Mr. Private Secretary Higginson replied as follows:—

I am desired by the Governor-General to acknowledge the receipt of your most interesting Letter from Paris of the 30th ultimo, communicating the progress of your Mission up to that period, which cannot be considered otherwise than as very satisfactory; and, it is to be hoped, that your unwearied exertions in the cause in which you are engaged will be as highly appreciated by the Province as they deserve.

The only points in your Letter which seem to require immediate notice are your application for an extension of leave of absence for two, or three, months, and for authority to expend One Hundred Pounds (£100) to procure specimens of School Ap-

paratus; both of which, the Governor-General and the other Members of the Government readily accede to.

MONTREAL, May the 27th, 1845. J. M. HIGGINSON.

After visiting the Educational institutions of Holland, Belgium and other Continental Countries in Europe, Doctor Ryerson returned to Paris and, in order to obtain the necessary facilities in that City, and in France, for the object he had in view, he called upon Lord Cowley, the then British Ambassador in Paris, and presented Lord Stanley's Letter. After which he wrote to Lord Cowley the following Letter:—

In accordance with your Lordship's suggestion yesterday, I have the honour to state, that, having ben authorized by Sir Charles Metcalfe, the Governor General of Canada, to proceed to Europe, with a view of acquiring all the information possible respecting the Systems of Public Instruction in England, France and Germany, and any other countries which I might think proper to visit, in order to introduce an improved system of Education in Canada, including as it does a French, as well as English, population, I am anxious, in addition to Governmental permission to visit the Public Schools, and to procure any Reports, Documents and Publications, which have been put forth here, under the auspices of the French Government on the subject of Public Education, and which may be at the disposal of the Minister of Public Instruction.

My inquiries extend from the Elementary Schools up to the University,—including the whole System of Public Instruction.

I shall be greatly indebted to your Lordship, if you will have the kindness to apply to the proper authority, on my behalf in this respect.

I may add, that I have been furnished with the various Parliamentary and other Public Documents relating to the subject of Education in England and have been assured that the same would be granted to me in Belgium, when I should apply for them.

PARIS, 2nd of May, 1845. EGERTON RYERSON.

ENCLOSURE: GENERAL LETTER FROM THE PRIVY COUNCIL COMMITTEE ON EDUCATION IN ENGLAND.*

The Reverend Doctor Egerton Ryerson, having been appointed by Sir Charles Metcalfe, Governor General of Canada, Superintendent of Education for Upper Canada, I have instructions from the Secretary of State for the Colonies, to procure for Doctor Ryerson, all proper facilities during a tour which he is about to make in Great Britain and Ireland, for the purposes of obtaining information to enable him to perform his duties in Canada with greater confidence and success.

For this purpose, Doctor Ryerson is desirous to visit the several Normal and Model Schools, and the most notable Elementary Schools, as well as public foundations for the instruction of the middle and poorer classes in this Country.

I have, (in order to facilitate Doctor Ryerson's proceedings) given him a list of the most marked of these Schools, believing that the object of Doctor Ryerson's visit will, with this authentication of his intention, procure for him immediate admission into these Schools upon the presentation of this Letter to their Principals and Managers.

It is my duty, at the same time to say that Doctor Ryerson will owe his admission to the Schools solely to the courtesy of the Trustees and Managers of these Schools, who may thus evince their disposition to promote the extension and improvement of Education in Her Majesty's Colonies.

LONDON, December the 5th, 1844. J. P. KAY SHUTTLEWORTH, Secretary.†

* This General Letter of Introduction to English Public Schools and Educational Institutions in England was written at the request of Lord Stanley, the Secretary of State for the Colonies.

†Afterward Sir J. P. Kay Shuttleworth.

(NOTE.—Doctor Ryerson was abundantly supplied with a number of Reports and Documents relating to Education in the various Countries which he visited. He also procured in Paris a set of the works of the best known French Educational Writers.)

In October, 1845, Doctor Ryerson wrote to the Governor General's Private Secretary an account of his visit to various Educational Establishments on the Continent of Europe. This Letter was acknowledged as follows:—

I have the pleasure to receive and to read to the Governor General, and, by his order, to communicate to the Members of the Executive Council your most interesting reports of your proceedings, dated from Munich and Cologne.

I assure you that it affords His Lordship much satisfaction to have been enabled to place within your reach facilities for obtaining so much instructive information upon a subject of such vital importance to the future prosperity of Canada, in which he will never cease to feel the deepest interest. . . .

MONTREAL, October the 28th, 1845. J. M. HIGGINSON.

The following Letter to me from Doctor Ryerson contains a comprehensive review of his enquiries and labours, in obtaining full information in regard to the actual condition and special characteristics of Systems of Education, Training Schools for Teachers, and other particulars in regard to Scholastic Institutions in Europe:

. . . I arrived in London on the 28th ultimo, after an absence of eight months. During that time, I have been in the Territories of more than twenty different Governments; have visited twenty-one Universities, enquiring into their character, management, etcetera; procuring the Programmes and Regulations of most of them, and the Statutes and Charters of several of them; having visited about two hundred other Educational Establishments, including Colleges, Polytechnic, Normal, Gymnasial, Regal, Higher, Middle and Lower Burgher, Superior, and Primary Elementary Schools; also Trade, Agricultural and Infant Schools; and have collected some three hundred Documents and Books relating to those Institutions.

I have also had the opportunity of conversing with Professors, and some of the principal Educators in Holland, Belgium, France, Italy, Austria, Saxony, Prussia, Bavaria, Baden, Switzerland and some less important States. I have been enabled to visit the principal Museums, Galleries, Libraries, etcetera, of the several Countries through which I have travelled, and have been compelled to apply myself, more, or less, to three different languages, in order to acquire the information which I desired, and which I was determined to obtain. . . .

For these facilities I am indebted, in the first instance, to the Letters of introduction which the Earl of Aberdeen, Foreign Secretary, (at Lord Stanley's request), furnished me with, to the British Ambassadors in the several Countries which I have visited, and, from whom I have received every possible attention and assistance in my enquiries. Amongst the numerous Professors, Directors and Teachers in the various grades of Schools that I have visited, I have not met with one who did not only express but evince a pleasure in giving me every information in his power.

The Prussian Minister of Public Instruction,—to whom I was introduced by the British Ambassador, (the Earl of Westmoreland),—not only gave me information on points which I could not obtain from other sources, but gave me a General Letter of introduction to all the Heads and Officers of Educational Institutions throughout the Kingdom of Prussia, and furnished me with a manuscript copy of the last Letter of Instruction sent out by the Prussian Government to the Heads of Departments of Education throughout the Prussian Dominion,—a Document occupying nearly fifty pages of foolscap, and containing a commentary on the design and spirit of the Prussian

law relating to Primary and Secondary Instruction, and pointing out and correcting the defects in their application, which had come to the knowledge of the Government. The Prussian Minister of Public Instruction, (Doctor Eichorn), did all this with the cordiality and kindness which I can never forget, and his conduct is but a specimen of the courtesy which I have experienced from similar Heads of Departments in other Countries, and from the Heads of Colleges, and various orders of Public and Charity Schools at Rome, Naples and Florence.

In Italy. I had a panoramic view of the world's history, in its antiquities, sculptures and paintings, but was also enabled to observe, and, to some extent, study, the peculiar Educational Institutions of that remarkable Country. My plan of proceeding throughout my continental tour, in reference to the immediate objects of my travels, has been as follows:—

1. To obtain all the information I could collect from Books, which I had procured respecting the Educational Systems and Schools of the Countries and Cities which I was visiting.

2. To present my Letters of introduction, and to collect more minute and practical details from School Directors, Professors, Teachers and others.

3. To visit and examine the interior arrangements, Governments, Teaching, Apparatus, etcetera, of the Educational Establishments themselves.

4. Then to procure the Educational Programmes, Rules, or Statutes, Reports and best accounts of those Establishments, and of the General System of Instruction adopted therein.

By this simple method, I have been enabled to classify, and then digest the information which I have acquired. I have adopted a similar arrangement in regard to other subjects relating to the Government, Institutions, Customs, Churches, Morals and other matters, of the principal Countries of Central Europe. . . .

In the course of my journey from Naples I proceeded to Florence,—the quiet and lovely paradise of Continental Europe: and where one witnesses the most liberal, and, perhaps, the best despotism in the world; as also the best collection of the fine arts, out of Rome; an industrious, comfortable and happy peasantry, presenting a striking contrast to the poverty, laziness, and meanness of the Roman and Neapolitan Italians. . .

From Florence, I crossed the Apennines to Bologna, Ferrara, Padua, and Venice; each City and Institutions presenting a prominent feature of individuality, and the last mentioned a marvel indeed in the history of man,—exhibiting alike his greatness and his littleness, his glory and his humiliation. . . .

I proceeded from Venice to Verona; thence up the valley of the Adige River, crossing the Tyrolese Alps by the Brenner Pass to Innsbrück, Capital of the Tyrol,—a journey rich in the sublimities of nature, and in the heroic deeds of an unconquered people; a people who are as industrious and honest as they are physically powerful and courageous, and who, as hunters and marksmen, are the "Kentuckians" of Europe. . . .

Proceeding from Innsbrück to Munich, I paused at that modern Athens of Southern Germany upwards of a fortnight, and had an opportunity of witnessing the annual examinations of several Gymnasia and Schools, and of conversing at length with the Directors and Teachers. After going to Augsburgh, I proceeded from Munich to Ratisbon, down the Danube to Vienna,—the most beautiful and gayest Capital in Central Europe. Its University and Polytechnic and Normal Schools are noble structures, as well as celebrated Institutions; but beyond the walls of this splendid City there is little in Austria which can afford a useful hint in reference to the cultivation of the human intellect. . . .

From Vienna, I came to Prague, the Capital of Bohemia, the natural situation of which rivals in beauty and magnificence any other City in Central Europe; and the historical monuments, and the heroic deeds performed in the neighbourhood of which,

yield in interest to few others, which history records. In the Library of its ancient University, I saw several curious mementoes of John Huss, and other Religious Reformers. . . .

From Prague I descended the River Elbe to Dresden, the Capital of Royal Saxony; and here I began to see that what I had read of the excellence of the German Schools was no exaggeration, as I was enabled to learn more perfectly at Leipsic, where I found a perfect System of Schools,—leading the one to the other, from the School of the Infant up to the University, and providing for a Mechanical, Agricultural and Commercial, as well as an Elementary and Scholastic Education,—a system, from the beginning to the end, parental, harmonious and complete. The amplification and adaptation of such a System to our Country's wants is what Canada requires, and which will, in its results, develop our Country's resources, and raise us, as a people, to a high point of civilization.

I then went to Halle, (in Prussia), where the entire System of Prussian Schools may be seen in miniature, there being seven Schools, in order, on one foundation under one Director, and containing nearly three thousand (3,000) pupils; some of them from England, and other distant Countries. The able and amiable Director showed me the same kind and assiduous attentions as had the learned and excellent Directors of the Public Schools of Dresden and Leipsic, in the Kingdom of Saxony, and furnished me, in addition to various printed Documents, with a written statistical statement of this wonderful concatenation of Schools,—all forming one Establishment, and opening into the same Square, and comprehended in the same pile of Buildings. . . .

At Berlin I have visited a great variety of Educational Establishments, as also the great Protestant Normal School, and the higher and little Burgher, (Citizen,) Schools, and the vast military Orphan School, at Potsdam,—the Versailles of Prussia,—and had much conversation with some of the most celebrated Educationists in Prussia. . . .

From Berlin, I passed through Brunswick to Hanover. . . . In the Palace of this ancient inheritance of the Royal Family of England, I found many objects of interest, and, in the City, some excellent Schools. I came from Hanover to Cologne on the Rhine; and, after having collected what information could be obtained in that City, I spent part of a day in an excursion to Aix-la Chapelle; and then visited the great Roman Catholic Normal School at Bruhl, where a peculiar pleasure seemed to be experienced by the amiable Inspector, to show me every part of the Establishment, and to answer all my inquiries.

I afterwards visited the noble University of Bonn; a University which has been established by the present King of Prussia, (in 1818,) and which holds the first rank amongst the German Universities, both from the celebrity of its Professors, and the efficiency and excellence of its discipline. There is, in this University, both a Roman Catholic and Protestant Faculty of Theology. His Royal Highness Prince Albert was educated here, and Her Majesty the Queen visited it during her recent tour in Germany. I obtained a copy of the Charter, Statutes and other Documents, as I had done at the celebrated University at Berlin and elsewhere. From Bonn, I ascended the Rhine to Mayence; embracing that portion of the Rhine, the scenery and historical reminiscences of which are the most celebrated. From Mayence I went to Frankfort on the Main, with its Institutions; Hesse Darmstadt, Freiburg, (in the Grand Duchy of Baden), and its University; Carlsruhe, with its Polytechnic and Normal, and Model Schools; Strasbourg, with several Colleges, and the second Normal School, with Model Schools. The excellent Director furnished me with a manuscript copy of the Course of Instruction,—including a course of Religious Instruction for Protestant and Roman Catholic pupils respectively. From Strasbourg, I proceeded to Basle, Zurich, Berne, Lausanne, Geneva, and several less important places in Switzerland, visiting the Universities, Academies, Cantonal and Agricultural Schools, and admiring its unrivalled scenery. From Geneva I returned to Paris; made a considerable collection of School Reports, Books and other papers on Education; visited several Educational Establishments,

both at Paris and Marseilles, which I had not seen, including the very admirable Schools called "les Ecoles de la Doctrine Chretienne." . . .

On my way to England last year, I received every attention from the Superintendent of Schools in the City of New York, and from the Mayor of Boston; and I have seen but few Schools in Europe superior to some that I have visited in those Cities; but their system of instruction had been chiefly borrowed from Holland and Prussia, as have the most interesting features of the American School Systems generally, and many of their most popular School Books. In Switzerland, I was informed that the System of Education in that Republic was also new, and had been adopted from Germany. But some of the Cantons appropriate one-third of their entire revenue to Education; and punish more rigorously than in Prussia the non-attendance at School of any child in the land, during a period of six years.

LONDON, November the 1st, 1845. EGERTON RYERSON.

In a subsequent Letter, Doctor Ryerson wrote to me as follows:—

NORMAL AND MODEL SCHOOLS IN LONDON, DUBLIN, GLASGOW AND EDINBURGH.

I have visited Dublin, Glasgow and Edinburgh, where I had an opportunity of inspecting by far the best Normal and Model Schools which I have any where seen, either in England or the United States of America. The three Normal Schools, with their accompanying Model Schools, which I had visited in London, are excellent, and appropriate to the respective objects of their establishment; but they are by no means so complete in their organization, or so advanced in their operations, as is the Establishment of the Irish National Board in Dublin, which has, I think, the pre-eminence over all similar establishments in the British Dominions. Its Buildings are large and commodious, and the interior arrangements of them—the furniture, Apparatus, etcetera—as complete as can well be conceived. Professor Robert Sullivan, M.A., LL.D., Barrister-at-Law, is the Head Master of the Normal School, and possesses a great variety of the rarest qualifications for his important office. The Professor of Natural Philosophy is the Reverend J. W. McGauley—an accomplished Scholar, and a man whom it is really a treat to hear, from the elegant simplicity and correctness of his language, the clearness of his conception, and the thoroughness of his knowledge of the subjects of his Lectures and Examinations. He has distinguished himself much before the scientific men in Europe, at meetings of the British Association for the promotion of the Arts and Sciences.* Doctor Sullivan's principal Assistant, and the Master of the Model Schools, Mr. John Rintoul, is from Scotland, and seems to combine the best qualities of heart and intellect for his situation. The Professor of Music has availed himself of the instruction of some of the best German Masters. The Agricultural Master takes pupils of his own, besides those furnished by the National Board, and they are sought for with the greatest eagerness by proprietors of the Estates in Ireland. Every kind of work on the farm, such as sowing, planting and harvesting, all the pupils, in their course of training, are required to perform.

I conversed with Archbishop Whately and other members of the Board on the supposed difficulties, as well as advantages, of their system. The Irish National Schools are rapidly extending their operations in every part of Ireland, and are gradually absorbing all rival Institutions of a similar character.

In respect to the Books published by the Irish National Board, it may be proper to remark that those which do not bear the names of their Authors have been chiefly

* Mr. McGauley subsequently came to Canada, and remained for a time, as a Teacher, in Toronto. In 1857 he opened a Private School in London. Mr. Nicholas Wilson, of London, in his reminiscences of the Schools of that Town, thus speaks of Mr. McGauley:—Professor McGauley is a man of rare attainments in science and literature. He was also a very accomplished scientific lecturer. His School was well patronized, but he kept it open only two years. In 1860 he returned to Europe, and received an appointment from Lord Palmerston, in connection with the Exhibition of 1861. He subsequently was appointed Professor in a London College; but lived only a few years after his return to the old country.

prepared by Archbishop Whately, by a Presbyterian Clergyman, and by certain Scotch Teachers. The authorship of all the Readers and Books of Religious Instruction is due to the Archbishop and Mrs. Whately. While in Scotland, conversing with one of the ablest teachers that I have ever met with in any Country—Mr. Oliphant, Master of the Free Church Normal School in Edinburgh—I asked him what series of Elementary School Books he preferred? He promptly replied—the Books published by the Irish National Board; that, although from early use and association he was attached to Thompson's, yet he had used the Irish National School Books for two years, and preferred them to all others he had ever seen. The School Books of the Irish National Board are coming into extensive use, both in England and Scotland, as well as in Ireland, published under such auspices, and, thus tested and recommended, they may be safely and advantageously introduced into our Canadian Schools.

I saw, under disadvantageous circumstances, the class of Scotch Schools, with which I was more immediately concerned, and to the examination of which my limited time compelled me to restrict myself. There are two Normal Schools, with the corresponding and depending Model Schools, in each of the Cities of Glasgow and Edinburgh. The Buildings, etcetera, occupied by the Schools of the Established Church were superior; though those in Glasgow, for the Free Church Normal School, are excellent both in the conveniences of their interior arrangements and in the tasteful elegance of their exterior architecture. Those under the direction of the Established Church, notwithstanding their newness as to Teachers and pupils, present the practical outlines of a most efficient system of elementary and pedagogic training. Mr. David Stow, the Superintendent of the Free Church Normal School of Glasgow, has long occupied a distinguished place in the first rank of Elementary Education in Scotland, as the honorary Secretary of the Glasgow Education Society, and as the Author of "The Training System of Education, Religious, Intellectual and Moral, as established in the Glasgow Normal Training Seminary."*

But I have in no Country visited a School, or a complement of Schools, the management of which more deeply impressed me than those of the Free Church Normal School in Edinburgh, under the superintendence of Mr. Oliphant—a school which has long been the theme of the highest praise by all educational visitors to the Northern Metropolis, both European and American. The Educational Committee of the Established Church, aided by a Government grant, have erected, near the Castle, most beautiful Buildings, and commenced operations, under the superintendence of the Reverend Mr. Davidson, who conducted me through every part of the Establishment, and showed me every possible attention and kindness. The same cordial courtesy was shown me by Mr. Oliphant, and the part of two days that I spent in the Normal and Model Schools, under his care, made impressions on my mind which will never be effaced while memory remains. There was so much of the parental kindness, yet efficiency, of the Holland and German Masters, in Mr. Oliphant's government; so much of Professor Sullivan's versatility and practical talent in his mode or rather modes, of communication; so much piety and attraction, and simple comprehensiveness in his Religious Instruction, that I could not withhold the expression of my admiration. And I was happy to find, in the course of conversation, that Mr. Oliphant was a friend and admirer of Doctor Sullivan—that, in fact, they were kindred spirits as Teachers.

The Normal School at Albany, in the State of New York, 1845.

In Albany I visited the principal public Buildings of the City, and, coming to the place of the old Railway Station, we saw in large letters, on the front of the building, "State Normal School."

Here we found one of the Teachers giving a lecture on perspective, and illustrating his Lecture by Diagrams and Drawings on a Blackboard, and attended by a large

* It was my good fortune to accompany Doctor Ryerson in his visit to these Schools in Scotland.—J. G. H.

number of interesting-looking young people of both sexes. The Teachers kindly showed us the different parts of the establishment, and answered our several inquiries. We were informed that to this Normal School at Albany, in addition to providing Buildings and Apparatus, the State granted Ten Thousand Dollars ($10,000) per annum for the support of the School; that each young man was assisted to the amount of a dollar a week for a payment of his Board (tuition free), and each young woman to the amount of a dollar and a half. They board at private houses approved of by the Authorities of the School, but the pupil Teachers of both sexes were not allowed to board in the same house; that many of them had been Teachers, and had come there to qualify themselves better for the office. The course of instruction includes the usual branches of an English elementary Education, including the elements of Chemistry and of Natural Philosophy, Algebra and Geometry, Drawing and Music. Provision was made for each pupil Teacher, before leaving the institution, to teach for two weeks. . . .

COBOURG, 23rd of December, 1845. EGERTON RYERSON.

DOCTOR RYERSON'S RETURN TO CANADA FROM EUROPE IN 1845.

In December, 1845, the Reverend Doctor Ryerson returned from his Educational trip in Europe and the United States, and reported himself to Mr. Private Secretary Higginson. The acting Governor General, in the meantime, was Earl Cathcart. He was succeeded by Lord Elgin. From Mr. Higginson, Doctor Ryerson received the following Letter:—

I had the pleasure to receive your kind and feeling Letter of the 11th instant, which conveyed to me the first intelligence of your return to Canada. It will afford me great satisfaction to communicate to my suffering friend, Lord Metcalfe, the grateful sentiments to which you give expression.

Lord Metcalfe's retirement was, as you justly observe, strictly a providential dispensation. He remained at his post until he was rendered physically incapable of discharging all its varied duties; and he was quite prepared to die at it, in the service of his Country. The terms in which the Queen's permission to return home was accorded are, beyond measure, gratifying and complimentary. I shall have much pleasure in reading the Despatch to you the first time we meet. . . .

MONTREAL, December the 18th, 1845. J. M. HIGGINSON.

A communication was received from the Honourable Mr. Daly, as follows:—

I heartily congratulate you and the Country upon your safe return to your Home. . . . I am requested to direct your early attention to the present Education Law of 1843, with a view to its amendment; but indeed I feel that it is not at all necessary, from what I know of your own views upon this important point, to urge you in regard to it.

Your disappointment was naturally great at missing the only opportunity that, in all human probability, can be afforded to you in this World of seeing our lamented and excellent Governor-General in his last and most severe sufferings; the greatness of that most inestimable man's character was, if possible, more resplendent than under the trials to which you saw him subjected. May he enjoy a peaceful termination to his useful career!

We can know nothing certain of his Successor until the news, of which he is the bearer, has reached England, his relinquishment of the Government here having been left entirely to his own free will. We had the comfort of knowing how fully his services were appreciated by his Sovereign, and his removal was effected in the most gratifying way by Her Majesty's command.

MONTREAL, 20th of December, 1845. D. DALY, *Secretary.*

Doctor Ryerson's First Circular to District Municipal Councils.

While in England in 1845, Doctor Ryerson wrote the following Circular to District Municipal Councils on the desirability of their appointing Committees on Education, with a view to consider what amendments to the Common School Law of 1843 were desirable and necessary. He said:—

No School Law, or School System, can be successful in a free country which does not harmonize with the feelings and circumstances of the people amongst whom it is established.

The present Common School Law of Upper Canada is, to a great extent, a transcript of the Common School Law of the State of New York. When we consider how many modifications the Common School Law of that State has undergone, before it was rendered either efficient or satisfactory, it would not be surprising if the present Common School Law of Canada West—notwithstanding the best intentions on the part of its framers—should not be found effective, or even objectionable, or impracticable, in some respects. But if, in any case, the special objects of the Common School Law are not accomplished, it is desirable and important to ascertain, by a most careful enquiry, and upon the best evidence, whether the failure arises from the defects of the Law itself, or from other causes, or from both.

The Common School Law provides for the preparation and transmission, to the General Education Office, of local reports, which will, no doubt, contain much valuable, and perhaps all needful, information on every material point. But I take the liberty of suggesting whether, on a subject so varied, intricate and important—a subject in which we all have a common object and a common interest—it would not be desirable and worth while for each District Council to appoint an Educational Committee, allowing that Committee three months to examine, weigh and report on the working of the present Common School Law, and embodying any suggestions which may occur to them, for the promotion of Education in their respective Districts; and after such Reports shall have been considered by the several Councils, let them be forwarded to the Education Office for Canada West. . . .

I desire to bring to this work not only the advantages of the best observations which I have been, and may be, able to make both in the United States and in Europe, but also—what I deem, if possible, of still greater importance—the results of the most deeply interested and extended local observation and experience. I hope, therefore, that the foregoing suggestion will meet your approbation and concurrence.

I hope soon to visit most, if not all, of the Municipal Districts in Canada West, and meet the friends, Superintendents and Teachers of Education in each District, in a District Meeting of one or more day's continuance, so as to consider, both in theory and application, every department of popular instruction and the best modes of imparting and promoting it.

London, 3rd of Febuary, 1845. Egerton Ryerson.

STATUS OF ALIEN TEACHERS UNDER THE COMMON SCHOOL LAW.

A question having arisen in 1845 in regard to the legal position and status of aliens as Common School Teachers, under the then School Act of 1843, the question was referred to the Honourable Attorney-General Draper, from whom the following interpretation of the law on the subject was received by the acting Superintendent of Education for Upper Canada, (Reverend Alexander Macnab,) through the Provincial Secretary, the Honourable Dominick Daly:—

I have to acknowledge the reference of the Letter of the Acting Superintendent of Common Schools for Upper Canada and its enclosure for my opinion, whether Township Superintendents are bound—

"To recognize, as Teachers, legally authorized to receive the public money, Aliens who may present themselves as such, after the 1st January, 1846, on the strength of a general Certificate granted by the District Superintendent."

Referring to the Statute of Upper Canada, 56th George III., Chapter 36, it appears [from section four] that no Alien could be employed as a Common School Teacher. The Statute of Canada, 4th and 5th Victoria, Chapter 18, Section 7, affirms the same principle, with only one exception [in favour of the Christian Brothers]. The Statute 7th Victoria, Chapter 29, so far departs from the principle as to recognize the granting of Teachers' Certificates at any time, prior to the first of January, 1846, to persons desirous of being employed as Common School Teachers who are not natural born, or naturalized, subjects of Her Majesty. . . .

The question then is, whether the Legislature intended that Aliens, who could obtain Certificates before the first of January, 1846, should continue to be qualified Common School Teachers until revocation of the Certificates, or whether it was merely intended to authorize the employment of Aliens for a limited period.

Considering the previous state of the Common School Law, I think the soundest construction is to treat the last Common School Act of 1843 as merely authorizing the employment of Aliens up to the first of January, 1846. . . .

MONTREAL, 2nd of November, 1845. WM. H. DRAPER.

COMMISSION OF THE REVEREND EGERTON RYERSON, D.D., AS SUPERINTENDENT OF THE SCHOOLS IN UPPER CANADA.

CATHCART. PROVINCE OF CANADA.

VICTORIA, BY THE GRACE OF GOD, OF THE UNITED KINGDOM OF GREAT BRITAIN AND IRELAND, QUEEN, DEFENDER OF THE FAITH, ETCETERA.

To the Reverend Egerton Ryerson, D.D., Clerk, and to all to whom these presents shall come,

GREETING:

WHEREAS, by a certain Act, passed by the Legislature of Our Province of Canada, in the ninth year of Our Reign, intituled: "An Act for the better Establishment and Maintenance of Common Schools in Upper Canada," it is, among other things, enacted that Our Governor of Our said Province may, from time to time, by Letters Patent, under the Great Seal thereof, appoint a fit and proper person to be *Superintendent of Schools* in Upper Canada.

NOW KNOW YE that, having confidence in the ability, learning, zeal and integrity of you, the said Egerton Ryerson, WE have nominated and appointed, and do by these presents nominate and appoint you, the said EGERTON RYERSON, to be Our *Superintendent of Schools* in, and for, that part of Our said Province formerly Upper Canada.

To have, hold and enjoy the said Office, together with all fees, salary and emoluments thereunto belonging, and with, and subject to, the several powers and duties of the said Office now, or hereafter, to be created, granted and imposed, during Our pleasure, and your due performance of the duties of Our said Office, and, subject to all such lawful Orders and directions in the exercise of your duties as shall from time to time be given to you in that behalf by Our Governor of Our said Province.

In Testimony Whereof we have caused these Our Letters to be made Patent, and the Great Seal of Our said Province to be hereunto affixed: Witness Our Right Trusty and Right Well Beloved Cousin, Lieutenant-General THE RIGHT HONOURABLE CHARLES MURRAY, EARL CATHCART, of Cathcart, in the County of Renfrew, K.C.B., Governor-General of British North America, and Captain General and Governor-in-Chief in, and over, Our Province of Canada, Nova Scotia, New

Brunswick, and the Island of Prince Edward, and Vice-Admiral of the same, and Commander of Our Forces in British North America, etcetera.

AT MONTREAL, this twelfth day of June, in the year of OUR LORD, one thousand eight hundred and forty-six, and in the Ninth Year of Our Reign.

By Command,

D. DALY, *Secretary of the Province of Canada.*

ORGANIZATION AND DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

Under the School Act of 1841 provision was made for the appointment of the Provincial Secretary as a Chief Superintendent of Education, with two Assistant Superintendents of Education, (for the Eastern and Western sections of Canada), and their prescribed duties were to consist of apportioning the Legislative School Grant of Fifty Thousand pounds (£50,000), giving twenty thousand pounds (£20,000) to Upper Canada, and Thirty thousand pounds (£30,000) to Lower Canada,—providing Forms of Reports and corresponding with local School Officers; visiting the Municipal Districts; and reporting annually to the Governor General. At that time the only School Officers were District Clerks, and Township Boards of School Commissioners, and with them the Correspondence of the Education Office did not number over three, or five, hundred Letters per annum. The number of Districts was twenty; of Townships there were two hundred and forty-five; and of Common Schools One thousand one hundred and sixty nine;—now, in 1854, there are Forty-two Counties, Four Hundred and fourteen Townships and Towns, and Three thousand, two hundred and forty-four Schools. The School Act of 1843 referred to the establishment of a Normal School and extended the functions of County Model Schools; and originated the present system of Trustees for each Common School. The Annual Reports were made by the Trustees to the Township Superintendent, and thence to the County Superintendent,—who transmitted the Township aggregates to the Chief Superintendent of Education. The Act of 1846 abolished the office of Township Superintendent, retaining that of District Superintendent,—provided for the establishment of Normal and Model Schools and the appointment of a Provincial Board of Education and otherwise largely increased the duties of the Department. But the greatest increase in the duties and efficiency of the Department was made by the Act of 1850, as follows:—(1.) The erection and care of the New Normal and Model School and Education Office Buildings. (2.) The establishment and care of the Depository of Maps, Books, and Apparatus. (3.) The introduction of Public Libraries. (4.) The auditing of the School Accounts of each Township, City, Town, and Village. (5.) An increase in the number of local School Superintendents of from Twenty to Two hundred and fifty; and of Municipal Councils of from Twenty to Four Hundred. (6.) The payment of the Legislative School Grant. (7.) Superintending the printing and distribution, annually, of Four thousand copies (each) of the Chief Superintendent's Annual Report, Teachers' School Register, and blank School Reports for Trustees;—of Four hundred copies (each) of Annual Returns for Local School Superintendents, (three sheets.) and Sub-treasurers; and Fifty for County Clerks. The additional duties imposed by the Supplementary School Act of 1853 provide for the furnishing, semi-annually, of Four hundred Trustees' Returns, and, monthly, of the *Journal of Education*,—besides grants to poor

Schools; the Canadian Library and Museum; Superannuated Teachers' Fund, etcetera; the varied and responsible duties imposed by the new Grammar School Acts of 1853 and 1855.

The School Act of 1850 more than doubled the duties of the Department; and those duties have been much increased by the Supplementary and Grammar School Acts of 1853, as well as by the progress of the School System and the growing interest of the Country in the advancement of education and knowledge. Some idea may be formed of this increase from the fact that, in 1850, the number of "Letters Received" amounted to 1,180 and in 1854 to 4,919. In 1850, the number of Letters sent out from the Department was 792, and, in 1854, (not including Circulars,) it amounted to 2,581.

These various increases and additions required the adoption of a system indicative of the several duties of the Department, and resulted in dividing it into three Branches,—"Education Office", "Council of Public Instruction", "Educational Map and Public Library Depository." Two copies of each draft of reply must be made,—the one in the Letter Book, and the other addressed to the parties concerned.

"The Education Office" Branch includes the general administration of the Grammar and Common School Laws; Decisions on disputes between School Superintendents, Municipal Councils, Teachers, Trustees, and people; explanation of points of the School law; Annual Reports and Returns; auditing School Accounts; payment of Legislative Grant; furnishing Teachers' Registers, Trustees' Returns, etcetera, and the *Journal of Education;* the establishment and supervision of Public Libraries; Teachers' Provincial Certificates, and such other general Correspondence as relates to the promotion of education.

"Council of Public Instruction" Branch includes the general duties of the Council; their Meetings; appointments in the Normal and Model Schools, and payments of Salaries; Building, furnishing, and care of Normal and Model Schools, and general contingencies and correspondence relating thereto.

"Educational Map and Library Depository" Branch includes the purchase and sale of Maps, Text books, and Prints to Public Schools; Books to Public Libraries; printing Pamphlets and Catalogues; Correspondence with Publishers in England, Ireland, Scotland, and the United States; and with Councils, Trustees, Superintendents, and other Canadian School Officers, and such other general and financial matters as require attention in ordinary Book and publishing Establishments.

Thus each Branch of the Department is separate and complete in itself, and has its appropriate Letter Books, Ledger Account Current, etcetera, which require great care and attention, at the same time that the general routine of the Education Office is attended to.*

The Correspondence of the Department has, as intimated, increased very much since 1850, from the following causes; (1.) The increase in the number of Municipal Councils, School Superintendents and Councils now, would have answered for

*By reference to pay 119 of the Sixth Volume of this Documentary History, it will be seen that the Editor of these Volumes went to Dublin in 1845, at his own expense, to master the details (among other things,) of the large Education Office there. On the basis of the system of organization in the Irish Establishment that of the Education Department of Upper Canada was planned. So satisfactory was the result, that, in 1857, the Executive Government passed an Order-in-Council granting the Writer a "Good Service Allowance" of £50 a year, over and above his salary as Deputy Superintendent of Education, so long as he held that Office, for, as the Order-in-Council stated, "long and laborious service in the establishment of a New Department. The "Good Service Allowance" was discontinued in 1889, on the Writer ceasing to be Deputy Minister of Education.

one Superintendent of Education and Council up to 1849. . . . (2.) The increased powers and duties of School Trustees. (3.) The increased interest manifested by the people themselves on the subject of Education. A large portion of the Correspondence of the Department relates to the action of the people in the several School Sections to promote the education of their children, and requesting either advice, or explanation of the School Law. In this Correspondence the object of the Department is not to deal in any technicalities, or give any countenance to red-tape, but to give every possible information; to impart correct views, and inspire proper feelings in regard to the great objects and interests of the School System. The unexampled prosperity of the Country makes the people feel the increased necessity of diffusing education, and of fostering that which will best promote enterprise, that wealth and intelligence may go hand in hand. As a proof of this, higher Salaries are now given to Teachers, and fewer Schools are vacant during the year than at any former time.

In the Four hundred local School Annual Reports received, the most extensive and minute Statistics of each of the Three thousand four hundred School Sections are given. They require examination and revision before the Chief Superintendent's Annual Report can be compiled. In auditing the School Accounts, the Receipts and Expenditures of each School Municipality must be gone over, checked and compared with the Return of the previous year, the certified Apportionment of the Legislative Grant, and the Auditors' Report,—where deficiencies occur, Trustees are notified and a corresponding deduction made from the Legislative Grant next payable.

In regard to the Normal and Model Schools, everything required—such as Fittings, Furniture, Repairs, Books, Stationery, etcetera, for One hundred and fifty Students in the Normal School, and Four hundred pupils in the Model Schools,—is procured through the Education Office, upon the requisition of the Masters. The admission of Students, their weekly payments and receipts, Certificates, etcetera, take place through the same channel, as well as all other matters relating to its Financial and Governmental affairs. The number of Visitors from all parts of Canada and other Countries, to witness the arrangements for supplying the Educational Wants of the Country, in the Depositaries, as well as in the Normal and Model Schools, is very considerable, and is increasing. The influence of these Visits is very salutary in several respects, but the necessary attention to the Visitors, in conducting them over the Premises, and giving them the requisite explanations, occasionally occupies the time of some one of the Officers of the Department.

12. For the Depository, Articles are purchased for it and the Maps, Prints, and Tablet Lessons in sheets are mounted and varnished in the Province, so that the Department may expend as much as possible of the funds at its disposal in this Country. These are then sold to School Trustees, Teachers, and Superintendents, and of each sale a Memorandum of the articles disposed of is made out, numbered, and filed for reference and the amounts and number entered on it and in the Day-book. The number of sales amounts to Two hundred, or two hundred and fifty, per quarter, and is constantly increasing. This Branch affords great facilities to School Trustees in every part of Upper Canada to procure, at prices under the retail cost, whatever they may require for the furnishing of their Schools. To this is now added the procuring and furnishing of Books for Public School Libraries throughout Upper Canada,—involving transactions during each twelve months, to the amount of not less than Twenty thousand pounds (£20,000,) but which will save

the Municipalities not less than Five thousand pounds, (£5,000,) besides securing various and useful reading to the country.

The Department has adopted every available means to promote the noble objects of its establishment by "keeping before the people" the natural and political necessity of educating themselves and their children, that they may be free, intelligent and enterprising; as well as by providing facilities which place the best Maps, Apparatus, and Books in reach of Schools and Libraries, at prices varying from five to forty per cent. below what the public pay at the places of publication. The press, by means of the *Journal of Education,* has developed the School System, and enlisted the sympathies and enthusiasm of the people in its successful operation; and free Public Libraries are now to be added to the list of means, as a powerful lever for the intellectual elevation and expansion of the mind of the Country. The Grammar Schools, lately placed under the control of the Department, are also being revised and reorganized, that these Seminaries may occupy their proper position among the Public Educational Institutions of Upper Canada. The whole system is now in successful operation; and it has nobly answered the expectations and hopes under which it was originated; but the responsibility of developing the facilities and means it provides so as to be promotive of social advancement and national prosperity is left with the people themselves, and upon their response rests the future intelligence, enterprise, and greatness of Upper Canada.

Arrangements in Regard to the Education Office and Normal School for Upper Canada, 1845-1846.

After my appointment by the Government in that September, 1844, as temporary Clerk in the Education Office, (then at Cobourg,) the Reverend Doctor Ryerson left for the United States and Europe with a view to examine and study the different Systems of Education in these Countries, so as to enable him to prepare a scheme of Popular Education, adapted to the wants of Upper Canada.

On the 31st of March, 1845, he wrote a Letter from Paris to the Reverend Alexander Macnab, Acting Superintendent of Education, at Cobourg, in his absence, in which he said:—

Should you be of opinion that Mr. J. G. Hodgins will fulfil my expectations and efficiently perform the duties required of him, and should he feel satisfied to engage permanently in the situation which he now fills, then I desire him to go to Ireland, and attend for six months, at least, the teachings and instruction in the whole course required at the Central Normal and Model Schools of the Royal Commissioners of National Education in Dublin. I spoke to one of Her Majesty's High Commissioners of the Irish National Board of Education about him, in London, some months ago. He told me that Mr. Hodgins would be admitted to the Dublin Department of Education and receive the whole course of instruction in that Establishment, without any charge.

I said to the Commissioner that I wanted a person in the Education Department of Upper Canada who thoroughly understood, and could explain and illustrate, the best National System of training School Masters, and establishing Schools, which the British Government had yet established, upon the principles taught and illustrated in the great Establishment in Dublin, (and one or two in London), to prepare plans of School Buildings of all sizes and shapes, and of Grounds, etcetera. . . .*

*Since this Letter was written, I have prepared three publications on School Architecture; (in 1858,—1886,) besides the numerous illustrations of School Architecture, which, as Editor, I inserted in the earlier numbers of the *Journal of Education for Upper Canada,* (which was begun in 1848.)

I see clearly that no System of Public Instruction can be carried into operation in Upper Canada, and become general in the esteem, feelings and exertions of the people, without its being explained and spread out before them in each District of the Province, and, in many cases, again and again. That task must be performed by myself, and will necessarily occupy no inconsiderable time during the next two, or three, years. I must, therefore, have a person, like Mr. Hodgins, in the Office who will be able to conduct the ordinary duties of it. . . .

The result of this Correspondence was, that I left Cobourg for Dublin in May, 1845.

Soon after my arrival in Dublin, I wrote to apprize the Reverend Doctor Ryerson of my arrival, and received from him the following Letter, dated Florence, 18th of July, 1845:—

I did not receive yours of the 3rd of June until yesterday. As I have not been in Ireland to deliver my own Letters of introduction, I am unable to introduce you. But I dare say your friends in Dublin can, (if they have not done so already), introduce you to certain Members of the Irish National Education Board of Commissioners.

You know from my Letter to Mr. Macnab, of the 31st of March, the acquirements which I desire; and, from his Letter in reply, I feel strong hopes that you will fulfil my expectations. The Education Office in Upper Canada will have to do principally with the qualifications and duties of School Teachers, and the best methods of instruction, including the erection of School Buildings, the Plans and Drawings of School Houses, and the whole Apparatus of School Teaching. To have a person in the Office who can do all this is, therefore, absolutely necessary. Much of the requisite knowledge and skill you possess already, and from the printed course of the National Board you can learn what Lectures and instruction of the Normal School it is necessary for you to attend. I think that you will find no difficulty in obtaining admission, and every possible assistance for the special object which you have in view, as it cannot fail to interest any of the public men to whom you may be introduced. . . .

FLORENCE, 18th of July, 1845. EGERTON RYERSON.

Upon the receipt of this Letter, I called at the National Board of Education Office, and afterwards, as suggested, addressed the following Letter to the Secretaries of that Board in Dublin:—

In accordance with your suggestion I have the honour to lay before the Board of Commissioners of the Irish National Schools a few particulars relative to the cause and object of my present visit to Dublin.

Under the present Canadian School Act there are three Superintendents of Education—one Chief and two Assistants—one for each Province of Upper and Lower Canada. The Secretary of the Province, being *ex-officio* Chief Superintendent, exercises a nominal control over the Educational interests of the united Province, while the real, practical duty of superintendence is performed by the Assistants. Each of these Assistants has an Office for Correspondence, established in the Section of the Province over which they exercise a special Superintendence.

The Reverend Egerton Ryerson, D.D., Assistant Superintendent of Education for Upper Canada, having been appointed to that Office by His Excellency Lord Metcalfe, determined, before engaging personally in performing the duties assigned to him, to visit the several Countries of Europe—where he now is—for the purpose of examining the different Systems of Popular Education pursued therein, in order that he might be the better enabled to establish a System of Education in Upper Canada, suited to the wants and wishes of the people.

Doctor Ryerson wishes me to attend the whole course of Lectures prescribed by the National Board of Education in Ireland. For a statement of the qualifications which he desires me to obtain, I would refer you to the copy of a Letter which he has lately written to me from Florence, and which I enclose herewith. . . .

I have no doubt but, as intimated to me, the Board will afford me every facility to accomplish the object for which I make the present application for permission to attend the Lectures as a spectator and listener at the Normal and Model Schools under the direction of the Board; and afterwards, with your permission, acquire a knowledge of the details of the Education Office itself.

DUBLIN, 4th of August, 1845. J. GEORGE HODGINS.

The Permission here asked for was promptly given, and, after several months' attendance at the Normal and Model Schools, I was given every facility for mastering the details of the Office of Education itself. I subsequently, with Doctor Ryerson, visited three Normal Schools in London, one in Glasgow, one in Edinburgh, and, afterwards, one in Albany, New York,—taking notes, in each case, of whatever was striking or interesting in their management and details.

SCHEME FOR THE ESTABLISHMENT OF A PROVINCIAL NORMAL SCHOOL.

During my attendance at the Normal School and Education Department, in Dublin, I received the following Letter from Doctor Ryerson, dated the 23rd of January, 1846. In that Letter he outlined the plan which he had in view, for the establishment of a Normal School for Upper Canada, at Toronto; and he expressed a hope that I might become its first Head Master. He said:—

I write you principally to repeat and suggest, most strongly, that you make yourself master of teaching and managing every department of the Normal School in Dublin. I think it would be very desirable for you to practise teaching.

We must establish a Provincial Normal School next Summer; and I shall have to look to you to take a conspicuous post in it, at least at the commencement of it. It is probable I shall have to take the general oversight of the Institution. But I should rejoice if you could advance, so as to become the Head Master of it—at least for a time. It will, doubtless, be established at Toronto, where it is, at length, decided to remove the Education Office. I find the Correspondence of the Education Office little in comparison of what I am able to do. Should you be able and disposed to teach altogether, it will doubtless be attended with an increase of salary. But in this I shall have regard to your own feelings. But, at the commencement, we will both have to do something in the Normal School. Our greatest difficulty in establishing a Normal School will be to procure properly qualified Teachers. Would not the Scotchman, (Mr. John Rintoul), who assists Professor Sullivan, be competent for Head Master? If so, would he come to Canada? The Head Master ought to understand Music, and have a happy faculty of communicating his ideas, and commanding attention, and of governing, in addition to an intimate knowledge of all the subjects taught in the School. Perhaps Professor Sullivan, if he cannot at present recommend anyone as a future Head Master, may be able to recommend someone as a good Teacher. I wish you would talk with him on the subject. I send you a copy of the *British Colonist*, in which I have made mention of the Normal Schools in Dublin and in Scotland. I also send a copy to Professor Sullivan. I think it very desirable for you to get from Professor Sullivan a Certificate of your attainments and qualifications on leaving Dublin. It may be useful in different ways.

COBOURG, 23rd of January, 1846. E. RYERSON.

To this Letter, I replied as follows, on the 3rd of March, 1846:—

The contents of your Letter of the 23rd of January were particularly gratifying to me. I now see what will have to be done, and what will be required of me, in order to render myself useful to you in the establishment of a Normal School at Toronto. I am glad that Toronto is the place about to be selected. It will be more in the centre of the theatre of operations, and, therefore, more accessible at different periods of the year.

I will attend most punctually to your directions, and endeavour to understand, as thoroughly as possible, the General System under which the Irish National Board carry on their operations. I am very much gratified to find that you approve so highly of that most admirable System. It will give me the greater confidence in the prosecution of the design for which I came to Dublin.

Your Letter on the Normal and Model Schools in Dublin, published in the *British Colonist*, of Toronto,—a copy of which you kindly sent me,—has been useful to me, and has gained for me such attention and kindness from the Gentlemen connected with the Normal and Model Schools as I would, in vain, have sought for otherwise. The Members of the National Board and the Professors—particularly Professor Sullivan—were highly delighted with your Letter. They personally beg to offer you their most grateful acknowledgments for your kind and spirited notice of their Establishment. Professor Sullivan told me—(and he wished it to be considered private)—that Archbishop Whately was so pleased with your Letter that, on the receipt and perusal of it, he rode over from the Palace and congratulated the Professors, and they him in return, on the publication by a Person whom they regard so highly, for so flattering a Letter. The Archbishop also showed it to the Lord Lieutenant, who was graciously pleased to express his high admiration of its contents. He, or the Archbishop, suggested to the Board the propriety of publishing that, and your preceding Letter—which I will furnish them—in the *Dublin Evening Mail*, a leading paper in Dublin, with notes, etcetera.

The knowledge of these facts has been a source of the highest satisfaction and pleasure to me, as, I have no doubt, they will be to you.

I have also, as you directed me, spoken to Professor Sullivan and to Mr. Rintoul (the Scotchman) on the subject of the acceptance, by the latter, of the Head Mastership of the proposed Normal School at Toronto. Neither he, nor the Board of Education, would object to Mr. Rintoul's going to Canada.

DUBLIN, 3rd of March, 1846. J. GEORGE HODGINS.

Having had further conversation with Professor Sullivan and Mr. Rintoul in regard to the Head Mastership of the Provincial Normal School, I wrote again on the subject to Doctor Ryerson on the 3rd of April, 1846, as follows:—

Ever since I wrote to you the result of the conversation which I had with Professor Sullivan and Mr. Rintoul, the latter appears very much inclined to go, and is constantly asking me about the Country. He stands very high in the estimation of Mr. Resident Commissioner Macdonell—a relative of the noted Bishop Macdonell, of Kingston, though a Protestant himself, as is Doctor Sullivan.

I have been practising teaching!—as you directed, and am engaged in everything that I think will be of service to us hereafter. I am also learning the Hullah System of singing in a private class. I have also gained admission into the Royal Dublin Society's Architectural School, and have been out several times at the Glasnevin Model Farm, where I have met with the greatest kindness from Mr. Skilling, its Head. I have also taken occasion to visit as many different sorts of Schools as I could in, or near, Dublin. In fact, I have been endeavouring to see and learn as much as I possibly can. I have bought a set of prints, such as are hung up in the Model Schools in Dublin, and have been picking up all those things relating to Schools which I think will be of great use to us in Canada. . . .

Your Letter on the Schools in Dublin, in the *Colonist*, is now in the hands of the Government Printer.

Mr. Maurice Cross, the principal Secretary to the Board, desires to be particularly remembered to you, as does also Professor Robert Sullivan.

DUBLIN, 3rd of April, 1846. J. GEORGE HODGINS.

On the 9th of May, 1846, Doctor Ryerson sent me the following Reply to the foregoing Letter:—

I have to acknowledge the receipt of your Letter of the 3rd of April, for which I sincerely thank you.

I am glad to hear of your attention to teaching Schools, etcetera, and of your application to the Hullah System of Singing. . . .

I have prepared a Report, (of nearly four hundred pages), on a "System of Public Elementary Education for Upper Canada," which has been laid by the Government before the House of Assembly, and ordered to be printed.

I have also prepared a new School Bill, to work out, in as simple and efficient a way as possible, the objects explained in my Report. The Bill has been approved by the Government, and has passed both Houses of the Legislature, and will (as Mr. Attorney-General Draper has informed me) receive the Royal assent in the course of a few days.

There is to be a Board of Education, similar to that in Dublin, having the selection of School Books and the control of the Normal School, of which I have the oversight. I am *ex-officio* Member of the Board. I am not, however, in any way under its control, but can ask its advice on such matters as I please. The Board selects the Teachers and Officers, etcetera, for the Normal School. The Attorney-General has written to me, requesting me to name such Gentlemen as Members of the Board with whom I can work harmoniously, that they may be recommended to the Governor-General, to be appointed without delay. I am authorized to call the first Meeting of the Board. I hope to be able to do so by the first of June, when you will be required in the office.*

I think I shall be able to get the old Government House, its Appendages and Grounds at Toronto, for Buildings and Premises for a Normal School. The Head Master should be on the spot and assist, by his advice, in fitting them up for Normal and Model Schools. The Normal School should, if possible, be opened before the close of navigation, or by the beginning of the year. I intend to recommend to the Board to offer to Mr. Rintoul the same number of pounds in Currency that Professor Sullivan receives in Sterling, with apartments.

I have taken a House in Toronto, and intend to remove there on the 20th or 25th of June, when I hope you will be here. . . .

COBOURG, 9th of May, 1846. E. RYERSON.

I returned to Canada in June, 1846, and recommenced my duties in the Education Office. On the 3rd of August, 1846, Doctor Ryerson wrote a Letter to the Provincial Secretary recommending that I be permanently appointed as Clerk in the Education Office. That Letter with accompanying Testimonials and the reply to it will be found on pages 159-161 of the first Volume of this Series.

*This change of plan, from being connected with the Normal School proper, and attached wholly to the Education Department, was thus referred to by Doctor Ryerson, in his Letter to the Provincial Secretary, dated the 22nd of July, 1857. He said:—

"Mr. J. George Hodgins, on my recommendation relinquished his salary for a year,—1845, 46—went home to Dublin at his own expense, and devoted that year to a careful study of the whole mode of conducting the System of Education in Ireland, in all the details of each of the seven branches of the great Education Office in Dublin, and returned to his duty in the Education Office of Upper Canada with the highest testimonials of the National Board of Education." . .

FOUNDATION OF THE PRESENT SYSTEM OF PUBLIC INSTRUCTION IN UPPER CANADA, 1846.

On the 28th of September, 1844, the Reverend Doctor Ryerson was appointed, by the Governor-General, Superintendent of Education for Upper Canada. In October he applied for leave of absence, so as to visit the United States and Europe, with a view to form an "acquaintance with the American School Systems and to examine the Educational Systems of the most enlightened Nations of Europe, from the Primary Schools up to the Universities." On his leave of absence being granted, he left Canada on his tour of inquiry. After an absence of a year he returned to Canada.

In the autumn of 1845,—while attending the National Education Department in Dublin, with a view to obtain information in regard to the Irish National System of Education,—I joined Doctor Ryerson in London, and, with him, visited two Normal and other Schools in the Metropolis and its vicinity, and afterwards Mr. David Stow's Normal Training Seminary in Glasgow, as well as other Schools in Scotland.

After a careful study of the whole subject, and a comparison of the Educational Systems in the United States, and those which he studied while in Europe, Doctor Ryerson prepared early, in 1846, an elaborate "Report on a System of Public Elementary Instruction for Upper Canada." The revised edition of this Report, published in 1847, consists of two Parts.

The First Part of the Report embodies the principles upon which the proposed "System of Public Instruction" was to be founded, then the fifteen subjects to be taught under this projected System are enumerated.

I insert that portion of the First Part of this elaborate Report, in which Doctor Ryerson fully discusses the general principles of such a System of Education as he intended to propose. The remaining portion of Part One, in which he enumerates the various subjects to be taught in the Schools, I omit, as also Part Two, in which he explains the kind of machinery to be employed and its details.

The following is a copy of the Letter from the Reverend Doctor Ryerson to the Honourable Dominick Daly, Secretary of the Province of Canada, enclosing a copy of the "Report on a System of Public Elementary Instruction for Upper Canada," dated the 27th of March, 1846:—

I have the honour to transmit herewith, to be laid before His Excellency the Governor-General a "Report on a System of Public Elementary Instruction for Upper Canada," the result of my observations in Europe, and the commencement of the task assigned me by the late Governor-General, Lord Metcalfe. . . .

Having some time since communicated all the remarks and suggestions I had to offer relative to the Common School Act of 1843, I have made no reference to it in the following Report; nor have I given any historical, or analytical, view of the Systems of Public Instruction which obtain in any of the Countries that I have recently visited. I have only referred to them in as far as appeared to be necessary to illustrate the conclusions at which I have arrived in respect to a System of Elementary Instruction for Upper Canada.

Three enlightened Educationists from the United States have lately made similar tours in Europe, with a view of improving their own systems of Public Instruction. Though the spirit of censure has been, in some instances, indulged in on account of my absence from Canada, and my investigating, with practical views, the Educational Institutions of Governments differently constituted from our own, I may appeal to the accom-

panying Report as to the use which I have made of my observations, and I doubt not but that His Excellency and the people of Upper Canada generally will appreciate the propriety of such enquiries, and respond to the spirit of the remarks which that distinguished philosopher and statesman, M. Cousin, made on a similar occasion, after his return from investigating the systems of Public Instruction in several Countries of Germany.

"The experience of Germany, (says M. Cousin), particularly of Prussia, ought not to be lost upon us. National rivalries, or antipathies, would here be completely out of place. The true greatness of a people does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever it appropriates. . . . With the promptitude and greatness of the French understanding, and the indestructible unity of our national character, we may assimilate all that is good in other Countries without fear of ceasing to be ourselves. Besides, civilized Europe now forms but one great family. We constantly imitate England in all that concerns outward life, the mechanical arts, and physical refinements; why, then, should we blush to borrow something from kind, honest, pious, learned Germany in what regards inward life and the nurture of the soul?"

But I have not confined my observations and references to Germany alone; the accompanying Report is my witness that I have restricted myself to no one Country, or form of Government; but that I have "borrowed from all whatever" appeared to me to be "good," and have endeavoured to "perfect," by adapting it to our condition, "whatever I have appropriated."

TORONTO, 27th of March, 1846. EGERTON RYERSON.

As this Report forms the basis of our present Public School System, I insert the first part of it, dealing with the general principles of the proposed School System, as follows:—

REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR UPPER CANADA, 1846.

BY THE REVEREND EGERTON RYERSON, D.D., CHIEF SUPERINTENDENT OF EDUCATION IN UPPER CANADA.

To His Excellency Earl Cathcart, Governor-General of British North America, Etcetera.

MAY IT PLEASE YOUR EXCELLENCY.

The Letter of the Secretary of the Province, which informed me of my appointment to my present Office, contains the following words:

"His Excellency has no doubt that you will give your best exertions to the duties of your new office, and that you will lose no time in devoting yourself to devising such measures as may be necessary to provide proper School Books; to establish the most efficient system of Instruction; to elevate the character of both Teachers and Schools; and to encourage every plan and effort to educate and improve the youthful mind of the country; and His Excellency feels assured that your endeavours in matters so important to the welfare of the rising youth of Western Canada will be alike satisfactory to the public and creditable to yourself."

NECESSITY FOR PRELIMINARY ENQUIRIES OUTSIDE OF CANADA.

Before undertaking to assume a charge so responsible, and to carry into effect instructions so comprehensive, I felt that the most extended examination of already established systems of Education was desirable, if not indispensably necessary.

Accordingly I applied, and obtained leave, without any expense to the Province, to visit the principal countries of Europe in which the most approved systems of Public Instruction have been established.

Having devoted upwards of a year to this preparatory part of my task, during which time I have pursued my inquiries in the dominions of nearly twenty different Governments, I now submit to Your Excellency the general conclusions at which I have arrived.

The leading and fundamental part of my assigned task was, "to devise such measures as may be necessary to establish the most efficient system of Instruction." I will, therefore, submit to the consideration of Your Excellency, first, what I have been led to conclude "the most efficient system of Instruction," and secondly, the machinery necessary for its establishment, so as to "elevate the character of both the Teachers and Schools, and to encourage every plan and effort to educate and improve the youthful mind of the country."

In adopting measures so decided for the advancement of the education of the people, the Administration of Canada is but following the example of the most enlightened Governments, and, like them, laying the foundation for the strongest claims to the esteem of the country and gratitude of posterity. On the part of both the free and despotic Governments of Europe, no subject has latterly occupied more attention than that of Public Instruction. The whole subject has undergone the most thorough investigation; and systems both public and private, which had been maturing for ages, extending from the lowest Elementary Schools up to the Colleges and Universities, have been carefully digested and brought into efficient operation.

The improvement and wide extension of the systems of Elementary Instruction form the most prominent, as well as the most interesting, feature of this extraordinary development in the policy of both the European and American Governments.

Adequate provisions for Elementary Instruction exist not only in Prussia, Denmark, Sweden, Holland, Belgium, France, Switzerland, Bavaria, Saxony, Austria, and the minor States of Germany, but even in Russia a similar system has been commenced; the whole of that vast empire has been divided into Provinces, with a University in each; the Provinces again divided into Districts, each of which is provided with a Classical Gymnasium;—each Gymnasial District divided again into School Districts, and in each an Elementary School; so that, as a recent traveller observes, "from Poland to Siberia, and from the White Sea to the regions beyond Caucasus, including the Provinces recently wrested from Persia, there are the beginnings of a complete system of Common School Instruction for the whole people, to be carried into full execution as fast as it is possible to provide the requisite number of qualified Teachers."

The investigations on this subject, which have for several years past been instituted by our own Imperial Government, have been of the most extensive and practical character, and have already resulted in the adoption of measures unprecedentedly energetic and comprehensive, to supply the intellectual wants of the labouring classes.

The northern States of the neighbouring Republic have also made laudable efforts to improve their systems of Elementary Education; to promote which object no less than three of their most distinguished citizens have, during the last nine years, made extensive tours in Europe.

But the vast amount of legislation which has been expended in these States, the numerous modifications and amendments of the School Laws,—the complaints that are still made by the most competent judges and administrators of them, of the defects in their operations,—no less than the nature and importance of the subject itself, admonish, and seem to require on the part of the Government of Canada the most careful consideration of the whole subject; so that the wants, interests and circumstances of the country may be consulted as far as possible, and that the progress of education may not be retarded by uncertainty, doubt and frequent change.

The instructions which have been given me, and the facilities of acquiring information with which I have been favoured, evince that the Canadian Government is second to no other in its desire and determination to prmote in every possible way the education of the people.

In obedience then to my instructions, I proceed to the explanation of that system of Education which I conceive to be required by the circumstances of the country. In

doing so, I shall strengthen and illustrate my own views by references to the best authorities, both European and American, in order that the Government and the people of Upper Canada may be satisfied—against objections which may be urged from any quarter—that the sentiments which I may advance, and the recommendations I may venture to submit, are not rash novelties or crude speculations, but the result of the largest experience and the deepest investigations on the part of the best judges resident in both hemispheres, and under different forms of Civil Government.

PART I. OF THE REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR UPPER CANADA.

In the first part of this Report, the Auditor discussed the following subjects:

1. What was meant by Education—Basis and Extent of the Proposed System.

2. Our Provincial System of Education should be Universal; it should be practical; What was involved therein; it should be founded on Religion and Morality; it should develop all the intellectual and physical powers; it should provide for the efficient teaching of the following subjects:

(1) Biblical History and Morality.
(2) Reading and Spelling.
(3) Writing.
(4) Arithmetic.
(5) Grammar.
(6) Geography.
(7) Linear Drawing
(8) Vocal Music.
(9) History.
(10) Natural History.
(11) Natural Philosophy.
(12) Agriculture.
(13) Human Physiology.
(14) Civil Government.
(15) Political Economy.

Then followed a recapitulation and explanatory remarks on the preceding View of Public Elementary Instruction, and the manner in which it should be taught—Irish National School Books to embrace it—Objections to the comprehensiveness of this Course of Instruction answered by the Author, and a distinguished American Educationist—Conclusion of the First Part.

The Second Part of the Report refers to the "Machinery of the System." The First Part, which I quote, is as follows:—

By Education I mean not the mere acquisition of certain arts, or of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments of life, as Christians, as persons of business, and also as members of the civil community in which they live.

The basis of an Educational structure adapted to this end should be as broad as the population of the country; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments or profession, the one rising above the other—the one conducting the other; yet each complete in itself for the degree of education it imparts; a character of uniformity as to fundamental principles pervading the whole; the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and the people.

The branches of knowledge which it is essential that all should understand, should be provided for all, and taught to all; should be brought within the reach of the most needy, and forced upon the attention of the most careless. The knowledge required for the scientific pursuit of mechanics, agriculture and commerce, must needs be provided to an extent corresponding with the demand and the exigencies of the country; while to

a more limited extent are needed facilities for acquiring the higher education of the learned professions.

Now, to a professional education, and to the education of the more wealthy classes, no objection has been made, nor even indifference manifested. On the contrary, for these classes of society, less needing the assistance of the Government and having less claims upon its benevolent consideration than labouring and producing classes of the population, have liberal provision been made, and able Professors employed, whilst Schools of Industry have been altogether overlooked, and primary Instruction has scarcely been reduced to a system; and the education of the bulk of the population has been left to the annual liberality of Parliament. Nay, even objections have been made to the education of the labouring classes of the people; and it may be advisable to show, at the outset, that the establishment of a thorough system of primary and industrial education, commensurate with the population of the country, as contemplated by the Government, and as is here proposed, is justified by considerations of economy as well as of patriotism and humanity.

First, such a system of general education amongst the people is the most effectual preventative of pauperism and its natural companions, misery and crime.

To a young and growing country, and the retreat of so many poor from other countries, this consideration is of the greatest importance. The gangrene of pauperism in either cities or states is almost incurable. It may be said in some sort to be hereditary as well as infectious,—both to perpetuate and propagate itself,—to weaken the body politic at its very heart,—and to multiply wretchedness and vice.

Now the Statistical Reports of pauperism and crime in different countries furnish indubitable proof that ignorance is the fruitful source of idleness, intemperance and improvidence, and these the fosterparent of pauperism and crime. The history of every country in Europe may be appealed to in proof and illustration of the fact,—apart from the operation of extraneous local and temporary circumstances,— that pauperism and crime prevail in proportion to the absence of education amongst the labouring classes, and that in proportion to the existence and prevalence of education amongst those classes is the absence of pauperism and its legitimate offspring.

To adduce even a summary of the statistical details which I have collected on this subject would exceed my prescribed limits; and I will only present the conclusions at which competent witnesses have arrived after careful and personal inquiry. Mr. F. Hill, Her Majesty's Inspector of Prisons in Scotland, at the conclusion of a statistical work on National Education in Great Britain, Prussia, Spain and America, states the following amongst other inferences as the result of his investigations:

"So powerful is education as a means of national improvement that, with comparatively few exceptions, the different countries of the world, if arranged according to the state of education in them, will be found to be arranged also according to wealth, morals and general happiness; and not only does this rule hold good as respects a country taken as a whole, but it will generally apply to the different parts of the same country.

"Thus in England education is in the best state in the northern Agricultural District, and in the worst state in the southern Agricultural District, and in the Agricultural parts of the Midland District; while in the great Towns and other manufacturing places, education is in an intermediate state; and, at the same time, the condition of the people and the extent of crime and violence among them follow in like order."*

Mr. J. C. Blackden, of Ford Castle, Northumberland, England, in concluding his evidence before the Poor Law Commissioners, expresses himself thus: "In taking a short review of my answers to the Commissioners' Queries, the advantageous position of our labouring population, when compared with the position of those in the more southern districts of the country, must be manifest. It is impossible to live among them without being struck by their superior intelligence and their superior morality. I am fully justified in this assertion by the Parliamentary Returns of criminal commitments in the

* National Education; its present state and prospects, by Frederick Hill, Volume ii, pages 164 and 165.

several Counties of England, which prove Northumberland to be very much more free from crime than any other County. A principal cause of this, I have no doubt, arises from the education they receive at the Schools scattered over the country."†

The Reverend W. S. Gilly, Vicar of Norham Parish, Northumberland, states the following facts in evidence before the same Commissioners:

"I scarcely know an instance in this Parish in which the children of an agricultural labourer have not been sent to School, for the most part at their own expense. I believe the parents set a greater value on that education the expenses of which they defray themselves; they watch their children's progress more narrowly. From prudence and education results the prosperity of this District; and it is not here, as in some places, that the absolute plenty of the land, and the relative poverty of the people who live in it, keep pace one with the other! A high standard of character has raised the standard of comfort here; and for many years useful education, combined with Christian education, has been diffusing its blessing."*

The same causes have produced the same effects in other Countries. Prussia is a conspicuous example. The following is the statement of Mr. Thomas Wyse, Member of the British Parliament, and author of an elaborate work on Education Reform, who has made extensive tours of personal inspection on the Continent of Europe. Personal observation enables me to attest to the correctness of that part of Mr. Wyse's statements which relate to the recently acquired Prussian Provinces on the Rhine. Mr. Wyse says: "What is the real social result of all this?—How has it affected the population for good or for ill?—How is it likely to affect them in future?—The narratives given by Pestalozzi, De Fellenberg, Oberlin and the Père Girard, of the singular revolution, mental and moral, and, I may also add, physical, effected by the application of their system of teaching on a hitherto ignorant and vicious population, though admitted to be isolated experiments, ought not the less to be considered evidences of the intrinsic force of the instrument itself, and of its power to produce similar results, wherever and whenever fairly tried, without reference to Country, or numbers; that is, whenever applied with the same earnestness, honesty and skill in other instances as in theirs. And of this portion of Prussia—of the Rhenish Provinces—it may surely be averred that it has now been for some time under the influence of this system, and that during that period, whether resulting from such influence or not, its progress in intelligence, industry and morality, in the chief elements of virtue and happiness, has been steadily and strikingly progressive. In few parts of the civilized world is there more marked exemption from crimes and violence."

A judicious American writer observes that "nearly nine-tenths of all the pauperism actually existing in any country may be traced directly to moral causes, such as improvidence, idleness, intemperance, and a want of moderate energy and enterprise. Now it is hardly necessary to add that education, if it be imparted to all the rising generation, and be pervaded also by the right spirit, will remove these fruitful sources of indigence. It will make the young provident, industrious, temperate and frugal, and with such virtues, aided by intelligence, they can hardly fail in after life to gain a comfortable support for themselves and families. Could the paupers of our own State be collected into one group, it would be found, I doubt not, that three out of every four, if not five out of every six, owe their present humiliating position to some defect or omission in their early training." ‡

What has been stated in respect to Agricultural labourers, and of the working classes generally, is equally and specially true of Manufacturing labourers. From the mass of testimony which might be adduced on this point, one or two statements only will be

† Report of Poor Law Commissioners.—*Appendix.*

* Report of the Poor Law Commissioners.—*Appendix.*

‡ *School and Schoolmaster.* By the Reverend Alonzo Potter, D.D., of New York. Eleven thousand copies of this work have been circulated gratuitously in the State of New York, by the Honourable James Wadsworth, and three thousand in the State of Massachusetts, at the expense of Mr. Brimmer, late Mayor of Boston.

selected. The first is from the evidence before the Poor Law Commissioners, by Mr. A. G. Escher, of Zurich, Switzerland, who has been accustomed to employ hundreds of workmen. In reply to the question as to the effects of a deficiency of education on success in mechanical employments, Mr. Escher says: "These effects are most strikingly exhibited in the Italians, who, though with the advantage of greater natural capacity than the English, Swiss, Dutch or Germans, are still of the lowest class of workmen. Though they comprehend clearly and quickly any simple proposition made, or explanation given to them, and are enabled quickly to execute any kind of work when they have seen it performed once, yet their minds, as I imagine from want of development by training or School Education, seem to have no kind of logic, no power of systematic arrangement, no capacity for collecting any series of observations, and making sound deductions from the whole of them. This want of capacity of mental arrangement is shown in their manual operations. An Italian will execute a simple operation with great dexterity; but when a number of them are put together, all is confusion. For instance: within a short time after the introduction of cotton spinning into Naples, in 1830, a native spinner would produce as much as the best English workman; and yet up to this time not one of the Neapolitan operators is advanced far enough to take the superintendence of a single room, the Superintendents being all Northerns, who, though less gifted by nature, have had a higher degree of order and arrangement imparted to their minds by a superior education."

In reply to the question whether Education would not tend to render them discontented and disorderly, and thus impair their value as operatives, Mr. Escher states: "My own experience and my conversation with eminent mechanics in different parts of Europe lead me to an entirely different conclusion. In the present state of manufactures, where so much is done by machinery and tools, and so little done by mere manual labour, (and that little diminishing) mental superiority, system, order, punctuality and good conduct,—qualities all developed and promoted by education,—are becoming of the highest consequence. There are now, I consider, few enlightened manufacturers who will dissent from the opinion that the workshops, peopled with the greatest number of well-informed workmen, will turn out the greatest quantity of the best work in the best manner. The better educated workmen are distinguished, we find, by superior moral habits in every respect.

"From the accounts which pass through my hands, I invariably find that the best educated of our workpeople manage to live in the most respectable manner, at the least expense, or make their money go the farthest in obtaining comforts.

"This applies equally to the workpeople of all nations that have come under my observation; the Saxons, the Dutch and the Swiss being, however, decidedly the most saving without stinting themselves in their comforts, or failing in general respectability. With regard to the English, I may say that the educated workmen are the only ones who save money out of their very large wages.

"By Education I may say that I, throughout, mean not merely instruction in the art of reading, writing and arithmetic, but better general mental development; the acquisition of better tastes, of mental amusements and enjoyments, which are cheaper while they are more refined."*

The same Report contains the evidence of many English Manufacturers to the same effect, and also the *Report to the Secretary of State for the Home Department on the training of Pauper Children*, 1841.

The same causes produce the same effect among the labouring population of the manufacturing towns in the United States.

In 1841 the Secretary of the Massachusetts Board of Education made a laborious inquiry into the comparative productiveness of the labour of the educated and uneducated manufacturing operatives in that State. The substance of the answers of the manufacturers and business men to whom he applied is as follows: "The result of the inves-

* Report of Poor Law Commissioners.

tigation is the most astonishing superiority in productive power on the part of the educated over the uneducated labourer. The hand is found to be another hand when guided by an intelligent mind. Processes are performed not only more rapidly, but better, when faculties which have been cultivated in early life furnish their assistance. Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of labouring men, where all services are rated according to their pecuniary value, there is it found as an almost invariable fact, other things being equal, that those who have been blessed with a good Common School Education rise to a higher and higher point in the kinds of labour performed, and also in the rate of wages paid, while the ignorant sink like dregs to the bottom."†

From the preceding facts may be inferred the importance of a sound Common School Education among even the lowest class of agriculturists and mechanics, in respect both to employers and the employed.

The general diffusion of such an education, even in the poorest country, is the precursor and companion of the general diffusion of industry and virtue, comfort and happiness. Of this Switzerland—naturally the least productive, and the most difficult of cultivation of any country of central Europe—is an indubitable example.

In several of the Cantons of Switzerland I have lately had the opportunty of witnessing the substantial correctness of what is thus stated by a recent traveller: "The intermixture of classes is wonderfully divested of the offensive familiarities which would infallibly arise from it in less educated Countries. Deferential respect is paid rather, perhaps, to age and moral station than to mere affluence; but I have seldom witnessed any departure from a tone and manner of affectionate courtesy on the part of the poorer towards the higher classes. This may, however, be mainly attributable to the habitual and kindly consideration shewn to the working classes by their superiors. Whether this results from a higher sense of doing to others as we would be done by, whether from natural kind-heartedness, or whether from the knowledge of the power possessed by each man, I know not; but be it from love, or be it from fear, certain it is that a kindly feeling is evinced by employers to the employed in Northern Switzerland of which few other Countries afford an example. Switzerland is clearly indebted to the highly educated, or, to speak more correctly, to the extensively educated mind of her people, for her singular prosperity and advancement.

"Brilliant talents, or any eminent powers of intellect, are very rarely found among the Swiss; but for sound good sense, and general proficiency in the common branches of education, I do not think that there is a people equal to them.

"A family in one of the Villages I visited in the Canton of Zurich was pointed out to me as unusually disreputable, and I was cautioned not to take anything I saw there as a sample of the rest. One of the heaviest charges made against the conduct of the Master was that he had been repeatedly warned by the *Gemeindamann* to send two of his children to School who were turned eight years of age; that he had proved so refractory that at length the Stadholder had been informed of his conduct, and it was only when he found he was about to be fined that he complied with the law."

One may well ask then, with Bishop Berkeley, "whether a wise State hath any interest nearer at heart than the education of the youth?" Independent of the answer furnished by the foregoing facts, the safety of a constitutional State may lie in the education of the masses; in the words of M. Girardin, late Educational Inspector of the French Government to Austria: "The instruction of the people endangers Absolute Government; their ignorance, on the contrary, imperils Representative Government, for the Parliamentary debates, while they reveal to the mass the extent of their rights, do not constrain the people to wait until they can exercise them with discernment: and when a people know their rights there is but one way to govern

† Seventh Report of the Honourable Horace Mann, Secretary of the Massachusetts Education Society for 1841.

them—to educate them." A sentiment which is still more strongly endorsed by Doctor Whately, the present enlightened Archbishop of Dublin "if the lower orders are to be the property, the slaves, of their Governors, and to be governed not for their own advantage, but entirely for the benefit of their rulers, then, no doubt, the more they are degraded towards the condition of brutes the more likely they are to submit to the tyranny. But if they are to be governed as rational beings, the more rational they are made the better subjects they will be of such a Government."

1. The first feature then of our Provincial system of Public Instruction should be *universality;* and that in respect to the poorest classes of society. It is the poor indeed that need the assistance of the Government, and they are proper subjects of their special solicitude and care; the rich can take care of themselves. The elementary education of the whole people must therefore be an essential element in the Legislative and Administrative policy of an enlightened and beneficent Government.

2. Nor is it less important to the efficiency of such a system that it should be *practical*, than that it should be universal. The mere acquisition, or even the general diffusion, of knowledge without the requisite qualities to apply that knowledge in the best manner, does not merit the name of education. Much knowledge may be imparted and acquired without any addition whatever to the capacity for the business of life. There are not wanting numerous examples of persons having excelled, even in the higher departments of knowledge, who are utterly incompetent to perform the most simple, as well as the most important, affairs of everyday life. History presents us with even University Systems of Education, (so called), entirely destitute of all practical character; and there are Elementary School Systems which tend as much to prejudice and prevent, not to say corrupt, the popular mind, as to improve and elevate it.

The very end of our being is practical; and every step and every branch of our moral, intellectual and physical culture should harmonize with the design of our existence. The age in which we live is likewise eminently practical; and the condition and interests, the pursuits and duties of our new Country, under our free government, are invested with an almost exclusively practical character. Scarcely an individual among us is exempt from the necessity of "living by the sweat of his face." Every man should, therefore, be educated to practice.

The changes and developments which have been made in the Arts, modes of Labour, methods of Business, system of Commerce, Administration of the Government, and indeed every department of civilization, involve the necessity and importance of a corresponding character in our whole System of Public Instruction. The same amount of skill and knowledge, which would have enabled an artizan, or a tradesman, or merchant, or even a professional man, to have excelled in former years, would be by no means adequate to success in the present stage of mental development, and of keen and skilful competition.

The state of society, then, no less than the wants of our Country, requires that every youth of the land should be trained to industry and practice,—whether that training be extensive or limited.

Now education thus practically includes Religion and Morality; secondly, the development to a certain extent of all our faculties; thirdly, an acquaintance with several branches of elementary knowledge.

Under these heads will be embraced a summary view of what I deem it necessary to say on this subject.

3. By Religion and Morality I do not mean sectarianism in any form, but the general system of truth and morals taught in the Holy Scriptures. Sectarianism is not morality. To be zealous for a Sect, and to be conscientious in morals, are widely different. To inculcate the peculiarities of a Sect, and to teach the fundamental principles of Religion and Morality, are equally different. Indeed, Schools might be named in which there is the most rigorous inculcation of an exclusive sectarianism, where there is a deplorable absence of the fruits of both Religion and Morality. As there may be a very careful teaching of some of the ornamental branches of learning, while the essential and prac-

tical departments of it are very carelessly, if at all, taught, so it notoriously occurs that scrupulous and ostentatious maintenance and teaching of the "mint, anise, and cummin" of a vain and grasping sectarianism is accompanied with an equally notorious disregard of the "weightier matters of the law"—of Religion and Morality.

Such teaching may, as it has done, raise up an army of sectarian pugilists and persecutors, but it is not the way to create a community of Christians. To teach a child the dogmas and spirit of a Sect, before he is taught the essential principles of Religion and Morality, is to invert the pyramid,—to reverse the order of nature,—to feed with the bones of controversy, instead of with the nourishing milk of Truth and Charity.

In these remarks I mean no objection to Schools in connection with a particular Religious Community,—wholly controlled by such Community, and where its Worship is observed and its Creeds taught. Nor would I intimate that such establishments may not, in many instances, be more efficient and desirable than any other differently constituted; nor that the exertions to establish and maintain them are not most praiseworthy and ought not to be countenanced and supported. I refer not to the constitution and control of Schools, or Seminaries, but to a kind of teaching,— a teaching which can be better understood than defined,—a teaching which unchristianizes four-fifths, if not nine-tenths, of Christendom,—a teaching which substitutes the form for the reality,—the symbol for the substance,—the dogma for the doctrine,—the passion for Sect, for the love of God and our neighbours;—a teaching which, as history can attest, is productive of ecclesiastical corruptions, superstition, infidelity, social disputes and civil contentions, and is inimical alike to good government and public tranquility.

I can aver, from personal experience and practice, as well as from a very extended enquiry on this subject, that a much more comprehensive course of Biblical and Religious instruction can be given than there is likely to be opportunity for doing in Elementary Schools, without any restraint, on the one side, or any tincture of sectarianism on the other,—a course embracing the entire History of the Bible, its institutions, cardinal doctrines and morals, together with the evidences of its authenticity. In the sequel, this statement will be illustrated and confirmed by facts.

The misapplication and abuse of Religious Instruction in Schools have induced many to adopt a contrary error, and to object to it altogether as an element of popular education. In France, Religion formed no part of the Elementary Education for many years, and in some parts of the United States the example of France has been followed. Time is required fully to develop the consequences of a purely godless system of Public Instruction. It requires a generation for the seed to germinate,—a second, or a third, for the fruit to ripen.

However, the consequences have been too soon manifest both in France and America. The French Government has, for many years, employed its most strenuous exertions to make Religious Instruction an essential part of Elementary Education; and experienced men, and the most distinguished educational Writers in the United States, speak in strong terms of the deplorable consequences resulting from the absence of Religious Instruction in their Schools, and earnestly insist upon its absolute necessity.

The Honourable Samuel Young, the present Superintendent of Education in the State of New York, thus portrays the character of the popular mind in that Country, in the utter absence of all Religion in this System of Public Instruction. The length of the extract will be amply justified by the importance of the subject, and the high authority from which it emanates:

"Nothing is more common than for public journalists to extol, in unmeasured terms, the intelligence of the community. On all occasions, according to them, *vox populi est vox Dei*. We are pronounced to be a highly cultivated, intellectual and civilized people. When we, the people, called for the exclusion of small bills, we were right; when we called for the repeal of the exclusion of small bills, we were equally right. We are divided into political parties, nearly equal, but we are both right. We disagree respecting the fundamental principles of government; we quarrel about the laws of a

circulating medium; we are bank and anti-bank, tariff and anti-tariff; for a national bankrupt law, and against a national bankrupt law, for including corporations, and for excluding corporations, for unlimited internal improvement, judicious internal improvement, and for no internal improvement. . . .

"According to the learned and philosophic De Tocqueville, this is the Country of all others where public opinion is the most dictatorial and despotic. Like a spoiled child, it has been indulged, flattered and caressed by interested sycophants until its capriciousness and tyranny are boundless. . . . When they claim the civic merit of unqualified submission to the rules of social order, they are referred to the frequent exhibitions of Lynch law. . . .

"Burns, the eminent Scotch poet, seems to have believed that good would result:

"O wad some power the giftie gie us
To see oursels as others see us!"

If we had this gift, much of our overweening vanity would doubtless be repressed, and many would seriously ponder on the means of reformation and improvement. But that any great improvement can be made upon the moral propensities of the adults of the present day is not to be expected. The raw material of humanity, after being even partially neglected for twenty years, generally bids defiance to every manufacturing process.

"The moral education, that is the proper discipline of the dispositions and affections of the mind, by which a reverence for the Supreme Being, a love of Justice, of Benevolence, and of Truth are expanded, strengthened and directed, and the conscience enlightened and invigorated, must have its basis deeply and surely laid in childhood.

"Truth, in the most important parts of moral science, is most easily taught, and makes the most indelible impressions in early life, before the infusion of the poison of bad example; before false notions and pernicious opinions have taken root; before the understanding is blunted and distorted by habit, or the mind clouded by prejudice."

The Superintendent of Schools for Albany County,—the metropolitan County, including the Capital, of the State of N.Y.,—speaks still more definitely, if not forcibly, on the consequences of non-christian Schools. He says: "We are suffering from the evils of imperfect and neglected education. Want, vice and crime, in their myriad forms, bear witness against our Educational Institutions, and demand inquiry whether they can prevent, or remedy, the evils that are sapping the foundations of Society.

"That the Schools have not accomplished the objects of their creation, if that object were to nurture a virtuous and intelligent people, unfortunately requires no proof. Their moral influence has undoubtedly ameliorated our social condition; but it has failed to give that energy to virtue which is essential to virtue and happiness. It has been an accidental effect rather than a prominent and distinct object of School Education; and while by its agency intellect has generally been developed, the moral sense has been neglected, and the common mind, though quick and schemeful, wants honesty and independence. The popular virtues are the prudential virtues, which spring from selfishness, and lead on to wealth and reputation, but not to wellbeing and happiness. Were their source moral feeling, and their object duty, they would not only distinguish the individual but bless society. Man has lost faith in man; for successful knavery, under the garb of shrewdness, unblushingly walks the streets, and claims the sanction of Society. . . ."

Such statements (from this two-fold United States source) are as conclusive, and as free from suspicion, as they are painful and full of admonition.

The practical indifference which has existed in respect to the Christian character of our own imperfect system of Popular Education is to be deplored. The omission of Christianity in respect to Schools, and the character and qualifications of Teachers, has unfortunately largely prevailed. The Country is yet too young to witness the full effects

of such an omission,—such an abuse of that which should be the primary element of education, without which there can be no Christian Education; and without a Christian Education there will not long be a Christian Country. . . .

On a subject so vitally important, forming as it does the very basis of the future character and social state of this Country,—a subject, too, respecting which there exists much error and a great want of information,—I feel it necessary to dwell at some length, and to adduce the testimony of the most competent authority who, without distinction of Sect, or Country, or form of Government, assert the absolute necessity of making Christianity the basis and the cement of the structure of Public Education.

I propose to show also how the principles of Christianity have been, and may be, carried into effect, without any compromise of principle in any party concerned, or any essential deficiency in any subject taught.

Mr. De Fellenberg says:

"I call that Education which embraces the culture of the whole man,—with all his faculties,—subjecting his senses and his understanding to reason, to conscience, and to the evangelical laws of the Christian Revelation."

Mr. De Fellenberg, a patrician by birth, a Statesman and a Christian philanthropist, has, during a quarter of a century, practically illustrated his own definition of education in a series of Classical, Agricultural, and poor Schools, which were originally established at Hofwyl, in Switzerland, and which have been maintained solely at the expense of the Founder. This Establishment is perhaps the most celebrated in Europe. It contains pupils not only from different parts of Switzerland and Germany, but from England, and from Hungary, from France and America,—of different forms of religious faith, yet thoroughly educated in Mr. De Fellenberg's sense of the word, as I have had the opportunity of satisfying myself by personal inspection and inquiry.

The sentiments of English Protestant Writers, and of all classes of British Protestants, are too well known to be adduced in this place; and the fact that the principal objection which has been made, on the part of the Authorities and Members of the Roman Catholic Church, to certain Colleges proposed to be established in Ireland, relates to an alleged deficiency in the provision for Christian Instruction, evinces the prevailing sentiment of that section of our fellow-subjects. A few references will be sufficient. Mr. Thomas Wyse, a Roman Catholic Member of the British Parliament, in his work on Education Reform, already referred to, thus expresses himself on this point:—

"What is true of individuals is still truer of society. A reading and writing community may be a very vicious community, if morality, (not merely its theory, but its practice), be not as much a portion of education as reading and writing. Knowledge is only a branch of education, but it has too often been taken for 'whole.'" "When I speak of moral education," (continues Mr. Wyse), "I imply Religion; and when I speak of Religion, I speak of Christianity. It is morality, it is conscience, *par excellence*. Even in the most worldly sense it could easily be shown that no other morality truly binds, no other education so effectually secures, even the coarse and material interests of society. The economist himself would find his gain in such a system. Even if it did not exist, he should invent it. It works his most sanguine speculations of good into far surer, and more rapid, conclusions than any system he could attempt to set up in its place. No system of philosophy has better consulted the mechanism of society, or joined it together, with a closer adaptation of all its parts, than Christianity. No Legislator, who is truly wise,—no Christian will, for a moment, think,—for the interests of society and Religion,—which are indeed only one,—of separating Christianity from moral education.

"In teaching Religion and Morality, we naturally look for the best code of both. Where is it to be found? Where, but in the Holy Scriptures? Where, but in that speaking and vivifying code, teaching by deed, and sealing its doctrines by death, are we to find that law of truth, of justice, of love, which has been the thirst and hunger of the human

heart in every vicissitude of its history. From the Mother to the Dignitary, this ought to be the Book of Books; it should be laid by the cradle and the death-bed; it should be the Companion and the Counsellor, and the Consoler,—the Urim and Thummin, the light and the perfection of all earthly existence."

The authorities of the French Government have most distinctly recognized the Holy Scriptures as the basis and source of moral instruction in the Schools and Colleges of France. In respect to the Secondary Schools, or Colleges, there, the law requires that "in the two elementary classes the pupils are to be taught during the first year the History of the Old Testament; and the second year, the History of the New Testament. This Lesson, given by the Elementary Masters, is to be taught during one hour every day, and to conclude the study of the evening.* The same code makes moral and Religious instruction an essential part of education in the Primary Schools."†

The language of M. Cousin, the late Minister of Public Instruction in France, is very decided and strong on this point. In his account of the Schools of the City of Frankfort-on-the-Main, M. Cousin says:

"Instead of the first Lesson Book, the more advanced children have, as Books of reading and study, Luther's translation of the Bible, the Catechism, and Biblical History. The Bible is not entire, as you might imagine, except the New Testament. These three Books constitute here the foundation of Public Instruction; and every rational man will rejoice at it, because Religion is the only morality for the mass of mankind. The great Religious Memorials of a people are their School Books; and I have always viewed it as a misfortune for France that, in the sixteenth century, or the beginning of the seventeenth, when the French language was simple, flexible and popular, some great writer—Amiot, for example—did not translate the Holy Scriptures. This would have been an excellent Book to put into the hands of the young; whilst De Sacy's translation, otherwise meritorious, wants energy and animation. That of Luther, vigorous and lively, and circulated throughout Germany, has greatly contributed to develop the moral and Religious spirit and education of the people. The Holy Scriptures, with the History of the Bible which explains them, and the Catechism, which embodies a summary of them, ought to be the Library of childhood, and of the Primary Schools.

It may be observed that De Sacy's translation is now printed by the French University Press, and cheaply and extensively sold throughout France.

The manner in which this branch of Education is taught in the Prussian Schools is worthy of special notice. I cannot describe it better than in the words of two American writers, Professor Stowe, of Cincinnati, and the Honourable Horace Mann, of Boston. The former visited Europe in 1836-37. The General Assembly of the State of Ohio requested him, during the progress of his Tour, "to collect such facts and information as he may deem useful to the State in relation to the various Systems of Public Instruction and Education which have been adopted in the several Countries through which he may pass, and make a report thereof, with such practical observations as he may think proper, to the next General Assembly." Professor Stowe's Report was printed by the Legislature of Ohio, afterwards by those of Massachusetts and Pennsylvania, in English and in German; it has also been reprinted in several other States. Mr. Mann, Secretary of the Board of Education for the State of Massachusetts, obtained the permission of the Government of that State to make a similar tour in Europe in 1843.

Professor Stowe, after having referred to the results of his enquiries relative to the teaching of Drawing and Music, makes the following important statement on the subject of moral and Biblical instruction:—

* Dans les deux Classes Elementaires on fait apprendre aux eleves, la premiere annee, l'Histoires de l'Ancien Testament; la seconde annee, l'Histoire du Nouveau. Cette lecon, donnee par les maitres Elementaires a lieu tous les jours pendant une heure, et termine l'etude du soir, *Code Universitaire;* page 571.

† L'instruction primaire elementaire comprend necessairement l'instruction morale et religieuse. *Code Universitaire;* page 265.

"In regard to the necessity of moral instruction and beneficial influence of the Bible in Schools, the testimony was no less explicit and uniform. I enquired of all classes of Teachers, and of men of every grade of Religious faith, Instructors in Common Schools, High Schools and Schools of Art, and Professors in Colleges, Universities, and Professional Seminaries, in Cities and in the Country, in places where there was [Religious] uniformity, and in places where there was a diversity of Creeds, of believers and unbelievers, of Roman Catholics and Protestants; and I never found but one reply, and that was, that to leave the moral faculty uninstructed was to leave the most important part of the human mind undeveloped, and to strip education of almost everything that can make it valuable; and that the Bible, independently of the interest attending it, as containing the most ancient and influential writings ever recorded by human hands, and comprising the Religious system of almost the whole of the civilized world, is in itself the best Book that can be put into the hands of children to interest, to exercise, and to unfold their intellectual and moral powers. Every Teacher whom I consulted repelled with indignation the idea that moral instruction is not proper for Schools; and spurned with contempt the allegation that the Bible cannot be introduced into Common Schools without encouraging a sectarian bias in the matter of teaching;—an indignation and contempt which, I believe, will be fully participated in by every high-minded Teacher in Christendom."

Mr. Mann observes:—

"Nothing receives more attention in the Prussian Schools than the Bible. It is taken up early, and studied systematically.

"The great events recorded in the Scriptures of the Old and New Testament; the character and lives of those wonderful men who, from age to age, were brought upon the stage of action, and through whose agency the future history and destiny of the race were to be so much modified; and especially those sublime views of duty and morality which are brought to light in the Gospel;—these are topics of daily and earnest inculcation in every School. To these, in some Schools, is added the History of the Christian Religion, in connection with contemporary Civil History. So far as the Bible Lessons are concerned, I can ratify the strong statements made by Professor Stowe in regard to the absence of sectarian instruction, or endeavours at proselytism.

"The Teacher, being amply possessed of the knowledge of the whole chain of events and of all biographical incidents, and bringing to the exercise a heart glowing with love to man, and with devotion to his duty as a former of the character of children, has no necessity, or occasion, to fall back upon the formulas of a creed. It is where a Teacher has no knowledge of the wonderful works of God, and of the benevolence of the design in which they were created; when he has no power of explaining and applying the beautiful incidents in the lives of the Prophets and Apostles, and, especially, the perfect example which is given to men in the life of Jesus Christ; it is then that, in attempting to give Religious instruction, he is, as it were, constrained to recur again and again to the few words, or sentences, of his form of faith, whatever that faith may be. . . ."

My own examination, not only of Prussian, but of German Schools generally, and my conversations with Directors, Inspectors, and Teachers throughout Germany, Holland and France, enable me to corroborate the statements of Professor Stowe and Mr. Mann. The instruction is substantially the same under both Roman Catholic and Protestant Governments,—the same, whether the Teachers be Roman Catholics or Protestants. The French Government itself avows its position not to be the headship of a Sect, but that of a supporter of Christianity irrespective of sect. In a work on Education, which obtained the prize extraordinary from the French Academy in 1840, it is said that:

"France has not proclaimed a State Religion. To have done so would have been an absurdity under a form of Government the component parts of which are the direct representations of public opinion. But it has guaranteed protection and countenance

to all forms of Christian worship; and, therefore, in such a relation to the various Religious Denominations, the Government takes its stand simply upon the Truth. It has avowed before the world that the French Nation professes the Christian Faith, without any exclusion of Church or Sect. France, after having in the Constitutional Charter declared itself Christian, and, after having stated as an important fact that the Roman Catholic Religion is professed by a majority of the French people, cannot consistently forget the first principle of its Charter, in organizing a system of Public Education. In founding establishments which concern the moral education of the young, it cannot disregard the moral principles which it professes itself; but it forgets not the supreme importance which it attaches to liberty of conscience. The Members of all Christian Communions will, therefore, find in its establishments of Public Education that cordial reception which is assured to them in the Charter.

We rejoice to see that, in the eyes of the State, all Christian Sects are Sisters, and that they are objects of equal solicitude in the administration of the great family of the Nation. . . ."

Similar testimonies, in respect both to the same and other countries, might be indefinitely multiplied; but those already adduced are sufficient to show that Religious and moral instruction should be made an essential part of Public Education, and that such instruction can be, and has been, communicated extensively and thoroughly, for all purposes of Christian morality, without any bias of sectarianism, and without any interference whatever with the peculiarities of different Churches, or Sects. Such are the sentiments of enlightened writers, Roman Catholic and Protestant, as well Republican as Monarchical; and such are the views and practice of both Protestant and Roman Catholic nations.

Here is neither laxity nor compromise of religious principle; here is the establishment and administration of a system on the part of Government which is founded upon the fundamental principles of Christian truth and morality, but which interferes not with the dogmas and predilections of diversified sectarianism; and here is a co-operation of Members of different Religious Persuasions in matters which they hold and value in common,—in which they have a common interest,— and in which co-operation is, in most instances, even essential to existence,—the same as Legislators, or Merchants, Agriculturists, or Soldiers co-operate in measures and enterprises of common agreement and necessity. The points of agreement between the two great and most widely separated divisions of Christendom—Protestants and Roman Catholics—are thus forcibly enumerated by the Bishop of Worcester, England, in a late Charge to the Clergy of his Diocese:

"Conscientiously do I believe that in no part of Christendom is our Religion observed in greater purity than in this Country; but, believing this, I cannot shut my eyes to the fact that we form but a small minority of the Church of Christ; nor can I venture to say that Christianity, as professed by the great majority, is so full of error as to make it a sin in a Protestant State to contribute towards the education of its Ministers.

"Let us see what are the doctrines we hold in common with our Roman Catholic brethren. We both believe in God our Father, our Author and Maker of all things; we both believe that man fell from this primeval state into sin; we both believe that to redeem mankind from this fallen state it pleased this Almighty Being to send His only begotten Son into the world to become a sacrifice for our sin, that, through His atonement, we might be considered as justified before God; we both believe that the Son of God, who was sent into the world as a propitiation for our sins, is co-equal and co-eternal with the Father; that, having performed this office of love and mercy, He ascended into Heaven, andth at He will come at the last day to judge the quick and the dead; we both believe that this Redeemer, to assist us in the way of salvation, sends us the Holy Spirit to those that diligently seek Him; and that the Holy Spirit, with the Father and the Son, is one God, blessed forever; we both believe that the Church was originally founded by this Saviour, and that in her the doctrines of the Gospel have been handed down by a

regular succession of ordained Ministers, Priests and Deacons; and we both believe that two Sacraments are binding on Christians."

The proceedings of the National Board of Education in Ireland present an illustration of the extent to which there may be a cordial co-operation between even Roman Catholics and Protestants in a Country as proverbial for the warmth and tenacity of the Religious differences as for the generous hospitality of its inhabitants. Several systems of Public Instruction had been tried, and each, in succession, proved unsuccessful as a National System, and was abandoned by the Government. In 1828, "a Committee of the House of Commons, to which were referred the various Reports of the Commissioners of Education, recommended a system to be adopted which should afford, if possible, a combined Literary and separate Religious education, and should be capable of being so far adapted to the views of the Religious Persuasions which prevail in Ireland, as to render it, in truth, a System of National Education for the poorer classes of the community.

With a view of accomplishing this noble object, the Government, in 1831, constituted a Board consisting of distinguished Members of the Churches of England, Scotland and Rome.

The Board agreed upon, and drew up, some general maxims of Religion and Morals which were to be taught in every School, agreed to "encourage the Pastors of different denominations to give religious instruction to the children of their respective flocks out of School-hours," etcetera; and, in addition, to provide that one day in a week should be set apart for that purpose.*

The Board have also published a series of Biblical Histories, complete on the New Testament, and on the Old to the death of Moses. It is understood that the whole series, in the Old Testament, will soon be completed.

These Histories are more literal and more comprehensive than Watt's Scripture History, or any of the many similar publications, which has been most used in Schools. These Histories are, likewise, prepared according to the Irish National Board's improved methods of teaching,—useful as Reading Books, and as admirable introductions to the study of the Holy Scriptures,—being, for the most part, in the very words of the Scriptures, and containing the chronological dates of the principal epochs and events of Sacred History.

The Board has also published an excellent and appropriate little Book entitled "Lessons on the Truth of Christianity."

On a certain day of the week Ministers of the different Religious Persuasions catechise the children of the respective forms of faith.

Thus are the children in the Irish National Schools not only taught the elements of a secular education, but they are instructed in the fundamental principles of Christian truth and morals; and facilities are afforded for their being taught the Catechism and Confessions of the Religious Persuasions to which they severally belong. . . .

In Prussia, while provision is made, and Teachers are thoroughly trained, to give an extended course, or rather several courses, of Biblical instruction, covering a period of

* The following is one of these "General Lessons," which are hung up in every Irish National School, and required to be taught and explained to all the children. It relates to social duties.

"Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men,—(Romans, Chapter xii, verse 18,)—even with those of a different Persuasion.

"Our Saviour, Christ, commanded His Disciples to 'love one another.' He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers. Many men hold erroneous doctrines; but we ought not to hate, or persecute them. We ought to seek for the truth, and hold fast what we are convinced is the truth; but not to treat harshly those that are in error. Jesus Christ did not intend his Religion to be forced on men by violent means. He would not allow his Disciples to fight for him. If any persons treat us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ; we must do to others, not as they do to us, but as we should wish them to do to us.

"Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

"We ought to show ourselves followers of Christ, who, when he was reviled, reviled not again, (I Peter, chapter ii., verse 23) by behaving kindly and gently to every one."

eight years, (to children of from six years of age to fourteen), in regard to even Primary Schools, and children of the poorest classes, and embracing, in succession, an elementary view of the biography, history, cardinal doctrines, and morals, and, in some instances, evidences of the authenticity of the Bible, provision is also made for teaching the Catechisms of the Protestant and Roman Catholic Churches. . . .

The fundamental principle of Public Education in Prussia, and that which constitutes the key-stone of the mighty arch, on which has been erected, for our entire population, so proud, and, as yet, so unrivalled a superstructure of moral intellect, is thus expressed in the general law of Prussia:—

"The chief mission of every School is to train the youth in such a manner as to produce in them, with the knowledge of man's relations to God, the strength and desire to regulate his life according to the principles and spirit of Christianity. Early shall the School form the children to piety, and, for that purpose, will it seek to second and perfect the instructions of the family. Thus, in all cases, shall the labours of the day be commenced, and concluded, by a short Prayer, and pious reflections, which the Master must be able so to conduct that this moral exercise shall never degenerate into an affair of habit. Furthermore, the Master shall see, (in the case of Boarding-Schools,) that the children attend punctually at the services of the Church on Sabbaths and Holy-days. There shall be intermingled with the solemnities of the School, songs of a Religious character. Finally, the period of the communion should be, as well for Pupils as for Masters, an occasion of strengthening the bonds which ought to unite them, and to open their souls to the most generous and elevated sentiments of religion."*

---

* The following is the course of Religious Instruction pursued in the Dorothean City School, in Berlin:

6th Class (Lowest Class). Stories from the Old Testament.
5th Class. Stories from the New Testament.
4th Class. Bible History.
3rd Class. Reading and Explanation of Select portions from the Scriptures (Doctrinal and Practical).
2nd Class. The Evidences of Christianity.

There is at present no First Class in the School. Each class includes a period of from one to two years. The Stories taught to the Elementary Classes, (including children from six to eight years of age,) are,—the most remarkable Scripture biographies,—narrated chiefly by the Teacher, with various practical remarks and illustations of the Geographical and Natural History of the Bible. The pupils, thus familiarized with the Geography and incidents of the Bible, are prepared, in the following year, (4th Class), to study and appreciate its general history and beautiful simplicity of language. The general history of the Bible taught in the third year, (or 4th Class,) is an appropriate introduction to the study of those select portions of the Scripture, (in the fourth year,) in which are stated, and explained, the principal institutions, doctrines and morals of the Bible,—the study of the Evidences of Christianity, —forming a natural and proper conclusion of the whole course. About four hours per week are devoted to religious instruction, during the whole period of six years. This School is Common to both Roman Catholic and Protestant children.

The Protestant Seminary School, Berlin,—a Burgher, or Middle, School attached to the Teacher's Seminary, and in which the condidates for teaching practice,—has the following Course of Religious instruction. In Roman Catholic Schools of the same class, subjects corresponding to the Church of Rome, take the place of those subjects in the following programme which relate to the Protestant Church of the Reformation.

6th Class (Lowest Class). Four hours per week. Narration by the Teacher of Stories from the Old Testament, nearly in the words of the Bible, and repeated by the pupils.—Easy verses learned by heart.

5th Class. Four hours per week. Stories from the Gospels, taught in the same way. Church Songs and Bible verses learned.

4th Class. Three hours per week. The Old Testament in a more connected form. The moral of the history is impressed upon the minds of the children. The Ten Commandments and Church Songs learned.

3rd Class. Two hours per week. Life and Doctrines of Christ. Four weeks set apart for learning the Geography of Palestine. Church History.

2nd Class. Two hours per week. The Protestant Catechism committed to memory and explained. Church Songs and verses committed.

1st Class. Two hours per week. Compendium of the History of the Christian Church, especially after the Apostolic age. History of the Reformation. Review of the Bible. Committing to memory Psalms and Hymns.

I witnessed exercises in both of the Schools above mentioned, (the Dorothean School and Protestant Seminary, Berlin,)—the teaching is for the most part by lecture, mingled with questions. The pupil is prompted to exertion; his curiosity is excited; he is taught to observe carefully, and to express himself clearly and readily in his own language. The Teacher is, of course, able to teach without a book, and to elicit the knowledge of the pupil by proper questions. Thus the memory of the pupil is not overburdened; and it is, at the same time, enriched, and the perceptive, reflective and reasoning, powers are constantly exercised. It may be observed that, neither in Protestant, nor mixed Schools, and, of course, not in the Roman Catholic Schools, did I see the Bible degraded and abused to the purposes of a common Reading Book. It was given to man, not to teach him ow to read, but to teach him the Character, and Government, and Will of God, the duty of man and the way of salvation.

To these sacred and important purposes should it be applied in the Schools.

No one can ponder upon the import of such a law,—a law carried out with all the thoroughness of the German character,—without feeling how far below such a standard we sink in our accustomed estimate of the character and attributes, the objects and duties of Schools and Schoolmasters. Indeed, judging from passages already quoted, how entirely must we acknowledge the superiority of the moral standard of School Teachers and School teaching which obtains in what some have been wont to term lax and skeptical France! Yet France, like Prussia, places religion and morals at the very foundation of her system of public education . . .

The creed of our Government, as representing a Christian people of various forms of Religious Worship, is Christianity in the broadest and most comprehensive sense of the term. The practice of the Government should correspond with its creed. . . .

The inhabitants of the Province at large, professing Christianity, and being fully represented in the Government by Members of a Responsible Council—Christianity, therefore, upon the most popular principles of Government should be the basis of a Provincial System of Education. But that general principle admits of considerable variety in its application. Such is the case in the Countries already referred to; such may, and should be, the case in Canada. . . .

The great importance of this subject, and the erroneous or imperfect views which prevail respecting it, and the desire of explaining fully what I conceive to be the most essential element of a judicious system of Public Instruction, are my apology for dwelling upon it at length. Religious differences and divisions should rather be healed than inflamed; and the points of agreement, and the means of mutual co-operation, on the part of different Religious Persuasions, should doubtless be studied and promoted by a wise and beneficient Government . . .

With the proper cultivation of the moral feelings, and the formation of moral habits, is intimately connected the corresponding development of all the other faculties, both intellectual and physical. The great object of an efficient System of Public instrution should be, not the communication of so much Knowledge, but the development of the faculties. Much Knowledge may be acquired without any increase of mental power; nay, with even an absolute diminution of it. Though it be admitted that "Knowledge is power," it is not the Knowledge which professes to be imparted and acquired at a rail-road speed: a Knowledge which penetrates little below the surface, either of the mind, or of the nature of things,—the acquisition of which involves the exercise of no other faculty than that of the memory, and that, not upon the principles of philosophical association, but by the mere jingle of words;—a mere word Knowledge, learned by rote, which has no existence in the mind apart from the words in which it is acquired, and which vanishes as they are forgotten,—which often spreads over a large surface, but has neither depth nor fertility,—which grows up, as it were, in a night and disappears in a day,—which adds nothing to the vigour of the mind, and very little that is valuable to its treasures.

This is the system of imparting and acquiring Knowledge which notoriously obtains in many of the Academies, Schools and other Educational Institutions in the neighbouring States, though it is lamented and deprecated by all the American Authors who have examined the educational Institutions of other Countries, and many others who are competent witnesses of its defects and evils, and who have the virtue and patriotism to expose them. The Author of the excellent work heretofore quoted,—*School and Schoolmaster*—remarks:

"The grand error is, that that is called knowledge which is mere rote-learning and word-mongery. The child is said to be educated because it can repeat the text of this one's Grammar, and of that one's Geography and History; because a certain number of facts, often without connexion, or dependence, have for the time being been deposited in its memory, though they have never been wrought at all into the understanding, nor have awakened in truth one effort of the higher faculties.

"The soil of the mind is left by such culture really as untouched and as little likely therefore to yield back valuable fruit, as if these same facts had been committed to memory in an unknown tongue. It is as if the husbandman were to go forth and sow his seed by the wayside, or on the surface of a field which has been trodden down by the hoofs of innumerable horses, and then when the cry of harvest-home is heard about him, expect to reap as abundant returns as the most provident and industrious of his neighbours. He forgets that the same irreversible law holds in mental as in material husbandry; 'whatsoever a man soweth, that shall he also reap.'"

The superficial and pernicious system of teaching and learning thus exposed and deprecated forms the basis on which a large portion of the American Elementary School Books are composed,—professing to be so constructed as to require very little intellectual labour on the part of either Teacher or Pupil. In the old Cities, and oldest educational Institutions in the United States, this anti-intellectual method of teaching, and the Books which appertain to it, are very properly condemned.

Many of the most wealthy youth of that country have gone to Europe, either for their education, or to finish it; and there is a gradual return there to the more solid and practical system of Instruction.

Yet in their second-rate Colleges and Village Academies, and most of their country Schools, this "word-mongery" system prevails; and many of the Books which are essential to its operations, and many of the delusive opinions on which it is founded, have been introduced into this Province, and have excited a pernicious influence in some parts of it. It is with a view of drawing attention to the evil, and its appropriate remedy, that I make these remarks. The Secretary of the Board of Education for the State of Massachusetts, after a visit to Europe, contrasts this sparkling and worthless system with that which obtains in Prussia. He speaks with reference to the method of teaching some of the higher branches; but his remarks are equally applicable to the method of teaching Grammar, Geography, History, etcetera. The principle and animus of the method are the same in all departments of instruction. Mr. Mann says:

"With us it too often happens that if a higher branch,—Geography, Natural Philosophy, Zoology, Botany,—is to be taught, both Teacher and Class must have Text Books. At the beginning of these text books all the technical names and definitions are set down. These, before the pupil has any practical idea of their meaning, must be committed to memory. The Book is then studied chapter by chapter. At the bottom of each page, or at the end of the sections, are questions printed at full length. At the recitations the Teacher holds on to these leading strings. He introduces no collateral knowledge. He exhibits no relation between what is contained in the Book and other kindred subjects, or the actual business of men and the affairs of life. At length the day of examination comes. The Pupils rehearse from memory with a suspicious fluency; on being asked for some useful application of their knowledge—some practical connexion between that knowledge and the concerns of life—they are silent, or give some ridiculous answer, which at once disparages Science, and gratifies the ill-humour of some ignorant satirist. But the Prussian Teacher has no Book; he needs none, he teaches from a full mind. He cumbers and darkens the subject with no technical phraseology. He observes what proficiency the child has made, and then adapts his instructions, both in quality and amount, to the necessity of the case. He answers all questions; he solves all doubts. It is one of his objects at every recitation so to present ideas that they shall start doubts and provoke questions. He connects the subjects of each Lesson with all kindred and collateral ones, and shows its relations to the every-day duties and business of life; and should the most ignorant man ask of him what use such knowledge can be, he will prove to him in a word that some of his own pleasures, or means of subsistence, are dependent upon it, or have been created or improved by it.

"In the meantime the children are delighted. Their perceptive powers are exercised; their reflective faculties are developed; their moral sentiments are cultivated.

All the attributes of the mind within find answering qualities in the world without. Instead of any longer regarding the Earth as a huge mass of dead matter, without variety and without life,—its beautiful and boundless diversities of substance,—its latent vitality and energies gradually dawn forth, until, at length, they illuminate the whole soul, challenging its admiration for their utility, and its homage for the bounty of their Creator."

Thus the harmonious and proper development of all the faculties of the mind is involved in the very method of teaching, as well as in the Books used, and even irrespective, to a great extent, of the subjects taught. This system of instruction requires, of course, more thorough culture on the part of the Teacher. He must be able to walk in order to dispense with his "leading strings" in relation to the most simple exercise. It is not difficult to perceive that although passing over comparatively few Books, and indeed with a very subordinate use of Books at all, except the voluminous one of the Teacher's mind, a child, under such a system of instruction, will, in the course of a few years, acquire particularly and thoroughly a large amount of useful and various knowledge, with a corresponding exercise and improvement of the higher intellectual faculties, and thus become fitted to the active duties of life. The mental symmetry is preserved and developed, and the whole intellectual man grows up into masculine maturity and vigour. It cannot be too strongly impressed that Education consists not in travelling over so much intellectual ground or the committing to memory so many Books, but in the development and cultivation of all our mental, moral and physical powers. The learned Erasmus has long since said: "At the first it is no great matter how much you learn, but how well you learn it." The philosophic and accomplished Dugald Stewart observes that

"To instruct youth in the Languages and in the Sciences is comparatively of little importance if we are inattentive to the habits they acquire, and are not careful in giving to all their different faculties, and all their different principles of action, a proper degree of employment. The most essential objects of Education are the two following: *first*, to cultivate all the various principles of our natures, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible; and, *secondly*, by watching over the impressions and associations which the mind receives in early life, to secure it against the influence of prevailing errors, and, as far as possible, engage its prepossessions on the side of truth."

"It has been disputed (says Doctor Potter) whether it be the primary object of Education to discipline and develop the powers of the soul, or to communicate knowledge. Were these two objects distinct and independent, it is not to be questioned that the first is unspeakably more important than the second; but, in truth, they are inseparable. That training, which best disciplines and unfolds the faculties, will, at the same time, impart the greatest amount of real and effective knowledge; while, on the other hand, that which imparts thoroughly and for permanent use and possession the greatest amount of knowledge, will best develop, strengthen and refine the powers. In proportion, however, as intellectual vigour and activity are more important than mere rote-learning, in the same proportion ought we to attach more value to an Education which, though it only teaches a child to read, has, in doing so, taught him also to think, than we should to one which, though it may have bestowed on him the husks and the shells of half a dozen Sciences, has never taught him to use with pleasure and effect his reflective faculties. He who can *think*, and *loves to think*, will become, if he has a few good Books, a wise man. He who knows not how to think, or hates the toil of doing it, will remain imbecile, though his mind be crowded with the contents of a library.

"This is at present, perhaps, the greatest fault in intellectual Education. The new power with which the discoveries of the last three centuries have clothed civilized man renders knowledge an object of unbounded respect and desire; while it is forgotten that that knowledge can be matured and appropriated only by the vigorous exercise and application of all our intellectual faculties. If the mind of a child, when learning,

remains nearly passive, merely receiving knowledge as a vessel receives water which is poured into it, little good can be expected to accrue. It is as if food were introduced into the stomach which there is no room to digest, or assimilate, and which will, therefore, be rejected from the system, or lie a useless and oppressive load upon its energies."

On the development of the physical power I need say but a few words. A system of instruction making no provision for those exercises which contribute to health and vigour of body, and to agreeableness of manners, must necessarily be imperfect. The active purusits of most of those Pupils who attend the Public Schools require the exercise necessary to bodily health; but the gymnastics, regularly taught as a recreation, and with a view to the future pursuits of the Pupil, and to which so much importance is attached in the best British Schools and in the Schools of Germany and France, are advantageous in various respects,—promote not only physical health and vigour, but social cheerfulness, active, easy and graceful movements. They strengthen and give the Pupil a perfect command over all the members of his body. Like the art of writing, they proceed from the simplest movement to the most complex and difficult exercises,—imparting a bodily activity and skill scarcely credible to those who have not witnessed them.

To the culture and command of all the faculties of the mind, a corresponding exercise and control of all the members of the body is next in importance. It was young men thus trained that composed the vanguard of Blucher's army; and much of the activity, enthusiasm and energy which distinguished them was attributed to their gymnastic training at School. A training which gives superiority in one department of active life must be beneficial in another. It is well known, as has been observed by Physiologists, that:

"The muscles of any part of the body, when worked by exercise, draw additional nourishment from the blood, and by the repetition of the stimulus, if it be not exercise, increase in size, strength and freedom of action. The regular action of the muscles promotes and preserves the uniform circulation of the blood, which is the prime condition of health. The strength of the body, or of a limb, depends upon the strength of the muscular system, or of the muscles of the limb; and a sthe constitutional muscular endowment of most people is tolerably good, the diversities of muscular power, observable amongst men, is chiefly attributable to exercise."

The youth of Canada are designed for active, and most of them for laborious, occupations; exercises which strengthen not one class of muscles, or the muscles of certain members only, but which develop the whole physical system, cannot fail to be beneficial.

The application of these remarks to Common Day Schools must be very limited. They are designed to apply chiefly to boarding and training, to Industrial and Grammar Schools—to those Schools to the Masters of which the prolonged and thorough educational instruction of youth is entrusted.

To physical Education great importance has been attached by the best educators in all ages and Countries. Plato gave as many as a thousand precepts respecting it. It formed a prominent feature in the best parts of the education of the Greeks and Romans. It has been largely insisted upon by the most distinguished educational writers in Europe, from Charon and Mantaigne, down to numerous living Authors in France and Germany, England and America. It occupies a conspicuous place in the codes of School Regulations in France and Switzerland, and in many places in Germany. The celebrated Pestalozzi and De Fellenberg incorporated it as an *essential* part of their systems of instruction, and even as necessary to their success; and experienced American Writers and Physiologists attribute the want of physical development and strength, and even health, in a disproportionately large number of educated Americans, to the absence of proper provisions and encouragements in respect to appropriate physical exercises in the Schools, Academies and Colleges of the United States.

5. Having thus stated that an efficient system of Public Instruction should not only be commensurate with the wants of the poorest classes of society, but practical in its

character, Christian in its foundation, principles and spirit, and involving a proper development of the intellectual and physical faculties of its subjects.

I come now to consider the several branches of knowledge which should be taught in our Elementary Schools, and for the efficient teaching of which public provision should be made.

1. The subject of Christian Instruction has been sufficiently explained and discussed; I will only add here that, in the opinion of the most competent judges,—experienced teachers of different Countries that I have visited, and able Authors,—the introduction of Biblical Instruction into Schools, so far from interfering with other studies, actually facilitates them, as has been shown by references to numerous facts. Besides, it is worthy of remark that, apart from the principles and morals—perception and biographical —of the Bible, it is the oldest, the most authentic, of Ancient Histories. Moses is not only, by many ages, the "Father of History," or, as Bossuet, in his *Discours sur l' Histoire Universelle*, eloquently says: "*le plus ancien des historiens, le plus sublime des philosophes, le plus sage legislateurs*"; but the grand periods of the Mosaic History form the great chronological epochs of Universal History; the standard, indeed, of general Chronology,—one of the "two eyes of History." Any one the least acquainted with Ancient History knows that, as there are no chronological data so authentic and authoritative as those of Moses, so there are none so easily remembered; none which associate in the mind events so remarkable and important; none which are fraught with so much practical instruction. The Bible History reaches back to an antiquity two thousand years more remote than the fabulous period of other Histories. It is authentic and certain from the commencement; it contains the only genuine account of the origin and early history of the world, as well as of the Creation and primitive history of man. As the best introduction to General History, as well as the only Divine depository of truth and morals, the Bible is pre-eminent. The *London Encyclopedia* justly observes: "The most pure and most fruitful source of Ancient History is doubtless to be found in the Bible. Let us here, for a moment, cease to regard it as a Divine, and presume to treat it only as a common, History. Now, when we consider the Writers of the Books of the Old Testament, sometimes as Authors, sometimes as ocular witnesses, and, sometimes, as respectable Historians, whether we reflect in the simplicity of the narration and the air of truth that is there constantly visible, or whether we consider the care that the people, the governments, and the learned men of all ages have taken to preserve the text, or have regard to the happy conformity of the Chronology of the Scriptures with that of Profane History, as well as with that of JOSEPHUS and other Jewish writers; and lastly, when we consider that the Books of the Holy Scripture alone furnish us with an accurate history of the World, from the Creation, through the line of Patriarchs, Judges, Kings, and Princes of the Hebrews; and that we may, by its aid, form an almost entire series of events down to the birth of Christ, or the time of Augustus, which comprehends a space of about four thousand (4,000) years, some small interruptions excepted, which are easily supplied by profane History; when all these reflections are justly made, we must allow that the Scriptures form a series of Books which merit the first rank among all the sources of Ancient History."

In the course of Christian Biblical Instruction, therefore, on which I have insisted, not only is the foundation of true morality laid, but the essential elements and the most entertaining and leading facts of chronology and history are acquired.*

* With a view to provide a convenient Manual for the teaching of Christian Morals, the Reverend Doctor Ryerson prepared a book in August, 1871, of ninety-four pages, on "First Lessons in Christian Morals; for Canadian Families and Schools." In his "Prefatory Notes" to these First Lessons, Doctor Ryerson said:

"This Little Book . . . . is a gratuitous contribution, on the part of the Author, to an essential branch of Education . . . . The want I attempt to supply by this little book has been widely felt, and often expressed, in connection with our System of Public Instruction."

On the 13th of November, 1871, the Work was recommended by the Council of Public Instruction for Ontario "for use, as designed, in Canadian Families and Public Schools."

As long ago as 1809, the late Bishop Strachan, then "Minister of Cornwall, Upper Canada," published a pamphlet entitled "The Christian Religion Recommended in a Letter to his Pupils." It was the "last of a Course of Lectures which the Author has drawn up for the use of his Scholars" at the Cornwall Grammar School.

NOTE.—The remaining portion of Part One is devoted to a Statement of the Subjects to be taught in the Public Schools, with an exposition of how they should be taught. This portion I omit, as also Part Two, which deals with the Machinery to be used in carrying out a practical system of Education suitable for this Province.

ARMS OF THE EDUCATION DEPARTMENT, 1846-1876.

After the union of Upper and Lower Canada, in 1840, the Public Departments had Seals, Letter Heads, or other Symbols of their Governmental character, or functions.

On the organization of the Education Department, in 1846, I suggested to the Chief Superintendent of Education, that it would be well to adopt some design that would be suitable for the Education Department of Upper Canada. He readily agreed to my suggestion, and intimated that he would furnish the motto for it—one which he had used when Editor of the *Christian Guardian* years before. He authorized me to prepare such a design as I thought would be appropriate. I



ARMS OF THE EDUCATION DEPARTMENT, 1846-1876.

accordingly did so, taking as a basis the outline of a neat Book Mark, which I had had that year engraved in Dublin. On an outline Shield of this Book Mark, I traced a copy of the Arms of Upper Canada, and made some alterations in it, as described in the following Memorandum, furnished to me by a Gentleman on the ornamental Window, which had been placed at the end of the central passage of the Departmental Library in 1896. From it I select the following description of this Educational Coat of Arms:—

> The Arms used by the Education Department prior to Confederation, and, indeed, up to 1876, was an adaptation of the device stamped upon the old copper coins of the Bank of Upper Canada. This represents the two Cornucopiæ of Plenty, above which are Axe, Sword and Anchor, bound together by the Cable and surmounted by the Imperial Crown. Above the Shield is the Canadian Beaver, standing upon a Mural Crown.

The motto for the Arms of the Department furnished by Doctor Ryerson is the one inscribed upon it, as above: "RELIGIO, SCIENTIA, LIBERTAS."

Doctor Ryerson was equally happy in his selection of a motto for Victoria College in 1842-1844, when he was President of the College. It was: "IN SCIENTIA EXCELLERE PULCHRUM EST; SED NESCIRE TURPE."

TORONTO, 29th July, 1899. J. G. H.

DRAFT OF A COMMON SCHOOL BILL FOR UPPER CANADA, 1846.

Letter from the Provincial Secretary to the Reverend Doctor Ryerson, Dated the 11th of February, 1846.

I have the honour, by Command of the Administrator of the Government, to request that you will be pleased, at your earliest convenience, to transmit to me, for His Excellency's information, such suggestions as you may have prepared on the subject of any alteration, or amendment, of the Common School Act of 1843 for Upper Canada, and which you may consider it would be advantageous to bring under the notice of the Legislature at their approaching Meeting.

Montreal, 11th February, 1846. James Hopkirk, *Assistant Secretary, West.*

The Reverend Doctor Ryerson's Reply to the Secretary of the Province: Expounding and Recommending the Original Draft of the Common Schools Act of 1846.

In obedience to the commands of His Excellency the Administrator of the Government, conveyed by your letter of the 11th ultimo, I have the honour to submit, for His Excellency's consideration, the following Remarks and Suggestions on the Common School Act, 7th Victoria, Chaptered XXIX., [passed in the year 1843], together with the annexed Draft of a proposed School Bill.

The Upper Canada Common School Act of 1843 and its Provisions.

From a careful examination of the present Common School Act (of 1843) it is obvious that it was constructed with a benevolent intention; that its object was to secure to the whole people the benefits of a Common School Education,—providing for the establishment of both Elementary and Superior Common Schools,—protecting the religious feelings of each class of the community, rendering the Common Schools accessible to the poor, by providing for their relief from the payment of school rates—and evidently contemplating the true theory of public instruction under a constitutional government, the co-operation of the government and of the people in its administration.

Fundamental General Principles of School Legislation.

Before proceeding to offer any suggestions for amending the present Act of 1843, I desire to lay down two or three principles which I consider fundamental.

1. If it be intended that the System of Public Instruction be Provincial, or National, it must be one throughout the Province. There cannot be a distinct system, or no system, as it may happen, in every County, Township, or School District.

2. In order that a system of instruction may be Provincial, the machinery of it must be so—the various parts of it must be made to move in harmony, the one with the other, and the whole must be subject to one common direction. This cannot be the case where the different parts are wholly independent of each other—where the County and Township Superintendents, and each Corporation of Trustees, are as independent of the Crown in Canada as they are of that in China.

3. Furthermore, one chief design of a Monarchical system of Responsible Government is to stamp the sentiment and spirit of the public mind upon the administration, as well as upon the legislation of the Country, and to secure the collective acts of the Country against the antagonistic or selfish acts of individuals, or isolated sections. It makes the Executive Government not only the Representative of the whole community in its actual composition, but also in the execution of every part of the law, for the benefit of the community. As there is one responsibility, so there must be one authority —one mode of appointing to, and removing from, the head of every Department of

authority, whether supreme or subordinate—in all localities and gradations of office. This principle of Responsible Government is contravened by the Common School Act of 1843, in the whole system of local superintendency. The Act, therefore, makes no provision for a Provincial System of Schools, but contains provisions which are the reverse of it in every respect, and which are not in harmony with the principles of Responsible Government, as applied to every other Department of the Administration.

4. I assume also that Christianity—the Christianity of the Bible—regardless of the peculiarities of Sects, or Parties, is to be the basis of our System of Public Instruction, as it is of our Civil Constitution; I beg also to remark that the Common School Act of Lower Canada—passed during the last session of the Legislature—supplies several of the defects of the Upper Canada Act; and I think it much more desirable to assimilate, as far as possible, the Common School systems of the two sections of the Province, than to assimilate that of Upper Canada to the New York State system.

Duties of the Superintendent of Schools.

a. I would also add to the prescribed duties of the Superintendent of Schools. In place of the first seven Sections, and the sixty-seventh Section of the present Act, I would propose the first and second Sections of the accompanying Draft of a Bill. The duties which I propose to impose upon the Superintendent will more than double the work which the present Act prescribes to him.

General Board of Education for Upper Canada and Normal School.

b. I propose the appointment of a Board of Education, and the establishment of a Normal School. The Board ought to consist of the most competent men in the country, and be also a fair representation of the religious feeling of the country, without reference to political party.

The Chief Superintendent of Schools, as an Officer of Government, and accountable to it for all his acts, ought not, I think, to be, in his administrative acts, under the control of any intervening body; and, in availing himself of the counsels of such body, which he may often have recourse to, he should do so, as well as act, upon his own responsibility. It will be observed that the power which each District Superintendent has over each District Model School is not given to the General Superintendent in respect to the Provincial Normal School, but to the Board of Education, under the sanction of the Governor, and that the Superintendent has only a general oversight of the Normal School.

Common School Text Books.

c. The proposed arrangement in respect to School Text Books,—a matter of extreme delicacy and difficulty,—will, I hope, be an essential improvement on a vitally important feature of the proposed System of Public Education. Nothing can be worse than the present state of things in respect to School Books. Every communication received at this Office, referring to the subject, speaks of the absolute necessity of something being done; but no one suggests what should be done, except that there should be a uniformity in the Text Books used in the Schools. . . . In the State of New York the Regents of the University make out a list of Books for School Libraries, and no Book can be introduced into them except such as are contained in the Regents' list, or except the permission of the Regents of the University in regard to the Book be first obtained. In practice, I intend that the Board should make out a list of School Text Books, in each branch of learning, that they would recommend, and another list that they would not permit, leaving the Trustees to select from these lists.

Duties of District Municipal Councils.

The proposed duties of District Municipal Councils are stated in the annexed Draft of Bill. With one, or two, exceptions they are the same as those prescribed by the present Act.

Office of Township Superintendent of Schools to be Abolished.

I propose the abolition of the office of Township Superintendents—the last popular class of officers created by the present Act, and against whose continuance objection is expressed in nine out of ten of the communications received at this Office on the subject. The duties now performed by Township Superintendents I propose to be discharged, respectively, by the Municipal Councils, the District Superintendents and the Trustees.

Appointment of District Superintendents of Schools.

The mode of appointing District Superintendents, and their duties, are prescribed in the annexed Draft. It will be seen that such a change in the mode of their appointment is proposed as accords with the principle of Responsible Government, and is essential to the harmonious and efficient working of the School System. It would doubtless be more simple and consonant to our system of Government if the District Superintendents were appointed in the same manner as all other administrators of the law; but, as a completely opposite system has obtained, so great a change might cause dissatisfaction.

Appointment of School Visitors in Each District.

I do not propose to dispense with the valuable co-operation of the School Visitors. On the contrary, I propose to relieve them from the vexatious and thankless part of their duties, and add to their numbers by providing that the Clergymen, and Magistrates also, shall be School Visitors, under such precautions, regulations and instructions as may be prepared by the Chief Superintendent of Schools, under the immediate sanction of the Governor-in-Council.

It is not proposed, as will be seen, to give such Visitors any control in the Management of Schools; but, from their co-operation and influence, I anticipate the greatest advantages in the improvement of our Schools, and in the diffusion of useful Knowledge.

Election and Duties of Common School Trustees.

The most important change in regard to Common School Trustees and their duties proposed is their continuing in office three years, instead of one. The disputes respecting the appointment and payment of Teachers, arising from annual changes in the present system, are numerous and painful beyond conception. On the importance and advantage of this change I need not enlarge. Two other important changes are proposed in common with the duties of Trustees: The one is, that they shall not receive aid from the School Fund until the amount of the Rate-Bill which they have imposed is collected, or shall not receive a larger amount from the School Fund than they provide and pay by Rate-Bills, or voluntary subscription. This arrangement will secure the School Fund from the abuses which are constantly being practised upon it; it will also secure the Teacher a minimum amount of support.

Basis on which School Rate-Bills shall be Imposed.

The next important change which I propose is, that the Rate-Bill, imposed by the Trustees of each School Section, shall be levied upon the inhabitants of each School Section generally, according to property. It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle, I think, ought to be acted upon throughout the entire School system—all having a right to avail themselves of the School.

I need not say how just and patriotic is this principle; how important it is for the poor, and especially for those (as is often the case) who have large families; how much it would lighten the burden of supporting the Schools; how greatly it would increase the attendance of pupils, and, consequently, diffuse the blessings of education, and how strictly then would our Schools be Public Schools. I may observe that this

system obtains in the States of New England, where there are the best Common Schools in the United States. It is also the Prussian and Swiss systems.

Evils of the School Fee or Rate-Bill System.

On the other hand, the evils of the present system of School Fee or Rate Bills have been brought under my notice from the most populous Townships, and by the most experienced Educationists in Canada. When it is apprehended that the Rate Bill in a School Section will be high, many use that as an excuse not to send their children to the School at all; then there is no School, or else a few give enough to pay the teacher for three months, including the Government grant; or, even after the School is commenced, if it be found that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School, in order to escape the Rate-Bill. I have been assured, by the most experienced and judicious men with whom I have conversed on the subject, that it is impossible to have good Schools under the present School Fee or Rate-Bill System. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish.*

Duties of Teachers and Miscellaneous Provisions.

I also propose a Section (28), stating the general duties of Teachers. These duties are applicable to all Common School Teachers. I think it is important, on various grounds, that such duties should be defined by law. The first division under this Section is transcribed from the School Law of Massachusetts, except that I have modified and limited it.

The annexed Draft of Bill may leave some cases unprovided for; but it provides for all the cases that have yet come under the notice of this Office, and all that I can conceive, after examining the various School Laws of different States and Kingdoms.

I have retained as much of the machinery and phraseology of the present Act as I could; have sought to make the arrangements more methodical and more simple; and have reduced the number of Sections from 71 to 44.

I trust some means will be available from the sale of School Lands by which encouragement may be given to the formation of School Libraries in the several Districts and Townships of Upper Canada. A small sum disposed of annually in that way would prompt to the contribution of much on the part of the inhabitants of different Districts, and would lead to the circulation and reading of a vast number of useful books. But I am not at present sufficiently informed on this point to suggest any clause to be introduced into the Act respecting it. I am inclined to think it may be done by the Government without any Act on the subject, and in conformity with the provisions of the proposed Bill.

Toronto, 3rd of March, 1846. E. Ryerson.

Acknowledgement of the Draft of School Bill of 1846.

I have the honour, by command of the Administrator of the Government, to acknowledge the receipt of your Letter of the 3rd instant, submitting certain Remarks and suggestions on the Common School Act, 7th Victoria, Chapter XXIX, together with a Draft of a Proposed School Bill, and am to inform you that the subject will receive the attentive consideration of His Excellency-in-Council.

Montreal, 10th of March, 1846. James Hopkirk, *Assistant Secretary, West.*

*This important clause of the Bill was strongly advocated by Mr. Attorney-General Draper, but was opposed and lost in the Assembly by a majority of four or five. The loss of it has inflicted great injury upon many Common Schools, besides involving Trustees in great perplexities and embarrassments in consequence of their not being able to impose a general Rate Bill for School-house, repairs and furniture. But we rejoice that the principle thus first submitted to the consideration of the Government in 1846, has been incorporated into our system of Schools for Cities and Incorporated Towns in Upper Canada, and that District Councils have also been invested with power to act upon it, as far as they may think it advisable.

APPOINTMENT AND PROCEEDINGS OF THE BOARD OF EDUCATION FOR UPPER CANADA, 1846.

The Third Section of the "Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," passed in 1846, gave authority to the Governor-General in Council "to appoint not more than seven persons," including Chief Superintendent of Schools, to be a Board of Education for Upper Canada.

The duties of the Board were to establish a Provincial Normal School; to prescribe "Text Books, Plans, Forms and Regulations," and "to aid the Superintendent with their counsel and advice." . .

With a view to suggest the early appointment of the proposed Board of Education by His Excellency the Governor-General in-Council, the Chief Superintendent of Education addressed the following Letter to the Honourable Dominick Daly, Secretary of the Province:—

I desire to call His Excellency's early attention to that provision in the New Common School Act (of 1846), for Upper Canada, which relates to the appointment of a Board of Education for Upper Canada. No step whatever can be taken towards the establishment of a Provincial Normal School until after the appointment of that Board, which alone is authorized to adopt the measures necessary to establish such a School, and to examine and recommend the Text Books intended to be used in the Common Schools generally.

In the selection of persons to constitute the Board, it will be for His Excellency to determine whether it shall be chiefly composed of Laymen, or chiefly of Clergymen, or altogether of Clergymen.

In all cases the Chief Superintendent of Schools is required, by law, to be a Member of the Board.

I have no predilections as to the persons who may constitute the Board of Education. I only desire such a Board as may be most satisfactory, and most useful, to the Country. . . .

COBOURG, 23rd of June, 1846. EGERTON RYERSON.

As the result of the foregoing Letter, the Board of Education was appointed by the Governor-General on the first day of July, 1846; and, on the 21st of that month, it held its first Meeting, in Toronto. The following is a copy of the proceedings of that Meeting, as extracted from the Minutes of the Board:—

On motion of the Chief Superintendent of Schools, seconded by James Scott Howard, Esquire, the Right Reverend Bishop Power was chosen Chairman of the Board.

The following Commission appointing the Board of Education for Upper Canada was read by Mr. J. George Hodgins, the Recording Clerk:—

"PROVINCE OF CANADA.

SEAL.

"By His Excellency Lieutenant-General the Right Honourable Charles Murray, Earl Cathcart of Cathcart, in the County of Renfrew, K.C.B., Governor-General of British North America and Captain-General and Governor-in-Chief in and over the Provinces of Canada, Nova Scotia, New Brunswick and the Island of Prince Edward and Vice-Admiral of the same, and Commander of Her Majesty's Forces in British North America, etcetera.

"To the Reverend Egerton Ryerson, Chief Superintendent of Schools in Upper Canada; the Right Reverend Michael, Roman Catholic Bishop of Toronto; the Reverend Henry James Grasett, Clerk; the Honourable Samuel Bealey Harrison, Joseph Curran Morrison, Hugh Scobie, and James Scott Howard, Esquires.

"KNOW YE, that having confidence in your loyalty, ability and discretion, I, the said Charles Murray, Earl Cathcart, Governor-General, as aforesaid, have nominated and appointed, and by these Presents do nominate and appoint you, the said Egerton Ryerson; Michael, Roman Catholic Bishop of Toronto; Henry James Grasett, Samuel Bealey Harrison, Joseph Curran Morrison, Hugh Scobie and James Scott Howard, and each of you to be Members of the Board of Education for that part of this Province formerly Upper Canada.

"And I do hereby authorize and empower you, or any three of you, to do and perform all, and every, the duties and functions assigned, and pointed out, in a certain Act of the Parliament of this Province, passed in the Ninth year of Her Majesty's reign, intituled: 'An Act for the better Establishment and Maintenance of Common Schools in Upper Canada'; and all such other duties and functions as lawfully shall, or may, be assigned to, or devolve upon, you in that behalf. To have and to hold the said Office unto you, the said Egerton Ryerson; Michael, Roman Catholic Bishop of Toronto; Henry James Grasett, Samuel Bealey Harrison, Joseph Curran Morrison, Hugh Scobie and James Scott Howard, and each of you during pleasure."*

"Given under my hand and seal at Arms, at Montreal, this first day of July, in the year of Our Lord, one thousand eight hundred and forty-six, and in the Tenth year of Her Majesty's reign.

"By command,

"D. DALY, *Secretary.* CATHCART."

The Chief Superintendent of Schools read a Letter from the Honourable Dominick Daly, Provincial Secretary, enclosing the Report of a Select Committee of the Toronto City Corporation, respecting the appropriation of the old Government House, Stables and Grounds to the purposes of a Normal School, with Model Schools attached. The Report enclosed by the Provincial Secretary was as follows:—

The Select Committee to whom was referred the Communications from the Provincial Secretary and Commissioner of Crown Lands, on the subject of giving up the Government House Grounds and Buildings, report:

That they consider that it is advisable that the Government House Grounds and Buildings should be immediately placed at the disposal of the Government, with the exception of the Stables (which have been leased to Mr. Mirfield, on a lease for seven years), and with the request that the Grounds may still be open to the public, although the Buildings shall be used for a Normal School, as the Committee conceive that the inhabitants should not be prevented from the continued enjoyment of the Grounds, unless the public use of them should be found to interfere with the purposes for which the Government require the Buildings. All which is respectfully submitted.

J. HILLYARD CAMERON,
GEORGE GURNETT,
JOSHUA G. BEARD,
Committee of the City Council.

TORONTO, June 22nd, 1846.

After reading this Report it was:—

Ordered, that the Chief Superintendent of Schools write to the Government, requesting:—

Firstly: That the Old Government House, Stables and Grounds be placed at the disposal of the Board for the purposes of the proposed Normal and Model Schools, and

*"Doctor Ryerson proposed to Bishop Strachan that he should represent the Church of England on the new Board. The Bishop was quite pleased at his request, and so expressed himself. He declined, however, on the ground that he feared his appointment might embarrass, rather than aid, in the promotion of the new scheme of education. He suggested that Reverend H. J. Grasett be appointed in his place. He also gave friendly advice to Doctor Ryerson to be careful not to recommend a personal enemy for appointment on such a Board." (*Ryerson Memorial Volume, page 78.*)

Secondly: That the sum of One Thousand Five Hundred Pounds (£1,500), granted to the Board, in terms of the Fifth Section of the Common School Act of 1846, be also placed at the immediate disposal of the Board. It was also—

Ordered, that the Messieurs James S. Howard and Hugh Scobie be a Committee to examine and Report upon the present state of the Old Government Buildings and premises.

Ordered, that the salary of the proposed Head Master of the Normal School for Upper Canada be Three Hundred and Fifty Pounds (£350), Halifax Currency, per annum, without apartments, and that the sum of One Hundred Pounds (£100), Halifax Currency, be allowed by the Board towards defraying the expenses of removing the Head Master of the Normal School to Canada, with his family.

Ordered, that the Chief Superintendent communicate with the Irish National Board of Education, relative to the appointment, by that Body, of Mr. John Rintoul, or any other Gentleman whom they may deem competent, to the Head Mastership of the Upper Canada Normal School; and that the person selected be authorized to draw upon the Chief Superintendent of Schools for the Sum of One Hundred Pounds (£100), currency, allowed by this Board, towards defraying the expenses of his removal to Canada with his family.

Ordered, that, in his Communication to the Commissioners of National Education in Ireland, the Chief Superintendent shall enquire at what prices they would engage to furnish this Board with their series of National School Books, and also to request that they would grant permission to this Board to reprint editions of their works, if required.

Ordered, that, for the present, the Board Meetings shall be held every Tuesday, at the hour of 10 o'clock a.m., precisely.

TORONTO, 21st of July, 1846. †MICHAEL, Bishop of Toronto, Chairman.

July 28th, 1846. The Chief Superintendent of Schools read the following Copy of a Letter addressed by him, by order of the Board, to Mr. Provincial Secretary D. Daly, requesting that the Old Government House and Premises be placed at its disposal, and also that the sum of Fifteen Hundred Pounds (£1,500) be granted to the Board, in terms of the 5th Section of the Common School Act of 1846, 9th Victoria, Chapter xx.:—

The Members of the Board of Education for Upper Canada, constituted under the authority of the New School Act of 1846, for this Section of the Province, have this day met for the first time, and have entered harmoniously upon the discharge of the important duties assigned them, under the Third Section of that Act.

The first subject that engaged the attention of the Board was the procuring of Premises suitable for a Normal School. The Board unanimously concurred in the desirableness of procuring, if possible, the Old Government House and Buildings connected with it on King Street, together with the Grounds, for the purposes of a Provincial Normal School; and they have directed me to apply to His Excellency the Governor-General-in-Council, praying that the Government House, Grounds and Buildings, in this City, may be placed in the hands of the Board, for the purposes above mentioned—an application which, I have no doubt, will be cordially entertained, from the proceedings which His Excellency has already directed on this subject. . . .

The Legislature having granted the sum of Fifteen Hundred Pounds (£1,500) to procure and furnish suitable Buildings for the Provincial Normal School, the Board pray His Excellency that the said sum may be placed at its disposal, in order that the Board may have sufficient resources at its command to commence operations, and that whatever portion of the said sum which may not be expended immediately may be placed at interest for the benefit of the Normal School Establishment.

TORONTO, 21st of July, 1846. EGERTON RYERSON.

The Chief Superintendent also read the copy of a Letter addressed by him, by order of the Board, to the Commissioners of National Education in Ireland, on the sub-

ject of the appointment of a Head Master of the Provincial Normal School; and also on the subject of procuring the Irish National Series of School Books, and of reprinting them in this Country, if required. The Letter was as follows:—

The Board of Education for Upper Canada, constituted by authority of a recent Act of the Provincial Legislature, with a special view of establishing a Provincial Normal School, and of selecting a series of appropriate School Text Books for Upper Canada, have heard of the excellent system of Elementary Schools which the Commissioners of National Education have introduced into Ireland,—the great success of their labours during the last fifteen years,—the beneficial operations of their noble Normal School Establishment in Dublin, and the admirable series of School Books which have been prepared and published under their direction.

It is the desire of the Upper Canadian Board of Education to profit by the successful labours of the Commissioners of National Education in Ireland, and to introduce a similar system of Schools, as far as the circumstances of Upper Canada will enable them to do so, and especially the Dublin system of Normal School instruction, and the series of School Books, which have been published under the sanction of the Irish Educational Board.

The Board of Education for Upper Canada, addressing themselves to the important undertaking of establishing a Normal School for Upper Canada, feel that the first step necessary, after having procured suitable premises, is the selection of a competent and suitable Head Master, and that, upon this selection depends, in a great degree, the success of this vital part of their assigned duties; and, having the utmost confidence in the benevolent patriotism, ability and long experience of the Commissioners of National Education in Ireland, the Upper Canadian Board respectfully solicit the Commissioners to have the kindness to select a proper person as Head Master of a Normal School for Upper Canada.*

In selecting a series of School Text Books for Elementary Schools in Upper Canada, the Canadian Board have no hesitation in giving the preference to the series of Books published under the direction of the Commissioners of National Education in Ireland; and the Canadian Board doubt not of being able to introduce, in a short time, the Irish National School Books into very general use in Upper Canada—provided they can import them cheaper than such Books can be printed in this Country.

The Canadian Board beg, therefore, to be informed, in a definite and official form, of the lowest and most favourable terms on which the Commissioners of National Education in Ireland will supply, through the Canadian Board of Education, the Elementary Schools in Upper Canada with the Irish National School Books.

But, even should the Commissioners consent to furnish the Canadian Board with the National School Books, upon terms favourable to their immediate and general introduction into the Schools in Upper Canada, (as Canada is so distant from Ireland), it might be found expedient, in order to meet an urgent demand, to reprint, now and then, an edition of such of the series as can be most readily printed and are most extensively used.

The Canadian Board venture, therefore, to solicit of the Commissioners of National Education in Ireland permission to reprint, in Upper Canada, such of the series of the Irish National School Books as the Canadian Board may, from time to time, deem expedient.

It is understood that the Commissioners have granted this permission to [Messieurs Armour and Ramsay] a Canadian publishing House at Montreal, in Lower Canada; but, without adverting to the facts, that the publishing House (referred to) is in another division of the Province, under a different system of School, and other, Laws, and that the errors in some of the reprints of the Irish School Books are loudly complained of

*The Irish National Board of Education, in response to this request, selected Mr. John Rintoul, but, as he declined to come to Canada, Mr. Thomas Jaffray Robertson, a Head Inspector of Schools, was selected in his stead.

. . . the Upper Canadian Board ought not to be depending upon private individuals to supply the Public Schools of Upper Canada.

Being fully advised of the great zeal, as well as ability and experience, of the Commissioners of National Education in Ireland in the cause of Public Education, the Upper Canadian Board of Education have thus felt warranted, and encouraged, to request the Commissioners to assume the responsible task of selecting a Head Master for the contemplated Normal School in Upper Canada; to state the most favourable terms on which this Canadian Education Board can procure the Irish National Books for the use of Canadian Schools, and also to permit the Canadian Board to reprint such of the series as they may find it expedient to reproduce on the spot.

TORONTO, 24th of July, 1846. EGERTON RYERSON.

The Chief Superintendent of Schools submitted to the Board his views in regard to the best method of procuring, at the Provincial Normal School, the attendance of two, or three, of the most promising young men from each District in Upper Canada.

August 4th, 1846. The Chief Superintendent of Schools read the following copy of the Circular prepared by him,—by order of the Board,—to be transmitted to each of the Municipal Councils in Upper Canada, on the subject of procuring the attendance at the Normal School of two or more of the most promising young men in each Municipality. The Circular was adopted and signed by each Member of the Board, and is as follows:

CIRCULAR TO THE MUNICIPAL COUNCILS OF THE DISTRICTS AND CITIES IN UPPER CANADA.

GENTLEMEN:—The new School Act for Upper Canada has provided for the appointment of a Board of Education, whose special duty it is to select and recommend proper School Books and Libraries, and to establish a Normal School for the better Education of School Teachers in Upper Canada.

We, to whom this duty has been assigned, have undertaken it with a deep conviction of its importance and difficulty, and with an earnest desire to perform it in a manner that will promote, to the greatest possible extent, the best interests of the Country.

Addressing ourselves to the work committed to us with an interest, in common with our fellow subjects, we hope for the cordial and generous co-operation of the several District and City Councils, in promoting the important objects for which the Provincial Board of Education has been constituted.

In respect to School Books, it may be sufficient, at the present time, for us to state that we shall endeavour to make such arrangements that those School Books, which may be recommended by the Board of Education for use in Schools, shall have the additional advantage of being the cheapest, as well as the best, of their kind. Reduction in the price of School Books will, indeed, follow as the natural consequence of the use of a uniform series throughout the Province. Persons in this branch of business will find it expedient to supply themselves with School Books which are in general and permanent demand; and, like all other articles in general and constant use, the price of such Books will be reduced, in proportion to the extent of their circulation and the facilities of procuring them.

But the subject which we desire to submit to the serious and favourable consideration of the Municipal Councils of Upper Canada relates to the Provincial Normal School, which the Board of Education hope to be able to bring into operation in the course of a few months. It is proposed to commence this Institution at Toronto, in Buildings formerly occupied as the Government House of Upper Canada. For the full success of any Provincial System, or Provincial Establishment, the cordial support and co-operation of the Province at large is necessary.

The Legislature has granted the sum of Fifteen Hundred pounds (£1,500) to procure and furnish Buildings for the Establishment, and then Fifteen Hundred pounds (£1,500) per annum, to aid in defraying the current expenses of it. To procure the

Furniture and Apparatus of the Establishment, independent of the Buildings, will require a large portion of the first-named sum; and the experience of other Countries, similarly situated to ours, sufficiently shows how much the current expenses of such an Establishment must exceed the sum granted to aid in defraying them. Such an aid might, indeed, be sufficient, should the terms of board and tuition be not as high as are usually required at Public and Private Schools. But this would, in a great measure, defeat the very object contemplated in establishing a Provincial Normal School, which is to afford as good facilities as possible for the training of young candidates for School Teaching. Not a few of the most promising of this class of young men are destitute of means, and others of them possess very limited means, for the acquisition of the advantages afforded by the Normal School.

In those European Countries, which are best supplied with Normal Schools, the local Municipal Departments,—analogous to our Districts,—are required to contribute the principal part of the sums necessary for the support of the Normal Schools. Our own Legislature, like that of the neighbouring State of New York, has not imposed any legal obligation on the several local Municipalities in this respect, but has left it to their own enlightened liberality. In the State of New York, in addition to the legislative grant of Two Thousand Two Hundred and Fifty pounds, (£2,250), to procure Buildings, Apparatus, etcetera, for a State Normal School at Albany, and the sum of Two Thousand Five Hundred pounds (£2,500) per annum to aid in its support, the authorities of different Counties contribute to the same object, in the most simple and efficient form, by selecting and supporting each two, four, or more, of their own most meritorious youth at the School. The authorities of such Counties determine to support, at the State Normal School, during the prescribed course of instruction, a certain number of their own youth, to be selected by means of competition, before Examiners, who are appointed for that purpose, and who designate a day for the Examination of candidates; and select those candidates who, in connection with satisfactory testimonies of moral character, evince the best qualifications and abilities for the profession of Teacher. If the Municipal Council of each District and City of Canada West will take this subject into consideration, and thus provide for the training, at the Provincial Normal School, of two, or more, youth from each of their respective Municipalities, the Model, and other principal, Schools throughout Upper Canada, will soon be supplied by the best class of native Teachers; and, ultimately, through the Provincial Normal and Model Schools, will all the County Model, and other, Schools in the Province be provided with Teachers trained in the Country, and in the same system of instruction.

We would, therefore, submit to each of the Councils the expediency, and great advantage, of selecting, through Examiners appointed by the Council, two, or more, of the most meritorious and promising young men in each District for the Provincial Normal School. Let the Examiners give public notice of a day on which competitors for the honour and advantage of District Council Scholarships in the Provincial Normal School may present themselves for examination, each successful Candidate to attend the Normal School during the prescribed course of instruction, upon the condition that he will engage to pursue School-teaching for a period of not less than five years, or refund the money advanced by the Council in his behalf. On the importance and advantage to Parents and Guardians, as well as to Children and the Public, of training Teachers in a Model School, we refer you to the Chief Superintendent's "Report on a System of Public Elementary Instruction for Upper Canada," in a subsequent part of this Volume.

On the other hand, the Board of Education will engage to receive and have instructed in the Normal and Model School such scholars at the rate of twenty-five pounds each per annum, including Board, Fuel, Washing and Books used in School, such scholars being subject to the regulation applicable to all others, namely, a trial of three months as to capacity and disposition both to learn and to teach.

The sum required to support two young men from a District would scarcely amount, on an average, to a half-penny for each inhabitant; whereas both the individual and public advantage would be great and permanent.

The Board of Education venture to hope that this subject will receive the favourable consideration of the several Municipal Councils; and to their early, as well as patriotic and benevolent, attention we earnestly recommend it. It is the purpose of the Board to educate young men for Canada, as well as in it, and that the whole system of domestic economy, discipline and instruction at the Provincial Normal School shall have reference to the future circumstances and employment of the Scholars.

EDUCATION OFFICE,
TORONTO, August 4th, 1846.

Attest: J. GEORGE HODGINS,
Recording Clerk.

†MICHAEL, *Bishop of Toronto, Chairman.*
EGERTON RYERSON,
H. J. GRASETT,
S. B. HARRISON,
JOSEPH C. MORRISON,
HUGH SCOBIE,
J. S. HOWARD.

Ordered, That a printed copy of this Circular, accompanied by a note from the Chief Superintendent of Schools, be transmitted to each of the Municipal Councils in Upper Canada.

August 11th, 1846. The Chief Superintendent of Schools read a Letter from the Secretary of the Province, in reply to a Communication addressed, by order of the Board, to him, requesting that the Old Government House and Premises be placed at the disposal of the Provincial Board of Education for the purposes of a Normal School.*

NOTE. As a sample of the favourable responses to this Circular from the Board of Education for Upper Canada, I insert the following, (in the form of Resolutions,) adopted by the Home District Council, and dated the 13th of August, 1846:—

Resolved, 1. That the Home District Council, having taken into consideration the Circular of the Board of Education for Upper Canada, relating to the establishment of a Provincial Normal School, and calling upon the District Councils for their "Aid and Co-operation," express their satisfaction at the prospect of the speedy establishment of an Institution, intended for the instruction and moral training of efficient Teachers for the Youth of the Province, and from which, under a proper system of management, the happiest results may flow to our whole population.

Resolved, 2. That, in the attainment of objects so momentous, so intimately connected with the welfare and happiness of the People of this District, the support of the Council will be cheerfully accorded for the objects set forth in the Circular; and, when the proper period shall arrive, they will not fail to make such an appropriation for the support of one, or more, Pupils of the Normal School, as may be consistent with a prudential regard to the funds under their control for Educational purposes; and that a copy of these Resolutions be furnished by the Warden to the Board of Education.

The following Letter from the Secretaries of the Irish National Board of Education, Dublin, in reply to a Communication from Doctor Ryerson, on behalf of this Board, dated the 25th of July last, was read.

We have had the honour to lay before the Commissioners of National Education your Letter of the 25th of July, and are directed to express their gratification at the very interesting statement it contains respecting the establishment of a general System of Education in Upper Canada. . . .

It affords the Commissioners much pleasure to grant the required permission to reprint the Books published by them, for the use of the Schools to be established in

*In September, 1846, the Government assented to this request of the Board, and directed the transfer of the Government House and Grounds to the Board of Education.

Canada,—or, if you prefer it, the Commissioners will supply such Books, or other requisites, as are mentioned in the accompanying list at the prices stated therein.

MAURICE CROSS,
JAMES KELLY,
Secretaries.

DUBLIN, 14th September, 1846.

The Board having taken the subject of School Books into their consideration,—particularly those published by the Irish National Board of Education,—express their approbation of that admirable series of Elementary Works, and feel great satisfaction in recommending them for general use in the Common Schools of Upper Canada.

Ordered, That a Letter of acknowledgment be addressed to the Secretaries of the Irish National Board of Education. The Letter sent was as follows:—

Your Letter of the 14th ultimo was this day laid before the Board of Education for Upper Canada, whose cordial thanks I am requested to express to the Commissioners of National Education in Ireland, for their liberal permission, and proposal, in respect to their excellent series of School Text Books; and for the lively interest which they express, and manifest, in the promotion of Elementary Education in this Country.

TORONTO, 9th October, 1846. EGERTON RYERSON.

THE COMMON SCHOOL TEXT-BOOK QUESTION IN 1846.

After the Selection of the Irish National Series of School Text Books by the Board of Education for Upper Canada, and their introduction into the Common Schools of the Province in 1846, very little further was done on the subject until 1867. In that year, the Irish National Readers were revised by a Committee, appointed by the Council of Public Instruction, (Provincial Board of Education,) consisting of the Reverend Messieurs John McCaul, LL.D., John Barclay, D.D., William Ormiston, D.D., and John Sangster, M.D. The copyright of these revised Books was vested in the Chief Superintendent of Education; and the Books themselves were authorized by the Council of Public Instruction for use in the Schools in 1868.

During the years 1868-1875 other additions were made to the list of authorized School Text Books; and, in 1874, a printed "Memorandum on Steps which have from Time to Time been taken to Establish a Uniform Series of Text Books for the Public and High Schools of Ontario," was issued by the Chief Superintendent of Education for the Province. The last addition to the list of authorized Books, made during Doctor Ryerson's administration of the Education Department, was in 1875,—the year before his retirement from office.

In "A Brief History" of the School Text Books, authorized for use in the Schools of Upper Canada, prepared by Mr. Alexander Marling, in 1890,— the year in which he succeeded the Editor of this Documentary History as Deputy Minister of Education, he said:—

The Irish National Readers were authorized for the Common Schools of Upper Canada by the [Provincial Board of Education, afterwards, in 1850, the] Council of Public Instruction, on the 27th day of October, 1846, and were, as far as is known, the first Text Books formally authorized in the Province. . . . This authorized list of 1846 continued in force, with very few changes, or additions, until 1867. In reading [Books] no change was made before this date. . . .

Proceedings of the Chief Superintendent and the Provincial Board of Education, in Regard to Text Books for the Common Schools, 1846.

It was always a difficult and delicate duty to exclude unsuitable and objectionable Text Books, which were in use in our Schools, and, at the same time, by a gradual process of elimination of such books, to provide facilities for the introduction, in their place, of a superior and uniform series, carefully prepared and admirably adapted for the purposes of instruction in these Schools.

In this matter of Text Books, personal interests had grown up, especially in connection with the publication of single books, which had no connection with each other, but which had many friends who used their influence in urging the adoption of these Books by the Provincial Board of Education. It was often difficult, in those early days, to withstand outside pressure in such cases.

In the Proceedings of the Upper Canada Board of Education for 1846, are recorded the steps which were taken by the Chief Superintendent of Education to bring the matter of School Text Books before the Board. Upon his recommendation, the Provincial Board adopted, and authorized for use in the Common Schools of Upper Canada, the Irish National Series of School Books.

It is interesting to note the fact, that during the Month, (September, 1844,) in which Doctor Ryerson received notice of his appointment as Chief Superintendent of Education, Messieurs Armour and Ramsay, Publishers of School Books in Montreal, applied to the Governor General, Lord Metcalfe, for his patronage, in their proposed efforts to reprint the Irish National Series of School Books. To their application, Lord Metcalfe, through his Private Secretary, replied as follows:—

I am commanded by the Governor-General to acknowledge the receipt of your Letter of the 7th instant, requesting the patronage of His Excellency to your proposed republication of the School Books of the Irish National Board of Education, and to inform you, in reply, that His Excellency will be very glad to have his name associated, in the manner you propose, with an undertaking which he considers to be of great public benefit; and His Excellency also desires me to say that it will give him pleasure to aid the work in which you are engaged by any means in his power.

Montreal, 13th September, 1844. J. M. Higginson, *Private Secretary.*

Commendation of the Irish National School Books by Doctor Ryerson.

As soon as Doctor Ryerson learned of the application to His Excellency of Messieurs Armour and Ramsay, he addressed the following Letter to that Firm:—

I rejoice to learn that you have commenced reprinting, for the use of schools in Canada, the Series of admirable School Books which the Government Commissioners,—headed by the Protestant and Roman Catholic Archbishops of Dublin,—have republished for the National Schools of Ireland. These Books have been prepared under the auspices of men of great learning and experience, and are remarkable for cheapness and for simplicity, clearness and comprehensiveness of definition and arrangement.

I have been instructed by the Government to turn my attention to the preparation and selection of Books to be recommended for general use in the Common Schools of Canada West. I am glad that you are so far co-operating with, and even anticipating me, as to have already commenced the reprinting of a set of Books, both superior and cheaper than most of those used in our Common Schools. Nor am I certain that I shall

be able to do better than recommend, for general and permanent use in our Schools, some of those Elementary Books which you are reprinting.

Canada is already, and is likely to be still more, deeply indebted to your enterprise for an improved set of School Maps and Books. I wish you the most extensive success in your laudable endeavours to improve the most inefficient institutions under the Department of our Government—the Common Schools of Canada.

COBOURG, 24th of October, 1844. EGERTON RYERSON.

PERMISSION TO REPRINT THE IRISH NATIONAL SCHOOL BOOKS, 1845.

As soon as their arrangements had been completed, Messieurs Armour and Ramsay applied to the Commissioners of National Education in Ireland, for permission to reprint, in Canada, the Irish National Series of School Text Books. In reply, they received the following Letter:—

Having laid before the Commissioners of National Education your Letter of the 25th instant, including "Copies of various Certificates in favour of School Books publisned by the board," (with the perusal of which they were much gratified), we are directed to inform you that you have the sanction and authority of the Commissioners for re-printing, for the use of Schools in Canada, such of the Irish National School Books as you may think fit.

We are to state further, that these Books are in use not only with National Schools of this country, but have a very extensive circulation in England and Scotland; they have, besides, been translated into several of the Continental Languages. . . .

MAURICE CROSS,
JAMES KELLY,
DUBLIN, 28th of February, 1845. *Secretaries.*

CHARACTERISTICS OF THE IRISH NATIONAL SCHOOL BOOKS.

From the Prospectus, issued in 1846, by the Montreal Publishers of the Irish National Series of School Books, I make the following condensed extract:—

The Lessons contained in the Irish National Reading Books rise in interest and importance from the first to the last; and they possess this very distinguishing and characteristic merit—that, during the whole time the pupil is engaged in learning to read, he is, at the same time, acquiring a knowledge of sound moral principles, and of a vast number of important facts in History, Literature and Science. The Treatise on Arithmetic, Grammar, Book-keeping, Geometry, Mensuration, and Geography and History, are unsurpassed in the English Language. . . . That this Series of School Books should be possessed of so many and such undoubted merits is not wonderful, when it is considered that it has emanated from so learned and dignified a body as the National Board of Education of Ireland. In the Lessons which these Books contain there is nothing sectarian; and hence they have received the most unequivocal expressions of approbation from men in every rank of society and who maintain the most opposite and widely differing forms of belief. . . . They have been declared, in the most emphatic manner, by the *Edinburgh Review* to be the very best Books of the kind in the English Language. . . .

The following proceedings of the Upper Canada Board of Education took place in 1846 in regard to the Irish National School Books:—

Ordered, That, in recommending the Irish Educational Books for the use of Schools in Upper Canada, the Board of Education require Tenders for their publication or for their importation, on the following conditions, videlicet:—

1. Two pence, Halifax currency, for each penny sterling, as given in the list of School Books and Requisites furnished to this Board by the Commissioners of National Schools in Ireland; and this shall be the maximum price at which these Books and Requisites shall be supplied to the Schools in Upper Canada.

2. The several Irish National School Books, published in the Province, shall be, in every respect, uniform with the Irish Edition.

3. The contracts for the supply of these several School Books shall be for five years, or for any less period that may be agreed on.

4. The Tenderer, or Tenderers, receiving any Contract for the supply of any Irish National School Book, or Books, shall be bound in a suitable penalty to furnish the necessary supply of such Book, or Books, during the existence of such Contract.

5. The Tenderer, or tenderers, receiving any Contract for the publication of any School Book, or Books, shall be secured in the exclusive right of such publication in Western Canada; but not to prevent the importation, at the reduced prices of the Irish Board, by such person, or persons, as the Provincial Board may, from time to time, authorize.

6. The Tenderer, or Tenderers, to state the lowest rate of publication; and each and every Tenderer receiving a Contract for the publication of any Book, or Books, to have, in conjunction with his right of publication, the privilege of importing the Irish Editions of such Book or Books, at the reduced prices of the Irish Board, during the existence of every such Contract respectively.

7. The Tender to be given in to the Chief Superintendent on or before the first of December next.

8. The maximum price at which the several Books will be supplied to Schools in Upper Canada to be as follows:—

First Book of Lessons	1d.	2d.
Second Book of Lessons	4d.	8d.
Sequel to the Second Book of Lessons	6d.	1s.
Third Book of Lessons	8d.	1s. 4d.
Fourth Book of Lessons	10d.	1s. 8d.
Fifth Book of Lessons (Boys)	1s.	2s.
Reading Book for Girls' School	1s.	2s.
Introduction to the Art of Reading	8d.	1s. 4d.
English Grammar	4d.	8d.
Key to English Grammar	2d.	4d.
Arithmetic	4d.	8d.
Key to Arithmetic	4d.	8d.
Arithmetic in Theory and Practice	1s. 4d.	2s. 8d.
Book-keeping	6d.	1s.
Key to Book-keeping	6d.	1s.
Epitome of Geographical Knowledge	1s. 8d.	3s. 4d.
A Compendium of Geography	6d.	1s. 4d.
Geography Generalized, by Professor Robert Sullivan	1s. 6d.	3s.
Introduction to Geography and History, by Professor Robert Sullivan	6d.	1s.
The Spelling Book Superseded, Professor Robert Sullivan	6d.	1s.
Elements of Geometry	4d.	8d.
Mensuration	8d.	1s. 4d.
Appendix to Mensuration	6d.	1s.
Scripture Lessons (Old Testament) No. 1	6d.	1s.
Scripture Lessons (Old Testament) No. 2	6d.	1s.
Scripture Lessons (New Testament) No. 1	6d.	1s.
Scripture Lessons (New Testament) No. 2	6d.	1s.

Sacred Poetry	4d.	8d.
Lessons on the Truth of Christianity	4d.	8d.
Set of Tablet Lessons in Arithmetic	1s. 2d.	2s. 4d.
Set of Tablet Lessons in Spelling and Reading	8d.	1s. 4d.
Set of Tablet Lessons, Copy lines	1s.	2s.
Map of the World	12s.	24s.
Map of the Ancient World	9s.	18s.
Map of Europe	9s.	18s.
Map of Asia	9s.	18s.
Map of Africa	9s.	18s.
Map of America	9s.	18s.
Map of England	9s.	18s.
Map of Scotland	9s.	18s.
Map of Ireland	9s.	18s.
Map of Palestine	9s.	18s.

The following Text Books published in Canada were approved by the Provincial Board of Education for use in the Schools, *videlicit,*: The Classical Reader by the Reverend William Hamilton, Picton; The Canada Spelling Book by Mr. Alexander Davidson, Niagara; The Canadian Agricultural Reader by Mr. John Simpson, Niagara; The Practical and Progressive System of Four Readers by the Reverend R. H. Thornton of Whitby. Their use and that of the Canadian Text Books submitted were not prohibited by the Board of Education as intimated to the parties concerned.

THE CHIEF SUPERINTENDENT'S FIRST OFFICIAL TOUR IN UPPER CANADA IN 1847.

At the latter end of July, 1847, the Chief Superintendent of Education addressed the following Letter to the Secretary of the Province, requesting the sanction of the Governor-General-in-Council to his making an official visit to the various Counties in Upper Canada. His Letter fully explains the proposed object of these visits, and is as follows:—

I have the honour to submit to the favourable consideration of the Governor-General-in-Council the propriety and advantage of my visiting each Municipal District in Upper Canada, during the autumn of the current year, in order to spend a day or two at a Meeting of the local School Superintendents, Clergy, Councillors and friends of Elementary Education in each District (who might be disposed to attend). This Meeting would would be for the purpose of explaining every part of the School Law, (as embodied in the Common School Act of 1846), and of considering the best means of improving and perfecting our Common School System; and also of diffusing useful knowledge throughout the masses of our population.

2. I have made the apportionments, prepared the Reports required for the current year, and disposed of the various questions which have been submitted to me from various parts of Western Canada, arising out of the discontinuing of the late, and the introduction of the present, School Act. The questions which may arise until toward the close of the year, requiring my constant presence, will not, I think, be numerous. I can also, in a short time after the arrival from Dublin of the Head Master of the Normal School, do what may be necessary to prepare for the opening of that important Establishment.

3. Under these circumstances I think I can, without materially interfering with the ordinary duties of the Office, make arrangements to visit each Municipal District

in Upper Canada, before the close of the year, for the purpose above stated,—should it be approved of by His Excellency-in-Council, and my travelling expenses allowed me—as I am quite unable to do so at my own expense, with the limited salary allowed me, and the greatly increased expenses to which I have been subjected by my removal from Cobourg, with an increase of salary of only £45 per annum—though, for seven months after my removal I provided, at my own expense, Rooms for the Education Office, and for the Meetings of the Board of Education with the necessary attendance, and fuel for four months of that time.

4. I may observe that the travelling expenses of my predecessor in office were paid. But had my salary been fixed at the amount originally stated—Five Hundred pounds (£500),—I should have proposed to make all such tours at my own expense.

5. During my proposed tour I should avail myself of the opportunity of distributing the School Reports, which the House of Assembly has ordered to be printed; and I do not think the expense of the whole,—including the cost of travelling and the distribution of the Reports,—would exceed Seventy-five pounds, (£75), while I have reason to believe that much benefit to the interests of popular education in Upper Canada would be the result.

TORONTO, 30th of July, 1847. EGERTON RYERSON.

REPLY OF THE PROVINCIAL SECRETARY TO THE FOREGOING LETTER.

To this Letter the following reply was received:—

I have the honour, by command of the Governor-General, to inform you that His Excellency-in-Council has had under consideration your Letter of the 30th ultimo, submitting to His Excellency the propriety and advantage of your visiting personally each Municipal District in Upper Canada, during the present autumn, in order to spend a day or two at a Meeting of the local School Superintendents, Clergy, Councillors and friends of Elementary Education in each District, in explaining every part of the School Law and considering the best means of improving, or perfecting, our Common School System, and of diffusing useful knowledge throughout the mass of our population; also praying that the expense attending such visitation, which you estimate at Seventy-five pounds (£75), may be allowed you. I have to state in reply that His Excellency has been pleased to concur in your suggestions, and to direct that the expense attending such visitation, provided it does not exceed the sum of Seventy-five pounds (£75), be defrayed at the public charge.

MONTREAL, 13th of August, 1847. E. A. MEREDITH, *Assistant Secretary (West)*.

PROGRAMME OF THE CHIEF SUPERINTENDENT'S FIRST OFFICIAL VISIT TO THE VARIOUS MUNICIPAL DISTRICTS IN 1847.

On receiving this Reply from the Provincial Secretary, the Chief Superintendent issued the following Circular:—

To the District School Superintendents, School Visitors, Trustees and Teachers of Common Schools in Upper Canada:

I have received the authority of His Excellency, the Governor-General:—

To visit personally each Municipal District in Upper Canada, during the present autumn, in order to spend a day, or two, at a Meeting of the School Superintendents, Clergy, Councillors and friends of Elementary Education generally in each District,—in explaining every part of the School Law, and in considering the best means of improving and perfecting our Common School System, and of diffusing useful knowledge throughout the mass of our population.

2. With the view of accomplishing this task, I purpose to visit each of the Municipal Districts in Upper Canada at the time specified in the accompanying programme of visits, and at seven o'clock on the evening of the first day mentioned, in connection with each District, to deliver a public discourse on the Importance of Education to an Agricultural and Free people.

At nine o'clock in the morning of the second day mentioned, in connection with each District, I hope to meet the District School Superintendent, and as many of the Clergy, District Councillors, School Trustees, Teachers and Friends of Elementary Education as may attend, in order, as far as time will permit:

1. To answer any questions which may be proposed, and give any explanations which may be desired, respecting the several provisions of the Common School Law (as embodied in the School Act of 1846).

2. To consider any suggestions which may be made for its improvement.

3. To discuss the best means of promoting the efficiency of the Common Schools, and especially the time and mode of paying the annual Legislative School Grant.

4. To point out the importance and explain the facilities of the Provincial Normal School.

5. To suggest the propriety and means of Establishing Public School Libraries.

6. To advocate the expediency of publishing a Semi-monthly Journal of Education for Upper Canada.

As to the place for the meeting in each District, it will be in the District Town; and, if the Sheriff will permit, at the Court House, where the District Council usually assembles. Perhaps some Place of Worship may be more convenient than the District Council Room, and may be offered to the District Superintendent as the best place in which to assemble for the first evening's discourse.

It will be gratifying, and no doubt highly beneficial, if the Warden of the District can make it convenient to attend and preside at the Meeting held in his own District; and it is respectfully and earnestly requested that as many of the Clergy and Councillors, School Trustees, Teachers and other friends of Public Education as can do so will attend and take part in the proceedings of each Meeting.

It is suggested that each person be prepared to present, in writing, any inquiries, or propositions, he may think proper to make.

Should these Meetings prove acceptable and useful, they may be the precursors of similar, and more lengthened, official School Meetings in each District.

The following are the dates at which (D.V.) the undersigned will be in the several Districts of Upper Canada, for the purposes above stated:

TORONTO, 1st September, 1847. EGERTON RYERSON.

SUMMARY ACCOUNT OF THE EFFECT OF THESE OFFICIAL VISITS TO THE DISTRICTS.

In order to place on record an account of the effect of this first official visit of the Chief Superintendent of Education to the several Districts of Upper Canada, I select the following from the *British Colonist* newspaper, by Mr. Hugh Scobie, a Member of the Upper Canada Board of Education.

The Reverend Doctor Ryerson, Chief Superintendent of Schools for Upper Canada, is proceeding with his visits to the several Districts of the Province, and we hear most favourable accounts of his progress.

The Reverend Superintendent has been met and received in a proper and becoming manner in the different places which he has visited; and the proceedings at the various conferences have been of the most gratifying description, showing the great interest that is felt in the successful working of the Common School Act of 1846.

The course which the Chief Superintendent pursues is to address the School Trustees, Teachers and others, who assemble to receive him in each place, in reference

to the School Law, and the importance to the Country of a sound System of General Education, suited to the daily pursuits of the inhabitants; and also to answer such questions as may be put to him in connection with these subjects.

Doctor Ryerson was at London while the Council for the London District was in Session, and he had, therefore, an opportunity to address that Body. The Councillors listened with the greatest attention to his address; and the satisfaction which they experienced on that occasion was acknowledged by a cordial vote of thanks to the Superintendent.

While at Hamilton, during the Provincial Agricultural Exhibition, the Editor of this Paper attended Doctor Ryerson's Lecture on the "Importance of Education to an Agricultural People." The subject of the Lecture was such as to elicit the sympathy of the audience in its favour; and the satisfaction of those present with the very able manner in which it was treated was warmly manifested by the auditory during the delivery of the Address. (*British Colonist* of the 22nd of October, 1847.)

Doctor Ryerson's Personal Account of His First Official Visit to the Districts in 1847.

The Official Visit of the Chief Superintendent of Education to the various Municipal Districts in 1847, was, in reality, somewhat of a tentative experiment. A good deal of uncertainty prevailed in some quarters as to the character and effect of the then recent School Legislation. It was, therefore, deemed advisable by the Chief Superintendent that he should undertake the duty of explaining the scope and purpose of that Act, and of conferring with parties in the various Municipal Districts, who were desirous of obtaining information on the subject.

During the interval of his absence from the Education Department, I was directed to deal with the ordinary matters and routine of the Office, as occasion required,—reserving only such cases as needed special directions from the Chief.

As the proceedings of several of the Meetings, held by the Chief Superintendent, were characterized by more, or less, of interest, or had some amusing incident connected with them, Doctor Ryerson wrote to me several private Letters in regard to them. In a letter to me from Brantford, dated the 3rd of October, 1847, he said: —

I came here last evening from Woodstock. . . . The School Meetings at Woodstock and Simcoe were completely successful and highly gratifying. Not a vestige of opposition remained among all parties present to the present School Act, or the System, and an unanimous vote of thanks was presented to me at each Meeting.

A greatly increased interest was wakened up among the people on the subject of Schools and Libraries and the Normal School. About twenty names were given in at the Meeting, (in the neighbourhood of Simcoe), for the proposed *Journal of Education*, and as many at Woodstock. It was confidently stated that as many as seventy-five at least would be taken in the Talbot District, and that at least as many copies as there were School Sections would be taken in the Brock District. I think there is but little doubt, therefore, as to our publishing it. Indeed, the desire for it seems to be universal. . . .

Your account of the death of Bishop Power astounded, and deeply affected, me. He was a very valuable Member of our Provincial Board, and an exceedingly agreeable and amiable man. . . .

On the 11th and 13th of October, 1847, Doctor Ryerson wrote me two Letters from London, in regard to the progress and success of his tour. He said:—

. . . I arrived here on the 9th, and found the District Municipal Council in session. In accordance with the wishes of the Warden, I addressed the Council in the

afternoon, on the provisions of the School Law of 1846, in reference to the duties and powers of the Council. I afterwards received an unanimous vote of the Council for my present of the Irish National School Books, and for the exposition of the law which I had given to the Council.

From my experience thus far I have reason to believe that my visit will be of immense service to the cause of Common School Education.

. . . I have to-day had the School Meeting for the District—consisting of intelligent School Trustees and others, for more than twenty miles distant. It was the most thorough and the most gratifying Meeting that I have yet witnessed. Almost every part of the School System was discussed, and every feature of it triumphed completely, and with an enthusiastic unanimity which has scarcely yet been equalled. The Honourable G. J. Goodhue presided.

I am assured by the persons present at these Meetings that more copies of the *Journal of Education* will be taken than there are School Sections in the District. The same was stated and pledged at the meeting in Guelph and Woodstock. Several promising young men will go from this District to the Normal School.

I deliver a second Lecture here on Friday evening on "The Importance of Education to a Manufacturing and Free People," and will go to Chatham on Saturday. . . . I had a crowded house, and a deeply interested audience last night. I have no doubt now of the complete success of my visit. . . .

Two Letters were written to me by Doctor Ryerson from Chatham on the 18th and 19th of October, 1847. In them he said: —

(18th) My journey from London to Goderich and back again was through hail, snow and rain from above, and an almost uninterrupted sea of mud beneath, such as I never passed through for so great a distance. But I have no reason to regret the exposure and fatigues of the journey, having fully accomplished the objects of it. . . .

(19th) I delivered a Lecture last night of two hours' length on "The Importance of Education to an Agricultural People" to a deeply attentive audience, and have been solicited to-day, by some of the principal Gentlemen in the place, to let them have it for publication.

We have had to-day a long and interesting, and, as in other places, a completely successful School Meeting; the High Sheriff was in the Chair, and the Editor of the local paper (*The Gleaner*) was Secretary. One Councillor made a formal attack upon the School Act of 1846, and the waste of the School Fund in salaries, etcetera, in the true style of such opponents of our School System, as the Gore and Newcastle District Councils. I showed that not one penny of the School Fund had been expended for any of these purposes, and that every point objected to had grown out of the late School Act of 1843, and for which the present Act provided a remedy. At the close the Meeting passed an unanimous vote of thanks for my explanations, etcetera. . . . All speak of the great advantage of such a School visit to the several Districts.

After finishing his Western tour, Doctor Ryerson returned to Toronto—thence to Montreal, from which place his Eastern tour began. The following Letter to me was dated Brockville, November the 16th, 1847:—

At the Meeting in Cornwall there was a good attendance at my Lecture of both Ladies and Gentlemen,—among them two Members of Parliament. One of them presided next day, and everything went off in the most gratifying manner. . . . The Meeting at Bytown embraced the Gentry of the Town, and a great concourse was present. Nothing could have been more agreeable than the result of next day's proceedings.

At Perth I lectured two evenings in succession to large assemblages, embracing the Clergy and Gentry of the Town; and, after a most thorough questioning by some shrewd

and out-and-out oppositionist men, they all with one voice gave in their adhesion to the School Law and to the doings of the Chief Superintendent of Education. At the School Meeting last night, in Brockville, the Court House was filled. To-day the Meeting was large, and Resolutions were unanimously adopted. Expression of a complimentary character was given in regard to my Lecture, as well as my explanations and suggestions. Everywhere there is a call for a repetition of such visits.

Doctor Ryerson's last Letter to me was from Port Hope. In it he gives rather an amusing account of his meeting with those who had led the van of the strenuous opponents of the School Law of 1846, and the author of the then notable "Circular" from the Warden of the Newcastle District, and the still more memorable Report of the Gore District Council on the alleged difficulties and perplexities and pernicious character of that School Law.

I received your welcome favour at Belleville. I am very glad to hear of your increased numbers at the Normal School.

I think I mentioned the very large and respectable attendance at the Brockville Meeting; it was equally so at Kingston, Picton and Belleville—also at Cobourg, considering the weather. The Reverend Doctor Bethune, Sheriff Ruttan, the Honourable George S. Boulton and others were present.

At Kingston the Quarter Sessions adjourned at half-past three, in order that the Court Room might be prepared for my Lecture in the evening; and in the evening the Corporation of the City adjourned, in order to attend the Lecture. The Room was brilliantly lighted. I was much cheered throughout my Lecture of two hours' long.

The Mayor of the City of Kingston attended next day, and took a lively interest in the proceedings, which were of the most gratifying character. I proceeded the same evening to Picton, and had a large and attentive audience there. The next day the "opposition," through their leaders, mustered all their strength in the way of questions and objections, but were fully replied to by the confession of all parties, and the feelings of the Meetings as cordial as one could desire.

In Belleville we had a noble Meeting, both in the evening and on the following day.

At Cobourg I lectured in the large room of the Globe Hotel. At the Meeting to-day I took up the "Circular Letter" of the Warden, (Mr. Reid,) a copy of which had been furnished me at Kingston by the direction of Mr. Marks, the Warden of the Midland District.

The Council of the Newcastle District had requested the Warden to meet me, in consequence of my Letter to him of the 2nd of November. He promised to do so; but he was not present—being ill. Mr. John Creighton, District Councillor, entered into a lengthened explanation and defence of the course taken by the Council and the Warden. I then examined and refuted the statements of the "Circular Letter," after which Mr. Creighton admitted that the statements in it were not correct, and said that the Council was not responsible for them.

It has been affecting, in some instances, to witness the grateful feelings of the people when I have explained the manner in which the School Law can be rendered available to their interests, and the advantages, both in regard to their convenience and interests, which it possesses over every preceding School Law which they have had. . .

The Sheriff (Ruttan) and the Honourable G. S. Boulton said the people of the District were not dissatisfied with the School Law, pronounced it as the best Law of the kind that we had ever yet had, and complimented me in strong terms. Their remarks were unanimously and warmly cheered.

Mr. Sheriff Ruttan moved, seconded by Mr. Creighton, a Resolution approving of the law and thanking me. The Editor of the "*Star*" was present, and took copious notes of the speeches. . . .

PORT HOPE, 25th November, 1847. EGERTON RYERSON.

Agriculture as it was Practised in Upper Canada in 1847.

As the Chief Superintendent had arranged to deliver an Address during his Official Visits to the various Districts in Upper Canada on "The Importance of Education to an Agricultural People," he received an interesting Letter from a Gentleman in the Western part of the Province on the subject.

Nothing could have been more opportune, as a literary object-lesson, of the state of agricultural knowledge of the London District—and generally so in the other Districts of the Province—than this Letter, as it gave an additional point to the timely lessons contained in the Lecture, on the subject of Agriculture, which the Chief Superintendent delivered, during his official visit, in each of the Districts of Upper Canada, in 1847. The Letter proceeded:—

I take the liberty of giving you the result of part of my enquiries on the subject in this District for the last three years. . .

Agriculture is a Science, in which I take a very great interest; and this interest leads me continually to make enquiries in localities where I may happen to be.

On first coming to London, I heard complaints from the Farmers on all hands about their wheat being winter-killed, rusted and deficient in yield; that their crops of hay, etcetera, were under a fair average, and that prices were consequently ruinously low. It appeared to me, on reflection, that there was no peculiarity in the climate sufficient to account for a great part of this, and the conclusion necessarily forced itself on me that the defect lay in the Farmer, or in the soil, or most likely in both, in which latter opinion I do not hesitate to assert that I am correct.

My attention was at first directed to the diseases to which the wheat crop seemed particularly liable in this part of the country, and first I examined the soil, which I found to be, in the majority of instances, a sandy loam, and which, when tested with acids, gave no indication whatever of containing any constituents in the shape of free alkalies, and consisted apparently of nothing but humus, *i.e.*, ordinary vegetable mould, and silex, for common quartz sand, with some iron; though there is no doubt it contains a small proportion of the alkalies, in the shape of insoluble combinations which give up their fertilizing properties so slowly as to yield the agriculturist, in ordinary seasons, but a small return for his labour; and, to this, must be ascribed the exceeding small average of this District, which, in the shape of wheat only, returns between ten and fifteen bushels to the acre, according to the best information I have been able to collect. This average includes bad and good seasons, and many a farmer here obtains nothing like that return from his ground.

This season having been remarkably favourable, is, of course, an exception to the rule. I have examined the soil in various parts of the District, videlicet, at Port Talbot, Port Stanley, Saint Thomas, and in this neighbourhood, and find that the surface is generally of the character mentioned above, intermixed, occasionally, with yellow clay, of no better agricultural capabilities; and I must confess that I was at first puzzled to account for such land yielding good crops in any season without a liberal application of farmyard manure; but, it must be borne in mind, that under ordinary circumstances the large quantity of wood ashes made in clearing the land would afford a good supply of free potash and other salts, to be used as food by the crops for some years then to come; hence the fair crops obtained at first, and, at last, the exhaustion arrived at sooner or later, after some years cropping, when an almost hopeless barrenness is the result; and such is the condition of our old cleared lands, which have not been liberally manured. . .

The above is sufficient to show that a little agricultural science and common sense, (enough to conduct an ordinary chemical analysis), would prevent farmers here from throwing away time and labour as they do on soils which can give but a poor return without such aids.

London, (C.W.), 11th of October, 1847. James Hamilton.

Letter to the Provincial Secretary in Regard to the Annual Report.

I have this day forwarded to your address my School Report for 1847.

In Upper Canada 2,727 Schools have been reported, besides a considerable number not reported; and Upper Canada has also received a disproportionately small share of the Legislative School Grant (£24,000 out of £50,000).

I hope, in the course of a few days, to submit to His Excellency-in-Council remarks on the School Law, and amendments of some of its provisions, and some additional enactments,—as suggested during my School visits to the various Districts last Autumn, and by my own observations and experience.

And as it does not appear advisable to me to visit the several Districts this autumn, as I did last year, and as I had intended to do annually, I hope to be able, before the close of the year, to submit to the Governor-General-in-Council a Report, with various plans of School Houses, as required by the 8th Clause of the 2nd Section of the School Act of 1846, and for which several applications have been made, but which I have not yet been able to prepare.*

Toronto, 16th of September, 1848. Egerton Ryerson.

DRAFT OF THE CITY AND TOWN COMMON SCHOOL BILL OF 1847.

Having provided, in the Common School Act of 1846, for the Establishment and maintenance of Common Schools "in the rural parts of Upper Canada," the Chief Superintendent of Education prepared, in March, 1847, a Draft of Bill for the promotion of Elementary Schools in the Cities and Towns of the Province. The Draft of this Bill was accompanied with the following Explanatory Letter, from the Chief Superintendent, to the Provincial Secretary:—

I have the honour to submit to the favourable consideration of His Excellency the Governor-General-in-Council a Legislative Measure for the "Better Establishment and Maintenance of Common Schools in Cities and Incorporated Towns in Upper Canada," and for remedying some defects which are found to exist in the Common School Act for Upper Canada of 1846, Ninth Victoria, Chapter Twenty, in consequence of changes to which it was unfortunately subjected while under the consideration of the Legislature.

With a view to accomplish these objects, I have prepared the annexed Draft of a Bill which, in connection with such explanatory observations as appear to me to be necessary, I beg most respectfully to lay before His Excellency-in-Council.

Necessity for a Separate School Law for Cities and Towns.

The same reasons which justify the Incorporation of Cities and Towns for the more efficient management of their local affairs, and the promotion of their local interest generally, require a like incorporation of their Public School System for the best interests of the rising generation. The practical knowledge and vigilance of a local corporation are, if possible, even more needful for the interests of Common Schools than for the other

*Numerous plans, prepared and published by the Honourable Henry Barnard, (the first United States Commissioner of Education,) and by other parties, and in England, were procured and published in the "Journal of Education for Upper Canada," during the years 1849-1875. I also prepared for the Department and published in 1858 "The School House: its Architecture, Arrangements and (internal) Discipline, etcetera. Again, in 1876, I published, (at a loss,) "The School House, its Architecture, External and Internal Arrangements; with Elevations and Plans for Public and High School Buildings, together with Illustrated Papers on the Importance of School Hygiene and Ventilation, etcetera, with upward of Four Hundred Illustrations." Further, in 1886, I prepared, for the Department, a Book, entitled:—"Hints and Suggestions on School Architecture and Hygiene, with Plans and (Seventy-five) Illustrations." J. G. H.

interests of Towns and Cities. I think, therefore, that the School affairs of Cities and Towns ought not to be left in the hands of District Municipal Councils, but ought to be placed in the hands of the Corporation of each City, and the Board of Police of each Incorporated Town.

The peculiar circumstances and wants of Cities and Towns appear to me to demand this modification of our School System. In rural Districts the population is sparse; in Cities and Towns it is dense. A single School Section in a rural Municipal District embraces as many square miles as an entire Town or City. The boundaries of a rural School Section are usually the estimated distance which children can travel daily to and from the School. It also requires, as a general rule, the united influence and resources of the inhabitants residing within the boundaries of a rural School Section to support the School of that Section.

The System of Schools in Rural Sections and in Cities and Towns is Different.

There can thus be but one School within such School Section boundaries. In rural Municipal Districts, therefore, as there can be but one School in each Section, so there can be in it no gradation of Schools; there can be only mixed Schools, and those of one kind, such as each rural Section, separately and independent, can establish and support. But the case is widely different with Cities and Towns. Upon a plot of ground not greater than that of a rural School Section there is a population requiring, and capable of supporting, a dozen Common Schools, aside from Schools of a higher order. According to the present system the City, or Town, would be geographically set off into a given number of School divisions, the inhabitants of each of which would elect their own Trustees, and have a Common School unconnected with any other, and supported wholly by local interest. As in rural Municipal Districts, there is but one kind of Schools, and that such as is adapted to the youngest class of pupils, so, under the system now in operation, there can be no gradation of Schools in a City, or Town, any more than in the Country. Thus the educational wants of Towns and Cities are but partially supplied; Schools of an inferior description are more numerous than is necessary, and Schools of a higher order are altogether wanting, except as they may, in some instances, be established and supported by private enterprise. But private Schools are too expensive for a large class of the inhabitants of Cities and Towns; nor should the children of this large class of our fellow-citizens be deprived of a good English education on account of the poverty of their parents, or be abandoned to the hazard of private enterprise.

No Geographical School Division of Cities and Towns Necessary.

Now, the proximity of the inhabitants to each other, in Cities and Towns, supersedes the necessity of the geographical division of a City, or Town, into small School Sections, unless to a limited extent, in regard to Schools for very young children.

To provide for the educational wants of Cities and Towns there should be a gradation, and, therefore, a system of Schools: Primary Schools for children of from five to eight years of age; a proportionate number of Intermediate Schools for children, say, from eight to eleven years of age; and one, or more, English High Schools, for teaching the higher branches of a thorough Mercantile Education.

Children at the proper age, and when sufficiently advanced, should be removed by promotion from the Primary to the Intermediate Schools, where they could receive a useful Common School Education; and then, those whose parents could afford to give them a more thorough education, should be transferred to the High Schools. Of course the School Houses should be erected, or different apartments in the same School House provided, and Teachers employed, appropriate to the objects and character of each of these Schools. The number of Schools thus classified which might be necessary to supply the Educational wants of our Cities and Towns would be less than, under the present system, is now established in them. and would be supported at not greater expense.

Machinery for the Efficient Management of City and Town Schools.

But such a system of Schools in a City, or Town, involves one general system of management, and, therefore, one authority. Hence in any City, or Town, where such a System of Schools exists, there should be but one Board of Trustees, or Commissioners, for the management of the Common Schools. This is the case, not only in the best educated Cities of Germany, but also in the chief Cities of the neighbouring States—such as Boston, New York, Albany, Rochester, Buffalo, etcetera. In each of these Cities there is but one Board of Trustees, or Commissioners, of Common Schools; and, in most of them, the Members of such Boards of Trustees are appointed by the Corporations—one-third of the Members thus appointed, or chosen, retiring from office annually, and their places being filled by the Corporations concerned.

Such is the principle of the Measure which I have the honour to submit in respect to the Cities and Incorporated Towns in Upper Canada; and such is the design of the Bill—a Draft of which is herewith transmitted.

Restricted Authority of Municipal Councils to Impose Assessments.

It was one of the defects of the Common School Act of 1843 that it did not invest District Municipal Councils with authority to impose assessments to a sufficient amount for the purchasing of rural School Sites and the building of School Houses. In the Eighth Section of the Draft of Bill, Municipal Councils of Districts are included with City and Town Corporations, and are proposed to be invested with requisite powers of imposing assessments for all Common School purposes.

The Ninth and Tenth Sections of the Bill embody an important principle, which lies at the very foundation of a sound System of Public instruction, and which is essential to the universal education of any Country,—it is the principle of a School Rate Bill, as well as School Assessment, according to Property, both in Town and Country.

The principle of School-Rate, according to property, is recognized and acted upon in respect to Assessments, imposed by each District Council for the raising of a moiety of the School Fund, and for the erection of School Houses; but, in the practical part of the School System, where the operation of the principle is most important, it does not at present obtain. All that is done by the District Council will answer no practical purpose if the Trustees do not furnish and keep the School House comfortable, and employ a proper Teacher, and provide for the punctual payment of his salary. This the Trustees cannot do, as a general rule, so long as they are thrown upon chance and caprice and selfishness to raise the resources necessary to fulfil and satisfy their engagements.

Financial Difficulties at Present Encountered by School Trustees.

The circumstances of Trustees, as the law now stands, are as follows:—They can seldom engage a competent Teacher without agreeing to pay him a stipulated salary, and generally by the year.—Very few good Teachers will agree to depend upon the chance fees of tuition, arising from the chance attendance of pupils, for the principal, or a large, part of their salaries. But upon such chances either the Teacher must depend for the chief part of his means of support, or the Trustees must depend for the chief part of the means necessary to enable them to pay the Teacher and support the School; for they have at present no resource but voluntary subscription, or Rate-Bill, upon the parents who may please, and only as they may please, to send their children to the School. Thus Trustees, in order to establish and maintain a good School, must agree to pay the Teacher a stipulated sum, per quarter or per year; but they have at present no certain resources beyond their own private means to rely upon to enable them to pay the sum stipulated.

When it is known that a considerable sum will be required to repair the School House and make it comfortable, parents in many instances desist from sending their

children until after the completion of the repairs, so as to avoid being rated for the payment of them.—One of the evils attending such a proceeding is that the children of such parents are deprived of a quarter's instruction in the School. Another evil is that the refusal of some parents to bear a part of the expense of repairing and furnishing the School House imposes a heavier burden upon those who do send their children to the School, and sometimes prevents so many others from sending, that the Trustees are compelled either to leave the House unrepaired, and continue to occupy it when utterly unfit for use, or resort to voluntary subscription to get means to make the most needful of such repairs. To avoid these inconveniences and evils, Trustees have, in numerous instances, applied to their District Municipal Council to exercise the powers conferred upon it, by the Common School Act of 1846, to impose an Assessment upon their Sections for School House repairs and furniture; and I have advised them to do so. This, however, is an exceedingly inconvenient and roundabout proceeding to obtain the application of the principle, which is embodied in the Ninth and Tenth Sections of the annexed Draft of Bill.

But another consideration evincing the evil of the present system of School-Rate Bill is its pernicious influence upon the School after its establishment. It involves a present pecuniary inducement to every parent to keep his children from the School. Many parents in narrow circumstances are influenced by this motive, and desist from educating their children; indeed, I have been informed of numerous instances of poor men, with large families, being compelled to do so.

The withdrawal of every pupil from the School involves the necessity of imposing an additional amount of Rate-Bills upon those who continue to send their children to the School, and furnishes, therefore, an additional inducement to them to remove their children also, and, toward the close of the year, or term, of the Teacher's engagement, if it be found or apprehended that the Rate-Bill must be increased in order to pay his salary many parents remove their children from the School; and I have been informed of instances in which the School has been nearly abandoned, and the Trustees have been involved in the most painful embarrassment. Thus to leave children uneducated is to train up possible thieves and other criminals; and it is the interest and duty of every honest member of the community to aid in the prevention, as well as punishment, of crimes and their kindred vices. But is it not a crime and a disgrace to submit, by neglect, hundreds and thousands to intellectual starvation, and the pestilence of crime and misery which so often follows in its train? Yet, at the present time, more than one-half of the children of Upper Canada, of School age, are not in attendance at any School! The untutored and misguided parent should be compelled to pay his quota for the actual operations of the Schools, and a door of instruction will be opened to his children, which otherwise parental ignorance and selfishness would shut against them; and their natural rights and best interests will thus be protected and secured during the period of their childhood and helplessness, and they will not grow up barbarians and nuisances in the community.

Require every man to pay for a necessary Common School education, according to the property which he has acquired and enjoys in the Country, and you lighten the burthen of supporting the Common Schools from those parents who are educating their families; you remove the strongest temptation to keeping children from the School, and furnish every parent with an additional and direct inducement to send his children to the School; you remove causes of contention between parents and Trustees and Teachers involved in the system of Rate-Bills and subscriptions, according to attendance; you relieve Trustees of the most perplexing part of their duties, and place both them and the Teacher in a position more agreeable, and more efficient, in regard to the character and interests of the School; you provide means for obtaining better and more regular salaries for School Teachers, and at less expense to each of the parents now sending children to the Common School, and thus ensure a better class of Teachers; open the School House door to every child in the land, and thus lay a foundation for a virtuous, intelligent and prosperous community.

BENEFICIAL RESULTS FROM INCREASED FACILITIES FOR SUPPORTING THE SCHOOLS.

Such are the objects contemplated by the Ninth and Tenth Sections of the accompanying Draft of Bill; and, should they become law, I most truly believe that they will produce a greater improvement in the Common Schools, and in the diffusion of Common School education, than any educational enactment which has yet taken place in this Province.

In connection with the influence of our Divine Christianity, I can conceive of no greater blessing to coming generations of Canada than the incorporations into our School Law of the principle which I here advocate, and which is thus summarily expressed by the Massachusetts board of Education in their Annual Report for 1845:

The cardinal principle which lies at the foundation of our educational system is that all the children of the State shall be educated by the State. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers that, without a wise educational system, the Government itself could not stand.

THE NOTABLE TRANSITIONAL YEAR, IN VARIOUS PHASES, OF 1847.

The year 1847 was an exceptionably notable one, not only in the efforts made to provide an improved System of Schools for Cities and Towns, but also for the renewed attempt made to settle, in a satisfactory way, (as was then supposed,) the long pending University and Grammar School questions in Upper Canada.

After the Union of the Provinces of Upper and Lower Canada in 1840, the Legislature, in dealing with the Common School Law, awakened no special interest,—chiefly from the fact that that legislation was theoretical, and not practical. The two Common School Acts (of 1841* and 1843†) passed by the Legislature of the then newly united Provinces, did not do more than revise and remodel, somewhat theoretically, the School legislation of 1816, 1820 and 1824.

The abortive attempts in 1843, 1845 and 1846, as well as the renewed, but equally abortive, efforts of 1847, to legislate on the University Question, aroused, without any really satisfactory results, the combative instincts of the two opposing parties on this question,—about equally strong,—in favour of, and opposed to, the proposed "petition" legislation of 1847, in regard to the Endowment of King's College.

The public interest, which had been thus awakened and stimulated, in regard to higher education in Upper Canada, was rather increased than lessened, when

*Mr. Solicitor-General Day, when he submitted the Common School Bill of 1841 to the House of Assembly, stated that, "beside his own labours, he had been indebted for much of the information he possessed to a valuable Report furnished by Doctor Charles Duncombe to the Legislature of Upper Canada in 1836, on the subject of Education in the Province, as also to the labours of a gentleman named Mr. Christopher Dunkin, (afterwards a Judge in Lower Canada,) and to a pamphlet entitled "Lettres sur l' Education Elementaire et Practique," published by a Mr. Mondelet, the tenor and spirit of which reflected the highest credit on the Writer. Doctor Duncombe's Report will be found on pages 288-322 of the Second Volume of the Documentary History. Speaking of the same School Bill, (that of 1841,) Sir Francis Hincks, in the ".Reminiscences" of his "Public Life," said: "The late Common School Law was not framed by any Ministry, responsible, or otherwise; it was hastily put together, [and was referred to] a Select Committee of the House of Assembly, consisting of [twenty-three Members,—fifteen from Lower Canada, and eight from Upper Canada;] and [was passed] without the deliberation and care which such a Measure ought to have received." (Page 176 of "Reminiscences.")

†Doctor Ryerson, in submitting his Draft of the School Bill of 1846, to the Government, thus referred to the School Act of 1843 . . . "With many excellent provisions . . . the Act of 1843 is intricate, and lame in many of its details; and it is altogether defective in some essential provisions. It contains the provisions which are incompatible with others . . . and some which are not in harmony with the principles of one general system of Government.

the Chief Superintendent, in his first Draft of Bill of 1846, for the improvement of the status and condition of Common Schools, proposed to widen the basis and enlarge the scope of the School System, and to increase the powers of the Municipal Councils, and of the officials, who had to do with the local administration of that System.

The Draft of the Bill of the Chief Superintendent, in 1846, also proposed the appointment of a General Board of Education for Upper Canada,—with power to establish a Provincial Normal School, with Model Schools attached to it; to prescribe a Series of Text Books for the Elementary Schools; and to prescribe Rules and Regulations for the government of these Schools,—their local Superintendents, Trustees and Teachers.

So great a departure from the old established and circumscribed order of things was regarded as somewhat revolutionary,—as it was, in the best sense,—but also as quite too far-reaching and ambitious for a Country so young as was Upper Canada, and so unprepared for an enlarged and comprehensive School System, as that proposed. Besides, as it was urged, such a System,—to give it strength, vitality, and comprehensiveness,—must necessarily have covertly embodied in it some autocratic element which savoured of "Prussian despotism," since it was, by the showing of the Chief Superintendent, largely founded on the School System of Prussia.

It is interesting at this interval of time to recall personally, as I do, what were the chief objections urged against the main features of the School Legislation of 1846. As examples, I would quote the following passages from the proceedings of two Municipal Councils,—the Gore District and the Western District;—the Gore District in its Memorial to the Legislature deprecated the establishment of a Provincial Normal School. The Memorial said:—

> Nor do Your Memorialists hope to provide qualified Teachers by any other means . . . than by securing, as heretofore, the services of those whose physical disability, from age, renders this mode of obtaining a livelihood—the only one suited to their decaying energies—or by employing such of the newly-arrived Emigrants as are qualified . . . and who will adopt this as a means of temporary support, until their character and abilities are known and turned to better account for themselves.

The Western District Council, in its Memorial to the Legislature, about the same time, asked that Body to "remedy" —

> Another and very serious evil which . . . is the ill-feeling which . . . the present School Bill . . . has been the means of causing among the people,—the hatred and malice between neighbours and friends in almost every School Section in this District . . . Your Memorialists are of opinion that the duties required to be performed under the present law by the School Trustees are impracticable, as we well know that a large number of them can neither read nor write; and it therefore must be obvious that the greatest part of the requirements of the School Law must remain unfulfilled.

Among the most active opponents of the School Act of 1846 was Mr. (afterwards the Honourable,) Robert Spence, Editor of the *Dundas Warder*.*

*I write this from a personal and intimate knowledge of Mr. Spence. At the time of the "Trent Affair," in 1862, he and I and Mr. John Dewe, Post Office Inspector, were appointed as the three Officers of the "Civil Service Company," Number Seven, of the "Queen's Own Rifles." He was then Collector of Customs at Toronto. Mr. Spence was a most agreeable and pleasant "companion in arms." Owing to his continued ill-health, I, as Lieutenant, had chiefly the command of the Company. He died in March, 1868.

Mr. Spence became a leading Member of the Legislature, and subsequently a Cabinet Minister, and was, in all respects, a representative man of the times. He was an able and gifted writer and an influential public man. His utterances, therefore, on so important a social question, as the education of the people, would naturally be taken as a fair exponent of the current opinion of the day on such a subject.

THE COMMON SCHOOL ACT OF 1846, AND THAT OF 1847 FOR CITIES AND TOWNS.

The second Common School Act, framed by the Chief Superintendent of Education of Upper Canada, was designed to consolidate and systematize a comprehensive Scheme of Education for Cities and Towns in Upper Canada.

This Measure, as explained by the Chief Superintendent, was designed to place the entire Common School affairs of each City and Town, (1) in the hands of the City, or Town, Corporation, so far as the raising of money for the support of the Common Schools was concerned; and, (2), in the hands of a single Board of education, for the entire City, or Town, Municipality, for the control and management of these Schools, instead of leaving such duties to be discharged by separate sets of Trustees of each local School division in the City and Town concerned.

Such a thoroughly practical scheme, as it was framed by the Chief Superintendent of Education, proved, by experience, to be most salutary in giving cohesion and coherence to the disjointed and desultory system of Schools which had hitherto prevailed in the Cities and Towns of Upper Canada.

CIRCULARS TO THE HEADS OF THE MUNICIPAL COUNCILS OF DISTRICTS, TOWNS AND CITIES IN UPPER CANADA.

In January, 1848, the Chief Superintendent of Education addressed official Circulars to the Heads of the Municipal Councils of Districts, Cities and Towns of Upper Canada, on the provisions of the Common Schools Acts of 1846 and of 1847, applicable to these Municipalities respectively. These Circulars were as follows:—

I.—To the Wardens of District Municipal Councils, on the provisions of the Common School Act of 1846,—on the hardships of School Trustees and on the only true principle of providing universal education,—by supporting Schools by an assessment upon property.

II.—To the Mayors of Cities and Incorporated Towns, on the provisions of the School Law for Cities and Towns, passed in 1847.

I.—The Circular to Wardens of Municipal Districts in Upper Canada.

I desire, through you, to call the attention of the Municipal Council, over which you have been chosen to preside, to several subjects of great practical importance in respect to Common Schools. The remarks which I beg leave to offer have been suggested to me during my recent official visit to the several Districts of Upper Canada.

1. The Annual Equivalent School Assessment by the District Councils.

The first relates to the assessment, by the Council, as an equivalent to the apportionment of the Legislative Grant in aid of Common Schools in your District. It appears to be generally desired that the Municipal Council should now meet only twice a year, and that the apportionment of the Legislative Grant should be made each year at an earlier period than that required by law, and before the first semi-annual meeting of the Councils. I am quite of that opinion, but am not in circumstances to act upon it during the present year. It is quite as easy to apportion the Legislative Grant in January as in April; but the reason why it has not been done earlier in each year is the absence of the data necessary to make such an appointment. As the Legislative Grant is apportioned to each District and Township according to the number of children in each between the ages of five and sixteen years, I am depending on the report of the District Superintendents for each year, in order to make an equitable apportionment of the Legislative Grant for the following year. Those reports are not forthcoming before March. But I hope, by means of the general census which the Legislature has authorized to be taken during the present year, and other provisions which may be made, that the annual apportionment of the Legislative School Grant will hereafter be made at the commencement of the year. In the meantime, as the power of the District Council in respect to School Assessments is, by the provisions of the amended School Act of 1846, unlimited, it can, at its first Session, make an assessment for the current year, without regard to the precise amount apportioned from the Legislative Grant. The sum apportioned to each Municipal District this year will probably not be much more, or less, than that apportioned to it last year. Assuming that to be the case, the Council can proceed, at its first Session, to make the School Assessment for the year. The condition on which aid is granted by the Legislature to the several Counties (analogous to our Districts), in the neighbouring State of New York, is the same as that on which Legislative aid is granted to the several Districts in Upper Canada; but there the County authorities raise, by voluntary local assessment, a much larger sum than is granted by the State, though the amount of Legislative aid per child, from five to sixteen years of age, is less there than in this Country. For example, the State appropriation for the support of Common Schools in the State of New York, for 1845, was $220,000; the amount raised by the County Board of Supervisors, (analogous to our Ditsrict Councils in School Matters), was $415,051; and the amount paid on Trustees' Rate-Bills during that year, for the same purpose, was $460,764. This is in addition to $55,000 appropriated by the State in 1845, and $40,881 raised by Boards of Supervisors for Counties, for the increase of Common School Libraries. Should each of our District Councils raise twice, or thrice, the amount it now does by School Assessment, there would be no need of Trustees' Rate-Bills at all; and there would be certain salaries for the support of good Teachers throughout all Upper Canada—to the great assistance of many poor parents in educating their children, to the great relief of School Trustees, to the vast improvement in the Common Schools, and to the unspeakable benefit of the rising and future generations of Upper Canada. But to this true and only efficient principle of providing for the education of the entire population of our Country, I will invite your special attention in the sequel of this Communication.

2. The Proper Time for Collecting and Paying the District School Assessment.

Another subject which I beg to commend to the attention of the Council is the time of collecting and paying over into the hands of the District School Superintendent the equivalent School Assesssment for the year. According to law it is, I believe, due before the middle of December; but a great part of it is not received by the District Superintendent until one, two, or three months afterwards. This causes serious irregularity in the operations of the School System,—mixing up the affairs of one year with those of another,—rendering full and punctual annual School reports of the School Trustees and District Superintendents impossible, causing great inconvenience to the

District Superintendents, and much trouble and loss to School Teachers. It is submitted whether the Council will not adopt effectual measures to secure the payment of the equivalent annual School Assessment to the Government Grant before the end of the year; and if, in any case, Collectors are delinquent, whether it will not be advisable for the Council to direct its Treasurer to pay to the District Superintendent the amount of the School equivalent Assessment, without regard to its actual payment by Collectors; and, if need be, require delinquent Collectors to pay interest on the amount of the School Assessment payable by them from the time it is due until it is paid. Certainly Teachers ought not to be kept out of their salaries by official neglects of duty; and we cannot have a good system of Schools without regularity in every department of it. The injustice to Common School Teachers and Trustees, and other evils, occasioned by the non-payment of the District School Assessment at the time prescribed by law, have been strongly presented at the Meetings in a large proportion of the Districts that I have recently visited. The remedy for the evil is entirely in the hands of the District Municipal Councils.

3. The Formation of School Sections, and the Choosing of School House Sites.

The mode of forming and altering School Sections, and the determining of the locality of Section School Houses, have sometimes been attended with serious inconveniences, and have given rise to many disputes. In my Circular Letter, 1st October, 1846, addressed to Wardens of Districts, I pointed out the evils attending the divisions of Townships into small School Sections, and adduced some reasons and authorities in proof of the advantages of large, over small, School Sections. On this point I would refer to what I have stated in that Circular; but inconveniences (which deserve the attention of the District Council) have, in several instances, attended the formation and alteration of School Sections. The alteration of a School Section in the middle of the year can scarcely fail to embarrass the School Trustees concerned. At the beginning of the year the Trustees make their calculation and engagements, according to the then existing boundaries of their School Sections; but if those boundaries be altered before the year's engagements and obligations are fulfilled, the affairs of such School Section are almost inevitably deranged, and the Trustees, perhaps, involved in painful embarrassments and perplexities. It is, therefore, submitted to the District Council whether it will not be best, as a general rule, for alterations in School Sections to be authorized only during the autumn Session of the Council, and to take effect only at the commencement of the year; or at least not to take effect within six months after the act of the Council authorizing such alteration. This will afford time to Trustees concerned to prepare for the boundary changes contemplated. It will also afford all parties concerned an opportunity of petitioning the Municipal Council against such alterations, should it happen that they had been sanctioned by the Council on imperfect, or partial, information. Then, as to the location of the School Site in a Section, and claims in favour of two, or more, School Houses, which may have been erected, or occupied, in a Section, disputes have frequently arisen. In order to prevent such most injurious disputes, it appears to me important that, in forming a new School Section, or in altering the boundaries of an old Section, or in imposing an Assessment for the erection of a School House, they should in all cases name the locality of the School House. I would respectfully recommend the Council to pursue the same course in all cases of pending disputes between Trustees and their neighbours as to the locality of the site of the School House. It is true that dissatisfied, or aggrieved, parties have a right to complain to the District, or Provincial, School Superintendent, and he has a right to decide on matters of complaint; but he would often hesitate to interfere in so delicate a matter —even where he might possess the requisite local information, which is not practicable in many cases—unless he were sustained by the judgment of the Council, who alone has the power of organizing School Sections, and is the proper and most competent judge as to where the Schools should be kept in such Sections. Nor can I conceive a School Section to be fully organized without the locality of the School House being designated.

4. Importance of Securing the Titles to Common School Property.

In connection with settling the boundaries of Section Schools, I desire again to draw the attention of the District Municipal Council to the importance of securing the Titles of School Houses and Premises. I have been surprised to learn, during my recent Provincial tour, and from official Correspondence, how large a number,—I might perhaps say proportion,—of Common School Premises in the several Municipal Districts are not secured to the public by any sufficient title. By the present School Act (of 1846) all Common School property in each District is vested in the Municipal Council of such District, under the immediate management of local School Trustees; and I would suggest to the Council the propriety of taking immediate, and effectual, steps to secure the freehold of all the Common School property within its jurisdiction. Then, in case of changing the locality of a School House, the present premises could be sold, by order of the Council, to aid in the procuring of new premises and the erection of a new School House.

5. Trustees' Reports and Text Books for the Common Schools.

During my late official tour of Upper Canada I have had the pleasure of presenting each District Municipal Council with several copies of my "Report on a System of Public Elementary Instruction for Upper Canada"; also copies of my "Annual School Reports" for 1845 and 1846, and of my "Special Report of the Measures which have been adopted for the Establishment of a Normal School, and for carrying into effect generally the Common School Act." I have also had great pleasure in procuring from the National Board of Education in Dublin, and in presenting to each District Council, a complete set of their National School Books, Reports, Forms, etcetera. The Provincial Board of Education have recommended the use of these admirable Books,—as they may be required,—in all of our Common Schools. The measures which the Board have adopted to render these Books accessible to the People of Canada generally, and at the lowest price possible, are detailed in my Special Report, already referred to. I believe these proceedings of the Provincial Board of Education will commend themselves to the approbation and gratitude of every person who wishes, without any interference with private enterprise, the introduction and use of good and cheap School Books in all of our Schools. In connection with what has been done by the Provincial Board, I hope that the District Council will appoint a Committee to examine these books (the Readers especially) as to both their excellence and their cheapness, and co-operate in the recommendation of the use of them in the Schools. The prices at which these Books can be procured for the Schools are given; the unobjectionable means which I have desired to see employed to procure their general use in the Schools, and some of the advantages attending it, are explained in my Special Report, and the opinions and practice of other Countries in respect to uniform Text Books in the Schools are stated in my Report on a System of Public Elementary Instruction. The advantages, intellectual and financial, of such an improvement in our Schools can hardly be overestimated.

6. Necessity of Strictly Accounting for the Expenditure of School Moneys.

The strictly legal and judicious expenditure of the School Fund is demanded by the high and patriotic purposes for which it has been provided; and it is also essential to the moral influence and success of our Common School System that those who have to do with the payment of the School Fund should be able to evince, from year to year, beyond suspicion, that they have faithfully performed this part of their duty. In my Annual School Report for 1845-6, under the head of Common School Funds, I pointed out the impossibility of protecting School Funds from abuses, and of obtaining full and detailed accounts of its expenditure, according to the late Common School Act (of 1843). Subsequent disclosures, arising from attempts to wind up the financial accounts of former years, have furnished proofs that I was warranted in the remarks referred

to. There is now but one Financial School Officer in each District; and, in order that he may fully and satisfactorily account for the school Moneys which come into his hands, I would respectfully recommend that the District Council appoint, at its first Session of each year, an Auditing Committee, to audit the accounts of the District School Superintendent for the preceding year. The District Superintendent's account, approved by such Committee, will be satisfactory to this Department. This method of accounting for the expenditure of the Legislature and District School Fund will, it appears to me, be much more satisfactory to all parties concerned than transmitting to the Chief Superintendent of Schools, or to the Inspector-General, hundreds of School Teachers' receipts —of the reality of which no opinion can be formed, except from the honourable character of the person sending them.

7. The True Principle of Supporting Common Schools according to Property.

There is one more subject, and that of the most vital importance, to which I earnestly crave the most serious consideration of the District Council. It is the relief which it is in the power of the Council to afford to Trustees in the discharge of their onerous duties, and the blessings it has in its power to confer upon the entire youth of its District. The position of Trustees is painful, if not anomalous. It is true they have much more power, and are placed in a much better position, under the present School Act of 1846, than they have been heretofore. But still the power given to other elective corporations is not yet fully accorded to School Trustee corporations.

The constituents of a County are all involved in the responsibility of the acts of their Representatives; the inhabitants of a City, or a Town, are all liable for the Acts of their representative Corporations. Why should not all the inhabitants of a School Section be equally liable for the acts of their Trustee Corporation? Why should all the household inhabitants of a School Section have a voice in electing the Members of the School Trustee Corporation for such Section, and yet none of those electors be liable for the acts of their Representatives, except such as might think proper to send their children to the School? Is this just to the persons elected—to impose upon them positive duties, and yet allow them only contingent resources to perform those duties? Is it equitable, between man and man, that three individuals should be elected by all the household inhabitants of a School Section, and be compelled, under a penalty, to act without any remuneration for time and trouble,—censured if they do not provide a good School House, a good School Teacher, and a good School,—but denied the united resources of their constituents to fulfil such engagements and realize such expectations, and be left to individual option for means to accomplish the whole? Under such circumstances, it is not surprising that many of the most competent men, after repeated trials, perplexities and disappointments, would sooner pay heavy penalties than be School Trustees. In order that Trustees may perform their duties, and fulfil their engagements, with satisfaction tor themselves and benefit to the public, their resources ought not to be more limited, or less certain, than the suffrages by which they have been elected. The right to elect Managers of the Schools ought not to be severed from the obligation to support their School. There should be like responsibility where there is like power. If all the inhabitants of a School Section elect the Trustees, all the inhabitants should be liable for what such Trustees, in behalf of the inhabitants, agree to pay. Such is the conclusion deduced from the nature of the relation subsisting between School Trustees and their constituents, and such is the conclusion suggested by analogy. Impressed with its injustice, and the general importance of its application to our Schools, I have endeavoured, for the last two years, to get Trustees invested with the authority which this conclusion involves. The principle has been sanctioned by the Legislature as the basis of our Common School System in Cities and Towns; and Municipal Councils are now invested with authority, by the amended School Act of 1847, to apply the same principle to the Districts at large, or to any section of them.

8. THE GREAT HARDSHIP ENDURED BY SCHOOL TRUSTEES FROM THE RATE-BILL SYSTEM.

To evince the defects of the past and present system of School Rate-Bills, the great hardships to which they subject Trustees, and the importance and advantages of exercising the powers with which the Municipal Council is invested for the support of Common Schools, I think it may be useful to lay before the Council what has been submitted to, and sanctioned by, the Government on this most important subject. When, in obedience to the command of the late Governor-General, Earl Cathcart, the original Draft of the present Common School Act of 1846 was submitted to His Excellency-in-Council, it was proposed, as the sixth division of the 27th Section, in defining the manner in which Trustees should impose a Rate-Bill, that they should—

"Fix the Rate-Bill per quarter, and cause it to be made upon all the inhabitants of each School Section, according to the valuation of property, as expressed in the Township Collector's Roll, who shall allow any one of the Trustees, or their authorized Collector, of each School Section in his Township, Town, or City, to make a copy of said Roll, so far as it relates to such School Sections respectively."

This clause was lost in the House of Assembly, in consequence of which there is a want of clearness and precision in the Act as to the manner of imposing School Rate-Bills.

On the 27th of March, 1847, when submitting to the Governor-General-in-Council the original Draft of the amended School Act of that year, I again brought this vital part of our School system under consideration, in the following words:

Such, Sir, I conceive to be the true theory and the vital principle of National Education—a principle which, however new in its full application in this Province, lies at the foundation of the Systems of Popular Education in the best educated Countries of both Europe and America, and is obtaining in Cities, Towns and States, where the old and partial system has heretofore prevailed. The Legislature has not thought it advisable to confer the power of applying this principle upon School Trustees of either Town or Country, but has invested District and Town Municipal Councils with the power of applying it to both Town and Country. The Eighth Section of the amended School Act of 1847 provides:—

"That it shall and may be lawful for the Council of any City, and the Board of Police of any Incorporated Town, and the Municipal Council of any District in Upper Canada, to impose, from time to time, such assessment upon the inhabitants of all or any School Sections, or divisions, within their respective jurisdictions, over and above the assessment which they are now authorized by law to impose as such Councils, Boards of Police, or Municipal Councils, shall judge expedient, for the purchasing or procuring of School Sites, the erecting, repairing, renting, or furnishing, of School Houses, the payments of Teachers, and for Common School purposes generally: anything in any Law, or Statute, to the contrary notwithstanding."

It is, therefore, in the power of the inhabitants of each District in Upper Canada, through their local Municipal Representatives, to have such Schools as they desire, and supported in the most patriotic, the most equitable, the most efficient, and the least burdensome manner. The Municipal Council can thus provide for the salaries of all the School Teachers within its jurisdiction, according to an estimate which may be made, or for the salaries of the Teachers of individual School Sections, on the petition of the Trustees of such Section. The greater efficiency and usefulness of the Schools in Sections where the principle is applied will soon influence other Sections; and I have no doubt that the application of it will become general as soon as it is generally understood; and the more extensively this principle is applied, the more simple, as well as the more efficient and beneficial, will our whole School System become.

TORONTO, 14th of January, 1848. EGERTON RYERSON.

II. The Circular to the Mayors of Cities and Towns in Upper Canada.

The Act of 1847: 10th and 11th Victoria, Chapter XIX., intituled:—

"An Act for amending the Common School Act of Upper Canada," designed to establish a better system of Schools in Cities and Incorporated Towns in Upper Canada, comes into full operation at the commencement of the current year; and, with the view of promoting its objects, I deem it my duty to explain, through you, to the Corporation over which you preside, and to the Board of Common School Trustees which the Corporation have appointed, and over which you also preside, the origin and design of that Act, and offer some suggestions as to the manner in which it may be most beneficially carried into effect.

The Principle of Supporting Schools in Cities and Towns.

I desire to invite your particular attention to the principle on which this Act provides for the support of Schools in Cities and Towns. It will be seen that the Eighth Section of the Act provides for the support of Schools in Cities and Towns by assessment, imposed by the Corporation upon the inhabitants generally. According to this provision of the Act, the Common Schools in each City and Town will be supported by each inhabitant, according to the valuation of his property, whether he sends children to the School or not. Thus, for the first time in the history of Upper Canada, will the School education of all classes be equally provided for in Cities and Towns. This is, therefore, one of the most noble and patriotic measures that ever received the sanction of the Canadian Legislature. It is to this provision that the City of Boston owes the superiority and excellence of its Public Schools, and the sound education of even its poorest citizens; an example which has been followed by the principal Cities and Towns in the New England States, as also by those in New York.

The Importance of a Judicious Selection of Members of a Board of Trustees.

As all the Common Schools in each City and Town are placed under the direction and management of a Board of Trustees, the selection of the Members of that Board is a matter of the greatest importance. The character and efficiency of the Schools in each City and Town, and the interests of the mass of the rising generation, are involved in it. While, therefore, a due regard should be had to the various Religious Persuasions, the Board of School Trustees in each City and Town ought to consist of men who thoroughly understand its intellectual wants, are deeply interested in providing for them, and competent to devise and superintend the system adapted to that great object.

The Number of Teachers Required in each School.

As to the number of Teachers required, one is usually employed for every fifty pupils. This supposes the classification of pupils; and this requires the adoption of a uniform series of Text Books. The number of classes may thus be reduced, and the number of pupils in each class will be increased, rendering the exercises more animated and interesting, and giving the Teacher proportionately more time for thorough teaching in each subject of instruction. Each School, with 150 or 250 pupils, should have a Principal, or Head Master, and two or three male, or female, Assistants—the Principal exercising discipline over the whole School, and visiting and hearing all the classes in turn.

The Necessity of Uniformity of Text-Books for the Schools.

In respect to the Text-Books to be used in the Schools, I have no doubt that every Corporation and Board of Trustees will concur in the recommendation of the Board of Education for Upper Canada in the use of the series of the Irish National School Books. As I have recently had the pleasure of presenting each Municipal Council and City Cor-

poration with a complete series of these Books, together with the Reports, Forms of School Registers, etcetera, prepared and sanctioned by the Irish National Board, they can be examined by the Board of Trustees in every incorporated Town in Upper Canada; and the Forms of Daily, Weekly and Monthly Registers provided will be found as simple and complete as the Books are cheap and excellent.

General Regulations for the Government of City and Town Schools Suggested.

In this system of free Schools each Board of School Trustees will be able to establish its own system of School discipline; and, on the efficiency of that the character and success of the Schools essentially depend. The Board of Trustees will, of course, determine the age at which pupils will be admitted in each kind, or class, of Schools, or in each department of a School comprising more than one department; the particular School which pupils in the different localities of a City, or Town, shall attend; the condition of admission and continuance in each School; the subjects of instruction and the Text-Books to be used in each School, and in each department; as also the days and hours of instruction, and the Regulations for the whole internal management of the Schools under its care. The steady and punctual attendance of pupils at the Schools is a primary and essential object to be secured in a System of Free Schools. . . .

Division of Labour by Committees of the Board of School Trustees.

The number, character and locality of the Schools having been determined, as also the number, character and salaries of Teachers to be employed, the Books to be used, and the General Regulations required, it is a matter worthy of the consideration of the Board of Trustees in each City and Town whether the efficient performance of their duties will not be greatly facilitated by a division of labour. The Act expressly provides for the appointment of a Committee of three for the special care of each School. . . . There might also be a Committee on School Houses; also a Committee on Teachers, School Books and Schools. Should the Board think proper to make such a division of its labours, the duty of the Committee on School Houses would be to provide School Houses, or School Rooms, for Schools established by the Board; to see that such School Houses, or Rooms, are kept in repair, properly furnished, and provided with stoves and fuel, or other means of warming the premises, and that they are kept clean and neat, as well as the yards connected with them.

The Committee on School Teachers, School Books and Schools, (of which Committee the City, or Town Superintendent would, of course, be one), should examine and recommend the Teachers to be employed, and the Text-Books to be used; to see that the Books selected by the Board are used in all the Schools, and to supply Books to those pupils whose parents, or guardians, are found, on inquiry, to be unable to procure them; to see that the Teachers comply with the Regulations prescribed by law and those made by the Board, and that the School Registers are duly kept; to regulate the admission and distribution of pupils among the different Schools of the City, or Town, as may have been directed by the Board of Trustees; to visit each School, at least once in each month, or as much oftener as they, or any one of them, shall see fit, without previous notice of such visit; in short, to do everything that will contribute to the efficiency of instruction and discipline in the Schools.

The Inspection of Schools by the Superintendent should be Frequent and Thorough.

The experience of Educationists, in both Europe and America, attests that frequent and thorough inspection is an essential element in an efficient System for Schools. The National Board of Education for Ireland requires weekly Reports from its School Inspectors. It will contribute, I have no doubt, very greatly to the interests of the Schools in each City, or Town, if the Board of Trustees can provide that the City, or Town, Superintendent visit each School once a week, and to report minutely on details

to the Board once a month. The subjects and forms of Inspectors' Reports are contained in the publications of the National Board of Education for Ireland, (copies of which I have presented to each District and City Municipal Council), and will afford some useful hints for a thorough system of inspection in our Town and City Schools. . .

If the hints contained in this Circular shall in any degree facilitate the administration of this School Act, and contribute to improve the Common Schools in our Cities and Towns, my object in preparing it will have been accomplished.

TORONTO, 15th of January, 1848. EGERTON RYERSON.

CIRCULARS SUBMITTED FOR THE INFORMATION OF THE GOVERNOR-GENERAL.

In order to inform the Governor-General-in-Council what steps he had taken to put the Common School Act for Cities and Towns into operation, the Chief Superintendent wrote the following Letter to Mr. Secretary Daly:

I have the honour to enclose for His Excellency the Governor-General's perusal two Circulars which I have recently addressed—the one to Wardens of Municipal Districts, the other to Heads of the Corporations of the Cities and Towns in Upper Canada—with a view of gradually bringing the Common School Act of 1847 and the School System generally of Upper Canada into more general and efficient operation.

In these Circulars I have, for the sake of giving a clear and the most impressive view in my power of the important subjects referred to, given extracts from the explanatory Reports accompanying the original Drafts of the two School Acts—(those of 1846 and 1847)—embodying views which have received the sanction of the Government. It would, I think, aid very much in correcting erroneous impressions in regard to the design and reasons of the School Act generally, and especially of the most material features of them, if I were to publish the whole of these Reports, from each of which I have made an extract. But I would not wish to do so without knowing whether it would be approved by His Excellency.

TORONTO, 28th of January, 1848. EGERTON RYERSON.

REPLY OF THE PROVINCIAL SECRETARY TO THE FOREGOING LETTER.

I have the honour, by command of the Governor-General, to acknowledge the receipt of your letter of the 28th ultimo, transmitting for His Excellency's perusal copies of two Circulars recently addressed by you—one to the Wardens of Municipal Districts, and the other to the Heads of the Corporations of Cities and Towns in Upper Canada—with a view to bringing the Common School Act of 1847, and the Common School System generally of Upper Canada, into more general and efficient operation, and requesting His Excellency's permission to publish the whole of the explanatory Reports which accompanied the original Drafts of two Common School Acts—(those of 1846 and 1847)—which extracts are given in the circulars transmitted, as their publication would, you are of opinion, aid very much in correcting erroneous impressions as to the design and reasons of the School Acts generally.

In reply, I am directed to state that His Excellency concurs with you in thinking that the publication of the Reports in question may be attended with the advantages pointed out by you, and that His Excellency feels much satisfaction in assenting to your request.

MONTREAL, 8th January, 1848. D. DALY.

ADDRESS TO THE TRUSTEES OF COMMON SCHOOLS IN UPPER CANADA.

By the choice of your neighbours, and with the enlarged power conferred on Trustees by the present School Act of 1846, and the longer period of their continuance in office, [each one three years], you are placed in a position to do more for the rising generation of your respective neighbourhoods than any other class of men in Upper Canada. With you rest both the power and responsibility of having your School House suitably furnished, and the employment of a Teacher, properly qualified, and worthy to teach your children the rudiments of those branches of knowledge which they will be required to apply and practise in future life. If your School House is comfortless and unfurnished, and if your Schoolmaster is inefficient, on you rests the sole responsibility, while on the young will be entailed the evils of your conduct. If, on the other hand, your School is the central, intellectual and moral light to your Section, to you will the honour of it be due, and on you will be entailed the grateful acknowledgments of an enlightened rising generation. I utter, then, but the plea of your own children, and of posterity, when I entreat you to spare neither labour nor expense to establish in your Section a thoroughly good school. Whatever else may be inferior, let the School be good; whatever else may be overlooked, let nothing appertaining to the efficiency of the School be neglected. It is the greatest benefit you can impart, and the best legacy you can leave to those who will succeed you.

Suggestions as How Best to Discharge the Duties of School Trustees.

To furnish you with a few hints for the most advantageous exercise of your official powers and personal influence in this noblest work of an enlightened people is my present purpose.

Financial Powers of Trustees. And here I cannot but deeply regret that, although the new School Act of 1846 increases the powers of School Trustees, and, consequently, enlarges the sphere of their duties, yet it has not made one addition to their powers which is essential to their security against frequent financial embarrassments and difficulties, and to the complete efficiency of their office. . . .

The Vital Principle of Universal Education is of Slow Growth.

I lament that this vital principle of the universal education of the people is yet unacknowledged in our School Law in respect to Trustees; that, in the meantime, Trustees are often exposed to much difficulty and sacrifice in making up the promised salary of the Teacher, and the Teachers are sometimes subjected to the loss of a large portion of the small remuneration anticipated by them. But still Trustees are not without a remedy even in this respect. By a new Statute, passed in 1841, District Councils are empowered to impose an assessment at their discretion upon any one, or all, of the School Sections of their respective Districts for the salaries of Teachers, as well as for the building and repairing of School Houses, and for Common School purposes generally. The Trustees of any Section can, therefore, apply to their District Municipal Council to impose an assessment upon the property of their section for any sum they may agree to pay to their Teacher, over and above the amount of the Legislative School Grant and its District equivalent available for their assistance. This has already been done with success by a number of Trustee Corporations in several Districts; nor can any District Council reasonably reject an application of this kind from the legal and chosen representatives of a School Section, for in such a light ought its Trustees to be undoubtedly considered.

Prolongation of the School Trustees' Term of Office Beneficial.

The office of Trusteeship continuing for three years for each Trustee, instead of one, as heretofore, will give more stability to Trustee Corporations, and more strength and uniformity to their proceedings, while the annual election of one of the three Mem-

bers of the Corporation will secure a proper conformity to the prevalent wishes of each School Section. One of the happy effects of this triennial, instead of annual, election of Trustees in the neighbouring State of New York has been to diminish contention and division in School Sections; and one of the most serious social evils attending local School proceedings in Upper Canada have been such contentions and divisions. . . .

The State, Apparatus and Furniture of each Common School.

The state, furniture and appendages of the School House require the particular attention of Trustees. They do not, indeed, constitute a good School, any more than the warmth and furniture of a private house constitute a good household; but they are essential to the comfort and advantageous industry of the inmates. The character, and condition, and furniture of the School House is the most obvious test of a people's estimate of their children's education.

Injurious Influence of a Frequent Change of Teachers.

Frequent changes of School Teachers are injurious, no less to Schools than to Teachers themselves. Acquaintance with the disposition, abilities and habits of the pupils is essential to the Teacher's full success; nor is a child's acquaintance with a Teacher of much less importance to its successful application. Every Teacher has his own mode of thinking, explaining, illustrating, admonishing, etcetera, and a familiarity with them is of no small advantage to pupils, whose time ought not to be wasted in learning anew the modes of new Teachers, instead of prosecuting their studies without distraction, or impediment, as they had commenced them.

A Teacher ought not to be changed without a strong necessity; that is, provided he is competent and industrious. Otherwise, the sooner an incompetent, or indolent, or vicious Teacher is changed the better, for such a Teacher is a scourge, rather than a blessing, to any neighbourhood. But a good Teacher is almost above price, and ought to be retained, or sought for, as the most valuable of prizes.

Three Conditions are Imperative on the Part of School Trustees.

It is not, however, to be forgotten that if Trustees would procure and retain a good Teacher, and if they would render his labours successful, three conditions are necessary—(1) to pay, (2) to respect, and (3) to co-operate with him. It is in vain to look for ability and attainments in a profession which is not well supported; and no profession will be wanting in ability and attainments which is well supported. The fault is, therefore, with employers if there be not competent School Teachers; and with the Employers is the remedy for the incompetency of Teachers. If Trustees will, therefore, guarantee the punctual payment of a competent support, they will not want a competent Teacher. It is true that both moral and patriotic considerations favour the profession of School-teaching; but they ought not to be paralyzed by anti-patriotic and short-sighted selfishness; and such considerations ought to operate on the employer, as well as on the employed. The School Law comes in to the aid of this requisite of good Teachers and good Schools so far as punctuality of payment is concerned, and requires it on the part of Trustees, in order to their being entitled to their apportionment of the Legislative School grant.

Respect, on the Part of Trustees and Parents, is Due to the Teacher.

Equally do Trustees and parents consult the interest of the children by treating the Teacher with proper respect—the respect which the children must entertain for him in order to be benefited by his instruction; the respect due to an instructor of youth; to one authorized and employed to form the mind of the rising generation. Children will not respect a Teacher more than their parents, and disrespectful remarks of parents at home relative to the Teacher have often destroyed his authority and paralyzed his exertions into governing and instructing the children in his School.

THE DUTY OF TRUSTEES AND PARENTS TO CO-OPERATE WITH THE TEACHER.

Nor should Trustees and parents stop short of decidedly and cordially co-operating with the Teacher. Having done their best to secure a good Teacher, they have but commenced the School part of their duty to their children and their Country; and they will lose no small part of the value of the Teacher's services if they do not evince an interest in the School itself, and in the plans and labours of the Teacher; if they do not support the necessary arrangements for the general good of the School, and promptly and cheerfully to supply the required Text-Books, secure the constant and punctual attendance of the children, see that their children are cleanly in their persons and decently clothed; not judge the Teacher on the testimony of their children, who are interested and incompetent witnesses in several respects; not speak disapprovingly and disparagingly of the Teacher in the presence of their children; govern their children properly at home, and see that they learn their appointed lessons and exercises, if they hope to enable the Teacher to govern and teach them successfully in School. It should be remembered that the efficiency of a School depends little less on the parents than on the Teacher, and that the success of the best and most laborious Teacher must be very limited without such co-operation on the part of Trustees and parents.

It has also to be observed that the Teacher is responsible to the Trustees, and that, through them alone, individual parents have a right to interfere with him. These relations of parents with the School Trustees should be strongly impressed upon the parents whenever necessary. That School is likely to be most efficient in every respect where Trustees, parents and Teacher act as partners—each keeping his own place and performing his own share of the work, all mutually sympathizing with each other, and alike interested in the common object of educating the youth.

NECESSITY OF KEEPING THE REGISTER AND OTHER SCHOOL RECORDS CORRECTLY.

It is important that the School Register be regularly and carefully kept. This Register is the history of the every-day conduct of each pupil in the School, and shows the studies which the pupils are severally pursuing. The Second clause of the 28th Section of the School Act of 1846 makes it the imperative duty of the Teacher

"To keep the Daily, Weekly and Quarterly Registers of the School, according to the Regulations and Forms which shall be prepared by the Chief Superintendent of Schools."

Nor is any Teacher entitled to the payment of his salary who neglects to comply with this, and other, provisions of the School law.

SELECTION OF TEXT BOOKS BY THE TRUSTEES OF EACH SCHOOL.

The School Act of 1846 requires Trustees to select from a list of Text Books, made out and presented by the Provincial Board of Education, under the sanction of the Governor-General-in-Council, the Books which shall be used in the Schools; and, in no one particular, can Trustees more effectually secure a saving of the time of their children, and of the Teacher, and ultimately a saving of money, than by not consenting to the buying, hereafter, of any other Text Books for use in their Schools than the cheap and unrivalled series of Irish National School Books, and others which have been selected by the Board of Education for Upper Canada, so also recommended by several District Municipal Councils, and which are already in use in so great a proportion of Schools in Upper Canada.

IMPORTANCE OF RELIGIOUS INSTRUCTION IN THE SCHOOLS.—SPECIFIC REGULATIONS.

On the all-important subject of the "Constitution and Government of Schools, in respect to Religious Instruction," I beg to refer you to the Book of Forms, Regulations, etcetera, Chapter vi., Section 6. The School Law carefully guards against any interference with the rights of conscience by expressly providing:

That no child shall be compelled to read any Religious Book or to join in any Exercise of Devotion to which his or her parents, or guardians, shall object.

But by this restriction the School Law assumes that which has been considered by many as above civil authority to enact—which has been enjoined by Divine Authority—the provision for Religious Exercises and Instruction in the Schools. The Government does not assume the function of Religious Instructor; it confines itself to the more appropriate sphere of securing the facilities of Religious Instruction by those whose proper office it is to provide for and communicate it. The extent and manner in which this shall be introduced and maintained in each School is left with the Trustees of the School—the chosen guardians of the Christian educational interests of the youth in each School Section. . . .

Answers to Various Unreasonable Objections to the School Act of 1846.

Before concluding, I think it proper to answer objections which have been frequently made against our present School System—that "the duties of Trustees are too numerous and difficult." No duty is enjoined upon Trustees by our School Law which is not essential to the office which they occupy. They may be thus summarized:—

(1) They must have a School-House in proper repair. To build a School-House they must either petition their District Municipal Council for an assessment, or circulate a subscription list; and, to repair and furnish a School-House, they must do the same thing, or impose a Rate-Bill upon Parents and Guardians. This requires a certain Form; and such a Form is provided in the printed School Regulations.

(2) Trustees must agree with a Teacher; and, to aid them in this essential part of their duty, a Form of Agreement is provided in the printed Regulations referred to.

(3) Trustees must provide for a Subscription, or a Rate-Bill, and a Warrant for its collection ; and a printed Form of Warrant is provided to aid Trustees in this part of their duty also.

(4) Trustees are authorized to select, from a list provided, Text-Books for their Schools; and such a list of the best and cheapest Text-Books has been prepared according to law, as already explained.

(5) Trustees must give their Teachers orders upon the District School Superintendent for the School Fund apportioned to aid them; and a Form of Orders for their convenience is likewise provided.

(6) It is necessary that Trustees should report the state of their School and the School population of their Section, in order that it may be known whether they are entitled to continued assistance from the School Fund and to what amount. This requires an Annual Report; and a Form of such Report has been provided; and even a blank Form of Report for each set of Trustees throughout Upper Canada; and it has, furthermore, been provided by law, (7) that the School Teacher shall act as Secretary to each Corporation of School Trustees in preparing their Annual Report, if they shall require him to do so, either on the ground of their own incompetency, or disinclination to prepare it themselves.

Now it is obvious to every thinking and practical person that not one of these duties of Trustees can be dispensed with, and a School kept in efficient operation, and public moneys duly accounted for. It is true that the plainest and most necessary provisions of any law are not always easy to be administered while they are new, even when expounded by learned Judges and argued by learned Counsel; and this is especially the case with the School Law, which must be administered by, as well as for, the people generally. But, as is the case with learning to walk or read, a little practice will make plain and easy what was at first apparently intricate and difficult.

Remarks on the Dignity and Responsibility of the School Trustees' Office.

Finally, permit me, Gentlemen, to conclude this brief address as I began it, by reminding you of the dignity and responsibility of your office, an office excelled in

dignity and importance by no other civil trust in the land. It is the office of the Justice of the Peace to repress crime, to commit offenders, to maintain the authority of law; it is your office to prevent crime, to implant the principles of order and industry; to make virtuous and intelligent men; not to command a Company, or a Regiment, but to develop Mind and form Character; not to buy and sell articles of merchandise, but to provide clothing and food and wealth for the intellect and the heart.

Of all others School Trustees should indeed be the "select men" of the land. The people should, therefore, seek fit and proper persons to act as Trustees with as much care and solicitude as they would seek proper Representatives in the Legislature, and every man invested with the office of School Trustees should spare no pains to qualify himself for its duties, and to fulfil with faithfulness and public spirit the sacred trust committed to him. God, his country, and posterity will sit in judgment on his conduct. He acts for those who will live after him; he should, therefore, act generously and nobly; and those who shall be benefited by his labours will "rise up and call him blessed."

TORONTO, February, 1848. EGERTON RYERSON.

ABORTIVE SCHOOL LEGISLATION OF 1849, ACT OF 1850.

In February, 1849, the Chief Superintendent of Education transmitted to the Provincial Secretary a Draft of School Bill designed to remedy some defects in the Common School Acts then in operation. The Draft of Bill was entrusted by the Government to the Honourable Malcolm Cameron, a Member of the Cabinet. Instead, however, of submitting Doctor Ryerson's Draft of Bill to the Legislature, he prepared a School Bill himself and embodied in it parts of Doctor Ryerson's Bill. It passed both Houses as he introduced it, but contained so many objectional features, in Doctor Ryerson's estimation, that he appealed to Attorney-General Baldwin against its being allowed to go into operation. The Attorney-General concurred in Doctor Ryerson's objection to the bill as passed. With a view to obtain consensus of opinion on the subject, the Honourable Francis Hincks issued a circular to the School Superintendents and other local Educationists on the subject which he sent to the Chief Superintendent, with a request on the part of the Government that he would prepare a comprehensive School Bill, based upon such of the local suggestions as he approved of in the replies received by Mr. Hincks on the subject. This Doctor Ryerson did, and the result was that the Draft of School Bill, which he prepared, was introduced into and carried through the Legislature by Mr. Hincks. It proved to be a highly successful measure, and was for many years regarded as the Charter of our Public School System. The following is a copy of this Act:—

ANNO DECIMO TERTIO ET DECIMO QUARTO VICTORIÆ REGINÆ.

CHAPTER XLVIII.

AN ACT FOR THE BETTER ESTABLISHMENT AND MAINTENANCE OF COMMON SCHOOLS IN UPPER CANADA, 1850.

The Earl of Elgin and Kincardine, Governor-General of British North America.

Passed on the 24th of July, 1850.

Whereas it is expedient to make provision for the better establishment and maintenance of Common Schools in the several Villages, Towns, Cities, Townships and Counties of Upper Canada: Preamble.

Be it therefore enacted, by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada.*

Two Acts repealed: Proviso.

And it is hereby enacted by the authority of the same, that the Act *of the Parliament of this Province, passed in the Seventh Year of Her Majesty's Reign* (1843), *intituled "An Act for the better Establishment and Maintenance of Common Schools in Upper Canada,"* and also the Act passed in the Twelfth Year of Her Majesty's Reign, (1849), Chapter 83, and intituled "An Act for the better Establishment and Maintenance of Public Schools in Upper Canada, and for Repealing the present School Act," shall be, and the same are, hereby repealed:

Provided always, nevertheless, Firstly, that no Act or part of an Act repealed by either of the Acts hereby repealed, shall be revived by the passing of this Act: And provided also, Secondly, that the repeal of the said Acts shall not extend, or be construed to extend, to any act done, any penalty incurred, or any proceeding had under the said Acts, or either of them:

All School Divisions, Elections, Appointments, Contracts, etc., confirmed.

And provided also, Thirdly, that all School Sections or other School divisions, together with all elections and appointments to office, all agreements, contracts, assessments, and rate-bills, made under the authority of the said Acts, or of any preceding Act, and not annulled by the said Acts or by this Act, or by any of them, shall be valid and in full force and binding upon all parties concerned, as if made under the authority of this Act, and shall so continue until altered, modified, or superseded, according to the provisions of this Act: *And provided also, Fourthly, that nothing herein contained shall affect the liability of any District, County, City, Town, or Township Superintendent of Common Schools, to the Municipal Corporation to which he would otherwise be responsible for the same, for any moneys received by him under either of the said Acts; but the liabilities of every such Superintendent for such moneys shall be and remain as if this Act had not been passed: And provided also, Fifthly, that nothing in the said Act secondly above recited, contained, shall extend, or be construed to extend, to have repealed any Act of the Parliament of this Province, whereby provision was made for the appropriation of money from the Consolidated Revenue Fund of this Province, for or towards the Establishment and Maintenance of Common Schools in this Province, or in any part thereof.*

I. Election and Duties of School Trustees

Annual School Meetings to be held throughout U. C., on the second Wednesday in January at 10 o'clock a.m.

II. *And be it enacted*, That the annual meetings for the elections of School Trustees, as hereinafter provided by this Act, shall be held in all the Villages, Towns, Cities, and Townships of Upper Canada, on the second [Tuesday] *Wednesday* in January, in each year, commencing at the hour of Ten of the clock in the forenoon.

One Trustee in each School Section to be elected at each Annual School Meeting. Proviso: Same individual

III. *And be it enacted*, That in all School divisions (except in Cities, Towns, and Incorporated Villages) which have been established according to law, and which have been called "School Sections," and in which there shall be three Trustees in office at the time this Act shall come into force, one Trustee shall be elected to office at each ensuing annual school meeting, in place of the one who shall have been three years in office: *Provided always*, that the same individual, if willing, may be re-elected: And provided also, that no School Trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

IV. *And be it enacted*, That whenever any school section shall be formed in any Township, as provided in the Eighteenth Section of this Act, the Clerk of the Township shall communicate to the Person appointed to call the first School Meeting for the election of Trustees, the description and number of such School Section; and such Person shall, within twenty days thereafter, prepare a notice in writing, describing such Section, and appointing a time and place for the first School Section Meeting, and shall cause copies of such notice to be posted in at least three public places in such School Section, at least six days before the time of holding such meeting.

may be re-elected, but not without his consent for four years.
Mode of calling the first School Meeting in a new School Section.

V. *And be it enacted*, That at every such first School Section Meeting, the majority of the [resident] *freeholders* or householders of such School Section present shall elect one of their own number to preside over the proceedings of such Meeting, and shall also appoint a Secretary, whose duty it shall be to record all the proceedings of such Meeting; and the Chairman of such Meeting shall decide all questions of order, subject to an appeal to the meeting, and shall give the casting vote in case of an equality of votes, and [no other] *and shall have no vote except as Chairman*, and shall take the votes in such manner as shall be desired by the majority of the electors present, and shall, at the request of any two electors, grant a poll for recording the names of the voters by the Secretary: and it shall be the duty of the electors present at such meeting, or a majority of them, to elect from the *freeholders or* householders [resident] in such Section, three Trustees, who shall respectively continue in office as follows:—the last Person elected shall continue in office until the next ensuing Annual School Meeting in such Section, and until his Successor is elected; the second Person elected, one year, and the first Person elected, two years, from such next ensuing Annual School Meeting, and until their Successors are elected respectively: *Provided always*, that a correct copy of the proceedings of such first School Section Meeting, and of every Annual School Section Meeting, signed by the Chairman and Secretary, shall be forthwith transmitted by the Secretary to the Local Superintendent of Schools.

Mode of proceeding at the first Meeting in a new School Section.
Election of Chairman and Secretary.
Duty of the Secretary.
Duty of the Chairman.
A Poll to be granted at the request of any two Electors.
Three Trustees to be elected.
Order of retiring from office.
Proviso: Copy of proceedings to be transmitted to the Local Superintendent of Schools.

VI. *And be it enacted*, That at every Annual School Section Meeting in any Township, as authorized and required to be held by the Second Section of this Act, it shall be the duty of the [resident] *freeholders* or householders of such Section, present at such Meeting, or a majority of them,—

Proceedings and duties of Annual School Section Meetings.

Firstly. To elect a Chairman and Secretary, who shall perform the duties required of the Chairman and Secretary, by the Fifth Section of this Act.

Election and duties of Chairman and Secretary.

Secondly. To receive and decide upon the Report of the Trustees, as authorized and provided for by the Eighteenth clause of the Twelfth Section of this Act.

To receive and decide upon the Annual Financial Report of the Trustees.

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

To elect one or more Trustees.

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

To decide upon the manner of providing for the Expenses of the School.

VII. *And be it enacted*, That if any Person offering to vote at an Annual or other School Section Meeting, shall be challenged as unqualified by any legal voter in such section, the Chairman presiding at such meeting shall require the Person so offering to make the following declaration:—"I do declare and affirm that I am a [resident] *freeholder* or householder in this School Section, and that I am legally qualified to vote at this meeting." And every Person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any Person shall refuse to make such declaration his vote shall be rejected.

Mode of Challenging Voters at School Meetings.
Declaration required.

Proviso: Penalty for making a false declaration and for voting illegally.

Provided always, that every Person who shall wilfully make a false declaration of his right to vote shall be deemed guilty of a misdemeanour, and punishable by fine, or imprisonment, at the discretion of [the] *any* Court of *Quarter Sessions*, or by a penalty of not less than One pound five shillings, or more than Two pounds ten shillings, to be sued for and recovered, *with costs*, by the Trustees of the School Section, for its use, before any Justice of the Peace having jurisdiction within such School Section.

Mode of recovering such penalty and its application.

Penalty for refusing to serve as School Trustee.

VIII. *And be it enacted*, That if any Person chosen as Trustee shall refuse to serve, he shall forfeit the sum of One pound five shillings; and every Person so chosen and not having refused to accept, who shall at any time refuse, or neglect, to perform the duties of his office, shall forfeit the sum of Five pounds; which sum, or sums, may be sued for and recovered by the Trustees of the School Section, for its use, before any such Justice of the Peace: *Provided always*, that any person chosen as Trustee may resign with the consent of his Colleagues in office and of the Local Superintendent, expressed in writing.

Proviso: Mode and conditions of resigning the office of Trustee.

Penalty for not giving due notice of Annual School Meeting.

Mode of recovering and applying such penalty.

Mode of calling a School Meeting in default of the Annual Meeting not being called.

Duties and powers of such meeting.

IX. *And be it enacted*, That in case no Annual, or other, School Section Meeting be held for want of proper notice, the Trustees and other Person whose duty it was to give such notice, shall respectively and individually forfeit the sum of One pound five shillings, to be sued for and recovered for the purposes of such School Section, on the complaint of any resident in such Section, before any such Justice of the Peace: *Provided always*, that in the default of the holding of any School Section Meeting, as hereinbefore authorized by this Act, for want of proper notice, then any two [resident] *freeholders*, or householders, in such Section, are hereby authorized, within twenty days after the time at which such Meeting should have been held, to call such Meeting by giving six days' notice, to be posted in at least three public places in such School Section; and the Meeting thus called shall possess all the power, and perform all the duties of the Meeting, in the place of which it shall have been called.

Trustees to be a Corporation.

Proviso: Such Corporation not to cease for want of Trustees.

X. *And be it enacted*, That the Trustees in each School Section shall be a Corporation, under the name of "The Trustees of School Section Number —, in the Township of ———, in the County of ———;" *Provided always*, that no such Corporation of any School Section shall cease by reason of the want of Trustees, but in case of such want, any two [resident] *freeholders*, or householders, of such Section shall have authority, by giving six days' notice, to be posted in at least three public places in such Section, to call a Meeting of the [resident] *freeholders*, or householders, who shall proceed to elect three Trustees, in the manner prescribed in the Fifth Section of this Act, and the Trustees thus elected shall hold and retire from office in the manner prescribed for Trustees elected under the authority of the said Fifth Section of this Act.

Mode of electing new Trustees, if necessary.

Mode of deciding on the Site of a School-house.

XI. *And be it enacted*, That in any case of difference as to the Site of a School-house between the majority of Trustees of a School Section and a majority of the [resident] *freeholders*, or householders, at a special Meeting called for that purpose, each party shall choose one Person as Arbitrator, and the two Arbitrators thus chosen, and the Local Superintendent, or any Person appointed by him to act on his behalf, in case of his inability to attend, or a majority of them, shall finally decide on the matter.

Duties of Trustees.

XII. *And be it enacted*, That it shall be the duty of the Trustees of each School Section:

To appoint a Secretary-treasurer: his duties.

Firstly. To appoint one by themselves, or some other Person, to be Secretary-treasurer to the Corporation; and it shall be the duty of such Secretary-treasurer to give such security for the correct and safe keeping and forthcoming, (when called for), of the papers and moneys belonging to the Cor-

poration, as may be required by a majority of the Trustees; to keep a record of all their proceedings, in a Book procured for that purpose; to receive and account for all School Moneys collected by Rate-Bill, [or] subscription, *or otherwise*, from the inhabitants of such School Section; to disburse such moneys in such manner as may be directed by the majority of the Trustees.

To appoint a collector: his duties.

Secondly. To appoint, if they shall think it expedient, a Collector, (who may also be Secretary-treasurer), to collect the Rates they have imposed, or shall impose upon the inhabitants of their School Section, or which the said inhabitants may have subscribed; and to pay to such Collector, at the rate of not less than five, or more than ten, per cent., on the moneys collected by him for his trouble in collecting; and every Collector shall give such security as may be satisfactory to the Trustees, and shall have the same powers, by virtue of a Warrant, signed by a majority of the Trustees, in collecting the School-rate, or Subscription, and shall proceed in the same manner as ordinary Collectors of County and Township Rates, or Assessments.

His remuneration.

Collector to give security.

Collector's powers.

Trustees to have the possession and safe keeping of all the Common School Property in their Section.

Thirdly. To take possession and have the custody and safe keeping of all Common School Property, which may have been acquired, or given, for Common School purposes in such Section, and to acquire and hold as a Corporation, by any title whatsoever, any Land, moveable Property, Moneys, or Income, for Common School purposes, until the power hereby given shall be taken away, or modified, according to law, and to apply the same according to the terms of acquiring, or receiving them.

Providing School Premises.

School Apparatus and Books.

Fourthly. To do whatever they may judge expedient with regard to the building, repairing, renting, warming, furnishing and keeping in order the Section School-house, and its appendages, Wood-house, Privies, Enclosures, Lands, and moveable Property, which shall be held by them, and for procuring Apparatus and Text-books for their School; also to rent, repair, furnish, warm, and keep in order a School-house and its appendages, if there be no suitable School-house belonging to such Section, or if a second School-house be required.

To employ Teachers.

To establish a Female School.

Fifthly. To contract with and employ all Teachers for such School Section, and to determine the amount of their salaries; and to establish, if they shall deem it expedient, by and with the consent of the local Superintendent of Schools, both a female and male School in such Section, each of which shall be subject to the same Regulations and Obligations as Common Schools generally.

To give orders to Teachers for School Moneys, but to none but qualified Teachers.

Sixthly. To give the Teacher, or Teachers, employed by them, the necessary order, or orders, upon the Local Superintendent for the School Fund apportioned and payable to their School Section: *Provided always*, that the Trustees of any School Section shall not give such order in behalf of any Teacher who does not, at the time of giving such order, hold a legal Certificate of Qualification.

To provide for the Salaries of Teachers and the expenses of the School,

How to provide for deficiencies.

Seventhly. To provide for the salaries of Teachers and all other expenses of the School, in such manner as may be desired by a majority of the *freeholders*, *or* householders, of such Section, at the annual School Meeting, or a special Meeting called for that purpose, and to employ all lawful means, as provided for by this Act, to collect the sum or sums required for such salaries and other expenses; and should the sums thus provided be insufficient to defray all the expenses of such School, the Trustees shall have authority to assess and cause to be collected any additional Rate, in order to pay the balance of the Teacher's salary, and other expenses of such School.

To make out a Rate Bill List and Warrant for the Collector.

Eighthly. To make out a list of the names of all Persons rated by them for the School purposes of such Section, and the amount payable by each, and to annex to such list a Warrant, directed to the Collector of the School Section, for the collection of the several sums mentioned in such list: *Pro-*

vided always, that any School-rate imposed by Trustees, according to this Act, may be made payable monthly, quarterly, half-yearly, or yearly, as they may think expedient.

To apply to the Township Council at their discretion for the raising of School moneys.

Ninthly. To apply to the Municipality of the Township, or employ their own lawful authority, as they may judge expedient, for the raising and collecting of all sums authorized in the manner hereinbefore provided, to be collected from the [land] *free*holders and householders of such Section, by Rate, according to the valuation of taxable property, as expressed in the Assessor, or Collector's, Roll; *and the Township Clerk, or other Officer having possession of such Roll*, [who], is hereby required to allow any one of the Trustees, or their authorized Collector, to make a copy of such Roll, as far as it shall relate to their School Section.

Duty of Township Clerk, or other officer in certain cases.

To exempt indigent persons.

Tenthly. To exempt wholly or in part, from payment of School-rates, such indigent Persons as they shall think proper, and the amount of the same shall be a charge upon the other rateable inhabitants of the School Section, and shall not be deducted from the salary of a Teacher.

To sue defaulters residing out of the School Section.

Eleventhly. To sue for and recover by their name of office, the amounts of the School-rates, or Subscriptions, due from persons residing without the limits of their School Section, and making default of payment.

To notify and fix the place of the Annual School Meeting.

Twelfthly. To appoint the place of each annual School Meeting, and to cause notices to be posted in at least three public places of such Section, at least six days before the time of holding such Meeting; to call and give like notice of any special meeting of the [resident] *freeholders, or* householders, of such Section, for the filling up of any vacancy in the Trustee Corporation, occasioned by death, removal, or any other cause whatever, or for the selection of a new school Site, or for any other School purpose, as they may think proper; to specify the object, or objects, of such Meeting; which Meeting shall be organized, and its proceedings recorded in the same manner, as those of an annual School Meeting; and a copy of them, in like manner, as be transmitted to the Local Superintendent; *Provided always*, that, in case of a vacancy in the office of any of the Trustees, during the period for which they shall have been respectively elected, the Person, or Persons, chosen to fill such vacancy, shall hold office only for the unexpired term.

To call Special Meetings.

Copy of the proceedings to be sent to the Local Superintendent of Schools.

Continuance in office of persons elected to fill vacancies.

To admit persons from 5 to 21 years of age to attend the School, on certain conditions. Exception in certain cases.

Thirteenthly. To permit all residents in such Section between the ages of five and twenty-one years of age, to attend the School, so long as their conduct shall be agreeable to the Rules of such School, and so long as the Fees, or Rates, required to be paid on their behalf are duly discharged: *Provided always*, that this requirement shall not extend to the children of Persons in whose behalf a Separate School shall have been established, according to the Nineteenth Section of this Act.

To visit the School.

Fourteenthly. To visit the School from time to time, and see that it is conducted according to the Regulations authorized by law.

To prohibit improper, and provide proper Books for the School.

Fifteenthly. To see that no unauthorized Books are used in the School, but that the pupils are duly supplied with a uniform series of Text books, sanctioned and recommended according to law; *and to procure, annually, for the benefit of their School Section, some periodical devoted to Education.*

To be personally responsible in the case or refusing or neglecting to exercise corporate powers for the fulfilment of contracts.

Sixteenthly. To be personally responsible for the fulfilment of any Contract, or Agreement, made by them, unless they can prove that they have exerted all the corporate powers vested in them by this Act] *for the fulfillment of any Contract, or Agreement, made by them; and, in case any of the Trustees shall wilfully neglect, or refuse, to exercise such powers, he or they, shall be personally responsible* for the fulfillment of such Contract, or Agreement.

To appoint a Librarian,

Seventeenthly. To appoint a Librarian, and to take such steps as they may judge expedient, and as may be authorized according to law, for the

establishment, safe keeping, and proper management of a School Library, whenever provision shall have been made and carried into effect for the establishment of School Libraries.

Eighteenthly. To ascertain the number of children between the ages of five and sixteen years residing in their Section [during the Month of] *on the thirty-first day* of December in each year; and to cause to be prepared and read at the annual Meeting of their Section, their annual School Report for the year then terminating, which report shall include, among other things prescribed by law, a full and detailed account of the Receipts and Expenditures of all School moneys received and expended in behalf of such Section, for any purpose whatsoever, during such year; and if such account shall not be satisfactory to a majority of the freeholders, or householders, present at such Meeting, then a majority of the said *freeholders, or* householders, shall appoint one Person, and the Trustees shall appoint another; and the two Arbitrators thus appointed shall examine the said account, and their decision respecting it shall be final: or if the two Arbitrators thus appointed shall not be able to agree, they shall select a third, and the decision of the majority of the Arbitrators so chosen shall be final; and such Arbitrators, or a majority of them, shall have authority to collect, or cause to be collected, whatever sum, or sums, may be awarded against any person, or persons, by them, in the same manner and under the same Regulations as those according to which Trustees are authorized by the Twelfth Section of this Act to collect School Rates; and the sum, or sums, thus collected shall be expended in the same manner as are other moneys for the Common School purposes of such Section.

To ascertain the number of resident children of School age.

To read the School Report at the Annual School Meeting.

Proceeding in case the Financial Account is not satisfactory to the majority of the Meeting.

Nineteenthly. To prepare and transmit, or cause to be prepared and transmitted, annually, before the fifteenth day of January, a Report to the Local Superintendent; which Report shall be signed by the majority of the Trustees, and made according to a form provided by the Chief Superintendent of Education and shall specify:

1st.—The whole time the School in their Section shall have been kept by a qualified Teacher during the year ending the thirty-first day of the previous December.

2ndly.—The amount of moneys received from the School Fund, from local Rates, or Contributions, and from other sources, distinguishing the same; and the manner in which all such moneys have been expended.

3rdly.—The whole number of children residing in the School Section, over the age of five years, and under the age of sixteen; the number of children and young persons taught in the School in Winter and Summer, distinguishing the sexes, and those who are over and under sixteen years of age; the average attendance of pupils in both Winter and Summer.

4thly.—The branches of education taught in the School; the number of pupils in each branch; the Text-books used; the number of Public School Examinations, Lectures and Visits, and by whom, and such other information respecting the School premises, and Library, as may be required in the form of a report provided by the Chief Superintendent of Education.

To prepare and transmit, before the 15th January, the Annual School Report to the Local Superintendent of Schools.

Contents of such Report: Time of keeping the School open.

Amount of Moneys received, and from what sources, and how expended.

Number of resident children of School age.

Attendance of Pupils in Winter and Summer.

Average attendance both Winter and Summer.

Branches taught, text-books used, public examinations, visits, lectures.

XIII. *And be it enacted,* That every Trustee of a Common School who shall knowingly sign a false report, and every Teacher of a Common School who shall keep a false School-Register, or make a false return, with the view of obtaining a larger sum than the just proportion of School moneys coming to such Common School, shall, for each offence, forfeit to the Common School Fund of the Township, the sum of Five pounds, and may be prosecuted before any such Justice of the Peace, by any Person whatever, and convicted on the oath of any one credible Witness other than the Prosecutor, and if convicted, the said penalty shall, if not forthwith paid, be levied with costs, by distress

Penalty of signing a

and sale of the goods and chattels of the Offender, under Warrant of such Justice, and paid over by him to the said Common School Fund, or the said Offender shall be liable to be tried and punished for the misdemeanor. False Report by a Trustee; or of keeping a False Register and making False Returns by a Teacher.

XIV. *And be it enacted*, That no foreign Books in the English branches of education shall be used in any Model, or Common, School, without the express permission of the Council of Public Instruction; nor shall any pupil in any such School be required to read, or study, in or from any Religious Book, or join in any exercise of devotion, or Religion, which shall be objected to by his, or her, Parents, or Guardians; *Provided always*, that, within this limitation, pupils shall be allowed to receive such Religious instruction as their Parents and Guardians shall desire, according to the General Regulations which shall be provided for according to law. Foreign Books to be used only in certain cases. Parental and Religious Rights protected.

II. Common School Teachers, and their Duties.

XV. *And be it enacted*, That no Teacher shall be deemed a qualified Teacher within the meaning of this Act who shall not, at the time of his engaging with the Trustees, and applying for payment from the School Fund, hold a Certificate of Qualification, as hereinafter provided by this Act; A qualified Teacher defined.

Provided always that *Certificates of Qualification given by Local Superintendents* shall not be in force until the first day of January, one thousand eight hundred and fifty-one. Proviso:

XVI. *And be it enacted*, That it shall be the duty of every Teacher of a Common School,— Duties of Teachers.

Firstly. To teach diligently and faithfully all the branches required to be taught in the School, according to the terms of his agreement with the Trustees, and according to the provisions of this Act. To act according to law and agreement.

Secondly. To keep the Daily, Weekly, and Monthly, or Quarterly, Registers of the School; to maintain proper order and discipline therein, according to the Forms and Regulations which shall be provided according to law; also to keep a Visitors' Book, (which the Trustees shall cause to be provided for that purpose,) and he shall enter therein the visits made to his School, and shall present such Book to each Visitor, and request him to make such remarks as may have been suggested by such visit. To keep Registers. To maintain Discipline. To keep a Visitors' Book.

Thirdly. To have, at the end of each Quarter, a Public Examination of his School, of which he shall give due notice, through the pupils, to their Parents and Guardians, and the Trustees of the School, and of which he shall also give due notice to any School Visitors who shall reside in, or adjacent to, such School Section. To have Quarterly Examinations.

Fourthly. To furnish to the Local School Superintendent, or to the Chief Superintendent of Education, when desired, any information which it may be in his power to give respecting anything connected with the operations of his School, or in anywise affecting its interests, or character. To give information to the Local or Chief Superintendent.

Fifthly. To keep carefully, and, at the time of his leaving a School, to deliver up, to the order of the Trustees, the Registers and Visitors' Books, appertaining to the School: *Provided always*, that he shall, at all times, when desired by them, give Trustees, or Visitors, access to such Registers and Visitors' Book. To deliver papers. Proviso.

XVII. *And be it enacted*, That [no] *any* Teacher shall be [dismissed from a school] *entitled to be paid at the same rate mentioned in his Agreement with the Trustees*, even at the expiration of the period of his Agreement [but shall have a right, if he think proper, to continue to teach according to the terms of his Agreement], until the Trustees shall have paid him the whole of his salary, as Teacher of the School, according to their engagement with him: *Provided always*, that, in case of any difference between Trustees Protection of Teachers in case of dismissal.

and a Teacher, in regard to [financial matters, each party shall choose an Arbitrator, and the decision of the two Arbitrators, thus chosen, and the Local Superintendent, (or any Person selected by him to act on his behalf, in case of his inability to attend,) or a majority of them shall be final,] *to his salary, the sum due to him, or any other matter in dispute between them, it shall be lawful to submit such matter in dispute to arbitration; and each party shall choose one Arbitrator, and, in case either party, in the first instance, shall neglect, or refuse, to name and appoint an Arbitrator on his behalf, it shall be lawful for the party requiring such arbitration, by a notice in writing to be served upon the party so neglecting, or refusing, to make such appointment, to require the opposite party, within three days, inclusive of the day of the service of such notice, to name and appoint an Arbitrator on his behalf, which notice shall name the Arbitrator of the party serving such notice; and in case the party upon whom such notice is served shall not, within the three days mentioned in such notice, name and appoint such arbitrator, then the party requiring such arbitration shall and may nominate and appoint the second arbitrator, and the two Arbitrators, in either way chosen, and the Local Superintendent, or any person chosen by him to act on his behalf, in case he cannot attend, or any two of them, shall have full authority to make an Award between them, and such Award shall be final: Provided always, that, so often as any such submission shall fall through, it shall be lawful to re-submit the matters in dispute until a final Award shall be made between them. . .*

Mode of settling any difference in financial matters between Trustees and Teachers.

Final award required.

III. Powers and Duties of the Township Councils.

XVIII. *And be it enacted,* That it shall be the duty of the Municipality of each Township in Upper Canada:

Duties of Township Councils.

Firstly. To levy such sum, by Assessment, upon the taxable property in any School Section, for the purchase of a School-Site, the erection, repairs, renting and furnishing of a School House, the purchase of Apparatus and Text-Books for the School, Books for the Library, salary of the Teacher, as shall be desired by the Trustees of such School Section, on behalf of the majority of the [resident] *Freeholders, or* Householders, at a public Meeting called for such purpose, or purposes, as provided for by the Twelfth Section of this Act:

To levy assessments for Common School purposes, as desired by Trustees.

Provided always, that such Municipality may, if it shall judge expedient, grant to the Trustees of any School Section, on their application, authority to borrow any sum, or sums, of moneys which may be necessary for the purposes herein mentioned, in respect to School Sites, School Houses, and their appendages, or for the purchase, or erection, of a Teacher's Residence, and cause to be levied upon the taxable property in such School Section such sum in each year as shall be necessary for the payment of the interest thereon, and as shall be sufficient to pay off the principal within ten years.

To authorize a loan, at its discretion, for the purchase and erection of School Buildings.

Secondly. To levy, at its discretion, such sum, or sums, as it shall judge expedient for procuring the Site and for the erection and support of a Township Model School, and for purchasing Books for a Township Library, under such Regulations as shall be provided according to law:

To establish a Township Model School, at its discretion.

Provided always, that the Members of the Township Municipality shall be the Trustees of such Model School, and shall possess the powers of Common School Trustees in respect to all matters affecting such Model School; Provided also, that the Trustees of any one, or more, Common Schools shall have authority, at their discretion, and with the consent of such Council, to merge their School, or Schools, into such Model School; and provided likewise, that tuition to Student-teachers in such Model School shall be free.

Members of the Township Councils to be Trustees of such Model School.

To form new School Sections.

Thirdly. To form portions of the Township, where no Schools have been established, into School Sections; to appoint a Person in each new School Section to call the first School Section Meeting; and to cause such Person to be notified in the manner prescribed in the Fourth Section of this Act.

To alter and unite School Sections under certain conditions.

Fourthly. To alter any School Section already established, and to unite two, or more, School Sections into one, at the request of the majority of the [resident] *Freeholders, or* Householders, in each of such Sections, expressed at a public Meeting called by the Trustees for that purpose:

First Meeting for the Election of Trustees in an united Section.

Provided always, (1.) That the first election of Trustees in such Section, consisting of two, or more, Sections united, shall be appointed and held in the same manner as is provided for in the Fourth Section of this Act in respect to a new School Section: *Provided—*

Alterations in School Sections not to go into effect before the 25th December, after alteration.

(2.) *Secondly,* that any alteration in the boundaries of a School Section shall not go into effect before the [first of January next] *twenty-fifth day of December* next after the time when it shall have been made; nor shall any step be taken towards the alteration of the boundaries of any School Section, nor any application be entertained for that purpose, unless it shall clearly appear that all parties affected by such alteration have been duly notified of such intended step, or application: *Provided—*

Privileges of altered Sections secured.

(3.) *Thirdly,* that the several parts of such united, or altered, School Sections shall have the same claim to a share of the Common School Fund, to which they would have been entitled, had they not been altered, or united: *And provided—*

Disposal and application of property of altered School Sections.

(4.) *Fourthly,* that any School Site, or School House, or any other school Property, which shall not be required, in consequence of such alterations, or union of School Sections, shall be disposed of, by sale, or otherwise, in such a manner as a majority of the [resident] *freeholders, or* householders, in the altered, or united, School Sections shall think proper, at a public Meeting called for that purpose, and the proceeds shall be applied to the erection of a new School-house, or for other Cmmon School purposes of such united, or altered, Sections; except that the inhabitants transferred from one School Section to another, shall be entitled, for the Common School purposes of the Section to which they are attached, to such a proportion of the proceeds of the disposal of such School House, or other Common School property, as the assessed value of their property bears to that of the other inhabitants of the School Section from which they shall have been separated: *Provided—*

Union School Sections formed and altered by Town Reeves and Local Superintendents.

(5.) *Fifthly,* that Union School Sections, consisting of parts of two, or more, Townships, may be formed and altered, (under the conditions prescribed in this clause in respect to alterations of other School Sections,) by the Reeves and Local Superintendent, or Superintendents, of the Townships out of parts of which such Sections are proposed to be formed, at a Meeting appointed for that purpose by any two of such Town Reeves; of which Meeting the other party, or parties, authorized to act with them shall be duly notified; *Provided—*

(6.) *Sixthly, that each Union School Section composed of portions of adjoining Townships, shall, for all purposes of Trustee elections and control, be deemed one School Section, and shall be considered, in respect to superintendence and taxing for the erection of a School House as belonging to the Township in which the School House may be situated.*

Copies of certain proceedings to be furnished.

Fifthly. To cause the Clerk of such Township, to furnish the Local Superintendent of Schools with a copy of all the proceedings of such Council relating to the formation, or alteration, of School Sections, all School Assessments and other educational matters.

XIX. *And be it enacted.* That it shall be [lawful for the Municipality of any Township, if it judge expedient] *the duty of the Municipal Council of any Township, and of the Board of School Trustees of any City, Town or Incorporated Village, on the application, in writing, of twelve, or more, resident heads of families,* to authorize the establishment of one, or more, Separate Schools for Protestants, Roman Catholics, or Coloured People, and, in such case, it shall prescribe the limits of the divisions, or Sections, for such Schools, and shall make the same provision for the holding of the first Meeting for the election of Trustees of each such separate School, *or Schools,* as is provided in the Fourth Section of this Act for holding the first School Meeting in a new School Section: May establish Separate Schools for Protestants, Roman Catholics and Coloured People.

Provided always, That each such Separate School shall go into operation at the same time with alterations in School Sections, and shall be under the same Regulations, in respect to the persons for whom such School is permitted to be established, as are Common Schools generally: *Provided Secondly,* that none but Coloured People shall be allowed to vote for the election of Trustees of the Separate School for their children, and none but the parties petitioning for the establishment of, or sending children to a Separate Protestant, or Roman Catholic, School, shall vote at the election of Trustees of such School: *Provided Thirdly,* That each such Separate Protestant, or Roman Catholic, [School shall be entitled to share in the School Fund according to the number of children of the Religious class, or persuasion, attending such School, as compared with the whole number of children of School age, (5 to 16 years,) in the Township; and the Separate School for children of Coloured People shall share in the School Fund according to the number of such children of school age resident in such School Section of School age resident in the Township] *or Coloured, School, shall be entitled to share in the School Fund according to the average attendance of pupils attending each such Separate School, (the mean attendance of pupils for both Summer and Winter being taken,) as compared with the whole average attendance of pupils attending the Common Schools in such City, Town, Village, or Township; Provided fourthly, that no Protestant Separate School shall be allowed in any School division except when the Teacher of the Common School is a Roman Catholic, nor shall any Roman Catholic Separate School be allowed except when the Teacher of the Common School is a Protestant. Provided Fifthly,* that the Trustees of the Common School Sections within the limits of which such Separate School Section, or Sections, shall have been formed, shall not include the children attending such Separate School, or Schools, in their return of children of school age residing in their School Sections. Manner of electing Trustees in such Separate School Sections. And of apportioning School Moneys to them. Proviso as to certain Returns.

XX. *And be it enacted,* That, whenever the majority of the resident householders of the several School Sections of any Township at public meetings called by Trustees for that purpose, shall desire to abolish local School Section divisions, and have all their Schools conducted under one (Township) system, and management, like the schools in Cities and Towns, the Municipality of such Township shall have authority to comply with their request thus expressed, by passing a By-law to that effect; and all the Common Schools of such Township shall be managed by one Board of Trustees,—one of whom shall be chosen in and for each Ward of the Township, if the Township be divided into Wards, and if not, then the whole number shall be chosen in and for the whole Township, and invested with the same powers, and subject to the same obligations, as are provided and required, in respect to Trustees in Cities and Towns, by the Twenty-Fourth Section of this Act.* May unite all the School Sections in a Township under the Management of one Board of Trustees, at the request of a majority of the Sections concerned.

*The great advantage of a Township over a local "Section" system of Schools is fully set forth in the Journal of Education of Upper Canada for November, 1872.

IV. Councils and Trustees in Cities, Towns, and Incorporated Villages.

XXI. *And be it enacted*, That the Council, or Common Council, of each City, or incorporated Town, in Upper Canada, shall be, and is hereby, invested, within its limits and liberties, as prescribed by law, and shall be subject to the same obligations as are the Municipal Council of each County, and the Municipality of each Township, by the Eighteenth and Twenty-Seventh Sections of this Act: *Provided nevertheless*, that the appointment of the Local Superintendent of Schools for such City, or Town, shall be made by the Board of School Trustees of such City, or Town.

Powers of Municipal Councils in Cities and Towns.

XXII. *And be it enacted*, That in each Ward, into which any City, or Town, is, or shall be divided, according to law, two fit and proper Persons shall be elected School Trustees by a majority of all the [resident] *taxable* inhabitants of such Ward; one of which Trustees, (to be determined by lot, at the first Trustee meeting after their election,) shall retire from office on the second [Tuesday] *Wednesday* of January following his election; and the second of whom shall continue in office one year longer, and until his Successor is elected; and the Persons thus elected shall form one Board of School Trustees for such City, or Town.

Two Trustees to be elected in each Ward of Cities and Towns.

Mode of retiring from office.

Persons thus elected to form a Board of Trustees.

XXIII. *And be it enacted*, That, on the second Wednesday in January of each year, at the time prescribed by the Second Section of this Act, one fit and proper Person shall be elected Trustee in each Ward of every City and Town, and shall continue in office two years, and until his Successor is elected: *Provided always*, that such election shall be held at the place where the last Municipal election was held for such Ward, and under the direction of the same Returning Officer, or, in his default, of such Person as the electors present shall choose; and such election shall be conducted as an ordinary Municipal election in each Ward of such City, or Town.

One Trustee to be elected in each Ward of a City or Town, the second Wednesday in January of each year.

Mode of holding such Election.

XXIV. *And be it enacted*, That the Board of School Trustees for each City and Town, shall be a Corporation, under the name of "The Board of School Trustees of the City, (or Town) of ———— in the County of ————;" (the first meeting thereof may be called in the City, or Town, Council-room by any Trustee), and it shall be the duty of such Board,—

To be a Corporation.

Duties of the Board of Trustees in each City or Town.

Firstly. To appoint annually, or oftener, a Chairman, Secretary, Superintendent of Schools, and one, or more, Collectors of School Rates, (if required); and to appoint the times and places of their meetings, and the mode of calling them, of conducting and recording their proceedings, and of keeping all their School Accounts.

To appoint certain officers.

Secondly. To take possession of all Common School Property, and to accept, and hold as a Corporation, all Property which may have been acquired, or given, for Common School Purposes in such City, or Town, by any title whatsoever; to manage, or dispose of, such Property, and all moneys, or Income, for Common School purposes, until the power hereby given shall be taken away, or modified, by law, and to apply the same, or the proceeds, to the objects for which they have been given, or acquired.

To hold School Property.

Thirdly. To do whatever they may judge expedient with regard to purchasing, or renting, School Sites and Premises; Building, repairing, furnishing, warming and keeping in order the School House, or School Houses, and its or their appendages, lands, enclosures and movable property; for procuring suitable Apparatus and Text Books; and for the establishment and maintenance of a School Library, or School Libraries.

To make all needful provisions in respect to Common School Premises, Text-books.

Fourthly. To determine the number, Sites, kind and description of Schools which shall be established and maintained in such City, or Town; the Teacher, or Teachers, who shall be employed, the terms of employing them, and amount of their remuneration, and the duties which they are to perform;

To determine the number and kind of Schools; employ Teachers.

the salary of the Superintendent of Schools appointed by them and his duties; and to adopt, at their discretion, such measures as they shall judge expedient, in concurrence with the Trustees of the County Grammar School, for uniting one, or more, of the Common Schools of the City, or Town, with such Grammar School.

To appoint a Committee of three to take the special charge of each School.

Fifthly. To appoint annually, or oftener, if they shall judge expedient, for the special charge, oversight, and management of each School within such City, or Town, and under such Regulations as they shall think proper to prescribe, a Committee of not more than three Persons for each School.

To make an estimate of the expenses of the Schools.

Sixthly. To prepare, from time to time, and lay before the Municipal Council of such City, or Town, an Estimate of the sum, or sums, which they shall judge expedient, for paying the whole, or part, of the salaries of Teachers; for purchasing, or renting, School Premises; for building, renting, repairing, warming, furnishing and keeping in order the School-Houses and their appendages and Grounds; for procuring suitable Apparatus and Text-Books for the Schools; for the establishment and maintenance of School Libraries; and for all the necessary expenses of the Schools under their charge; and it shall be the duty of the Common Council, or Council, of such City, or Town, to provide such sum, or sums, in such manner as shall be desired by said Board of School Trustees.

The Municipal Council to provide for such expenses.

To levy School Rate Bills at their discretion.

Seventhly. To levy, at their discretion, any Rates upon the Parents, or Guardians, of children attending any School under their charge; and to employ the same means for collecting such Rates, as Trustees of Common Schools in any Township may do under the Twelfth Section of this Act:

The sums thus collected to be paid into the hands of the Chamberlain or Treasurer.

Provided always, that all moneys thus collected shall be paid into the hands of the Chamberlain, or Treasurer, of such City, or Town, for the Common School purposes of the same, and shall be subject to the order of the said Board of School Trustees.

To give orders for the payment of Teachers.

Eighthly. To give orders to Teachers and other School Officers and Creditors upon the Chamberlain, or Treasurer, of such City, or Town, for the sum, or sums, which shall be due them.

To call Annual or Special School Meetings.

Ninthly. To call and give notice of annual and special School Meetings of the taxable inhabitants of such City, or Town, or of any Ward in it, in the same manner and under the same Regulations as are prescribed in the Twelfth Section of this Act, for the appointment of annual and special School Meetings in the School Sections of Townships:

Continuance in office of persons elected to fill vacancies.

Provided always, that any Person elected at any special Ward School Meeting to fill a vacancy which shall have occurred in the Board of Trustees, from any cause whatever, shall hold office only during the unexpired part of the term for which the Person whose place shall have become vacant was elected to serve.

To see that the pupils are duly supplied with proper Text-books.

Tenthly. To see that all the Pupils in the Schools are duly supplied with a uniform series of authorized Text Books; to appoint a Librarian, and take charge of the School Library, or Libraries, whenever established.

To have their Schools conducted according to law.

Eleventhly. To see that all the Schools under their charge are conducted according to the Regulations authorized by law; and, at the close of each year, to prepare and publish, in one, or more, of the public papers, or otherwise, for the information of the inhabitants of such City, or Town, an Annual Report of their proceedings; and of the progress and state of the Schools under their charge; of the Receipts and Expenditure of all School Moneys; and to prepare and transmit annually, before the fifteenth of January, to the Chief Superintendent of Education, a Report, signed by a majority of the Trustees, and containing all the information required in the Reports of Common School Trustees, by the Twelfth Section of this Act, and any addi-

To prepare and publish Annual School Reports.

To prepare and transmit an Annual Report to the Chief

Superintendent of Schools. Contents of such Report.

tional items of information which may be lawfully required, and made according to a Form which shall be provided for that purpose by the Chief Superintendent of Education.

Powers of Municipal Councils in Incorporated Villages.

XXV. *And be it enacted*, That the Municipality of every Incorporated Village shall possess and exercise all the powers, and be subject to all the obligations, with regard to the levying and raising of moneys for Common School purposes, and for the establishment and maintenance of School Libraries, within the limits of such Incorporated Village, as are conferred and imposed by this Act upon the Municipal Corporations of Cities:

First Election of Trustees in such Villages, the second Wednesday in January, 1851. How such election to be held and conducted. Six Trustees to be elected in each Incorporated Village. Mode of retirement from office. Two Trustees to be elected at each ensuing Annual School Meeting. The Trustees thus elected in each Incorporated Village to succeed to all the rights, obligations of the present Trustees. To be a corporation. Their powers, obligations, and duties the same as those of Trustees in Cities and Towns.

Provided always, that, on the second [Tuesday] *Wednesday* in January, One Thousand Eight Hundred and Fifty-one, (1851), in each such Incorporated Village, at the place of the then last annual election of Councillors, there shall be a meeting of the taxable inhabitants of such Incorporated Village, and which Meeting shall be organized and conducted in the same manner as is prescribed in the Twenty-third Section of this Act, for the conducting of annual School Meetings in the Wards of Cities and Towns; and, at such Meeting, six fit and proper Persons, from among the resident Freeholders, or Householders, shall be elected School Trustees for such Incorporated Village; and the Persons thus chosen shall be divided by lot into three classes, of two individuals each, to be numbered one, two, three; the first class shall hold office one year, the second class two years, and the third class three years, and until their Successors are elected; but each Trustee retiring from office shall be eligible to be re-elected with his own consent: *Provided, Secondly*, that there shall be a like School Meeting annually in each such Incorporated Village, at which two Persons shall be chosen Trustees, in the place of the two retiring from office, and shall continue in office two years, and until their Successors are elected: *Provided, Thirdly*, that the first annual School Meeting in each Incorporated Village shall be called by the Town-reeve of such Village, who shall cause notices to be posted in at least six public places of such Village, at least six days before the time of holding such Meeting.

XXVI. *And be it enacted*, That the Trustees elected in each Incorporated Village, according to the provisions of the preceding Section, shall succeed to all the rights, powers, obligations and liabilities of the present Trustees of such Incorporated Village, and shall be a Corporation under the title of the "Board of School Trustees of the Incorporated Village of ———, in the County of ———;" and shall possess all the powers, and be subject to all the obligations, within the limits of such Incorporated Village, as are conferred and imposed by the Twenty-fourth Section of this Act, upon the Trustees of Cities and Towns.

V. Powers and Duties of County Municipal Councils

Duties of County Councils. To raise by assessment in each year, a sum equal to the Legislative School Grant apportioned to such County.

XXVII. *And be it enacted*, That it shall be the duty of the Municipal Council of each County:—

Firstly. To cause to be levied in each year upon [such County collectively, or upon] the several Townships *of such County*, [separately, as it shall deem expedient] such [a] sum, or sums, of money for the payment of the salaries of legally qualified Common School Teachers as shall, at least, be equal, (clear of all charges of collection,) to the amount of School Money apportioned to [such County, or to] the several Townships thereof for such year, by the Chief Superintendent of Education, as notified by him to such Council, through the County Clerk:

Such sum may be increased at the discretion of the Council;

Provided always, that the sum, or sums, so levied may be increased at the discretion of such Council, either to augment the County School Fund, or to give special, or additional, aid to new, or needy, School Sections, on the

recommendation of one, or more, Local Superintendents: Provided also, that the sum required to be levied in such County in each year, for the salaries of legally qualified Teachers, shall be collected and paid into the hands of the County Treasurer on, or before, the Fourteenth day of December; and provided likewise, that, in case of the non-payment of any part of such sum into the hands of the County Treasurer at that time, no Teacher shall, upon application, be refused the payment of the sum to which he may be entitled from such year's County School Fund, but the County Treasurer shall pay any local Superintendent's lawful order in behalf of such Teacher, in anticipation of the payment of the County School Assessment; and the County Council shall make the necessary provision to enable the County Treasurer to pay the amount of such lawful order.

Time for the payment of the County School assessment.

No Teacher to be refused the payment of his due, on account of the non-collection of any part of the County School assessment.

Secondly, To raise by Assessment, such sum, or sums, of money as it shall judge expedient for the establishment and maintenance of a County Common School Library.

To raise Money for County Common School Library.

Thirdly. To appoint annually a Local Superintendent of Schools for the whole County, or for any one, or more, Townships in such County, as it shall judge expedient; to fix, (within the limits prescribed by the Thirtieth Section of this Act), and provide for the salary, or salaries, of such Local Superintendent or Superintendents:

To appoint Local Superintendents of Schools, and provide for their Salaries.

Provided always, that no such Local Superintendent shall have the oversight of more than One Hundred Schools; and provided also, that the County Clerk shall forthwith notify the Chief Superintendent of Education of the appointment and address of each such Local Superintendent, and of the County Treasurer; and shall likewise furnish him with a copy of all proceedings of such Council relating to School Assessments and other educational matters.

No Local Superintendent to have charge of more than 100 Schools.

Fourthly. To see that sufficient security be given by all Officers of such Council to whom School Moneys shall be entrusted; to see that no deduction be made from the School Fund by the County Treasurer, or Sub-treasurer, for the receipt of any payment of School Moneys; to appoint, if it shall judge expedient, one, or more, Sub-treasurers of School Moneys for one, or more, Townships of such County:

To secure all School Moneys.

To see that no deduction be made from the County Common School Fund.

Provided always, that each such Sub-treasurer shall be subject to the same responsibilities and obligations, in respect to the accounting for School Moneys and the payment of lawful orders for such moneys given by any Local Superintendent within the parts of the County for which he is appointed Sub-treasurer, as are imposed by this Act upon each County Treasurer, in respect to the paying and accounting for School Moneys.

To appoint a Sub-treasurer of the School Moneys at its discretion.

Fifthly, To appoint annually, or oftener, Auditors, whose duty it shall be to audit the accounts of the County Treasurer and other Officers to whom School Moneys shall have been intrusted, and report to such Council; and the County Clerk shall transmit to the Chief Superintendent of Education, on or before the First day of March in each year, a certified copy of the abstract of such report, and also give any explanation relating thereto, as far as he is able, which may be required by the Chief Superintendent.

To cause School Accounts to be audited. County Clerk to transmit to the Chief Superintendent an abstract of such accounts.

VI. Constitution and Duties of the County Boards of Public Instruction.

Trustees of the County Grammar School and Local Superintendents to constitute a County Board of Public Instruction.

XXVIII. *And be it enacted*, That the Board of Trustees for the County Grammar School and the Local Superintendent, or Superintendents, of Schools in each County, shall constitute a Board of Public Instruction for such County:

Provided always, that where there is more than one Grammar School in a County, the County Council shall have authority to divide such County into

More than one County Board may be appointed in certain cases.

as many School Circuits as there are County Grammar Schools, and the Trustees of each County Grammar School and the Local Superintendent, or Superintendents, of Schools in each such Circuit shall be a Board of Public Instruction for such Circuit: *Provided also*, that at any lawful Meeting of such Board not less than three Members, including a Local Superintendent of Schools, shall constitute a Quorum for examining and giving Certificates of Qualification to Common School Teachers, and not less than five Members shall constitute a Quorum for the transaction of any other business: *Provided likewise*, that the incidental expenses connected with the Meeting and proceedings of each County Board of Public Instruction shall be provided for by the Municipal Council of such County.

Incidental expenses to be defrayed by the County Council.

Duties of each County Board of Public Instruction.

XXIX. *And be it enacted*, That it shall be the duty of each County Board of Public Instruction:—

To meet quarterly.

Firstly. To meet not less than four times a year; to determine the time and places of its own Meetings, and the order of its proceedings, and the manner of recording them.

To examine and give Certificates of Qualification to Teachers.

Secondly. To examine and give Certificates of Qualification to Teachers of Common Schools, arranging such Teachers into three classes, according to their attainments and ability, as shall be prescribed in a Programme of Examination and Instructions to be provided according to law; also to annul any such Certificate as it shall deem expedient:

Teacher must give proof of good moral character; must be a British subject.

Certificate may be general or limited.

Must have the signature of one Local Superintendent of Schools.

Provided always, that no Certificate of Qualification shall be given to any Person as a Teacher who shall not furnish satisfactory proof of good moral character; nor to any Person who shall not, at the time of applying for such Certificate of Qualification, be a natural born, or naturalized, subject of Her Majesty, *or who shall not produce a Certificate of having taken the Oath of Allegiance to Her Majesty, before some one of Her Majesty's Justices of the Peace for the County in which he shall be a resident; and all Justices of the Peace are hereby authorized to administer such Oath of Allegiance*: *Provided also*, That any such Certificate of Qualification shall, in general, as regards the County, or limited as to time, or place, at the pleasure of the majority of the Members of the County Board of Public Instruction present at such Examination: *Provided likewise*, that every such Certificate shall have the signature of at least one Local Superintendent of Schools.

To select Text-books for Schools from the general authorized list.

Thirdly. To select, (if deemed expedient,) from a list of Text-Books recommended, or authorized, by the Council of Public Instruction, such Books as they shall think best adapted for the use of the Common Schools of such County, or Circuit; and to ascertain and recommend the best facilities for procuring such Books.

To promote the interests of Schools and the diffusion of useful knowledge generally.

Fourthly. To adopt all such lawful means in their power, as they shall judge expedient, to advance the interests and usefulness of Common Schools, to promote the establishment of School Libraries, and to diffuse useful knowledge in such County, or Circuit.

VII. Duties of Local Superintendents of Schools.

Local Superintendent of Schools to be entitled to a remuneration of not less than one pound per School under his charge.

XXX. *And be it enacted*, That each Local Superintendent of Common Schools, appointed as provided for in the Twenty-seventh Section of this Act, shall be entitled, annually, to not less than *One pound currency*, (£1,) per School placed under his charge, together with any additional remuneration, or allowance, which the Council appointing him shall grant; and such Superintendent shall be paid the same in quarterly instalments by the County Treasurer.

Duties of Local Superintendents of Schools.

XXXI. *And be it enacted*, That it shall be the duty of each Local Superintendent of Schools:

First. As soon as he shall have received from the County Clerk a notification of the amount of money apportioned to the Township, or Townships, within the limits of his charge, to apportion the same, (unless otherwise instructed by the Chief Superintendent of Education), among the several School Sections entitled to receive it, according to the rates of the average attendance of Pupils attending each Common School, (the mean attendance of Pupils for both Summer and Winter being taken), as compared with the whole average number of Pupils attending the Common Schools of such Township.

To distribute the Common School Fund among the several School Sections according to the ratio of attendance, unless otherwise directed.

Secondly. To give to any qualified Teacher, and to no other, on the order of the Trustees of any School Section, a cheque upon the County Treasurer, or Sub-treasurer, for any sum, or sums, of money apportioned and due to such School Section:

On the order of Trustees to give cheques to Teachers upon the County or Sub-county Treasurer for School Moneys.

Provided always, that he shall not pay any such order of the Trustees of any School Section, from whom no satisfactory School Report shall have been received for the year ending the last day of the December preceding; nor unless it shall appear by such Report that a School has been kept by a qualified Teacher in such Section for at least six months during the year ending at the date of such Report: *Provided also*, that the foregoing condition shall not apply to the order, or orders, of Trustees in any new School Section, for money apportioned and due to such Section.

Conditions of giving such cheques.

Such conditions not to apply to new School Sections.

Thirdly. To visit each Common School within his jurisdiction at least [twice a year, (once in the Summer and once in the Winter,) and oftener, if practicable]*once in each quarter*; and, at the time of each such visit, to examine into the state and condition of the School, as respects the progress of the Pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the School Registers, the average attendance of Pupils, the character and condition of the Building and Premises, and to give such advice as he shall judge proper.

To visit each School at least once a quarter. Duties at such visitations.

Fourthly. To deliver in each School Section, at least once a year, a Public Lecture on some subject connected with the objects, principles and means of Practical Education; and to do all in his power to persuade and animate Parents, Guardians, Trustees and Teachers, to improve the character and efficiency of the Common Schools, and thus secure the universal and sound education of the young.

To deliver a Public Lecture in each School Section at least once a year. Topics of such Lecture.

Other duties.

Fifthly. To see that all the Schools are managed and conducted according to law; to prevent the use of unauthorized, and to recommend the use of authorized, Text-Books in each School; to acquire and give information as to the manner in which such authorized Text-Books can be obtained, and the economy and advantages of using them.

To enforce the law. To recommend the use of authorized Text-books;

Sixthly. To attend the Meetings of the County Board of Public Instruction; 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 such County for the promotion of the interests of Education.

To attend the Meetings of the County Board of Public Instruction.

Seventhly. To attend the Arbitrations, and to meet the Town-reeves, as provided for in the Twelfth and Eighteenth Sections of this Act; to decide upon any other questions of difference which may arise between interested parties under the operation of this, or any preceding, School Act, and which may be submitted to him:

To attend arbitrations for the settlement of certain questions of dispute.

Provided always, that he may, if he shall deem it advisable, refer any such question to the Chief Superintendent of Education: *Provided also*, that any aggrieved, or dissatisfied, party, in any case not otherwise provided for by this Act, shall have the right of appeal to the Chief Superintendent of Education.

Or (proviso) refer them to the Chief Superintendent of Schools.

To suspend Certificates of qualification in certain cases.

Eighthly. To suspend the Certificate of Qualification of any Teacher, for any cause which shall appear to him to require it, until the next ensuing Meeting of the County Board of Public Instruction, where the case shall be disposed of in such manner as a majority of the Members present shall think proper:

Provided always, that due notice shall be given to the Teacher suspended of such Meeting of the County Board: *Provided also*, that the cancelling, or suspension, of a Teacher's Certificate of Qualification shall release his School Trustees from any obligation to continue him in their employment.

To observe all lawful regulations and instructions in the discharge of his duties.

To account to the County Auditors.

Ninthly. To act in accordance with the Regulations and Instructions which shall be provided according to law; to give any information in his power, (when desired,) to the Chief Superintendent of Education, respecting any Common School matter within his jurisdiction; to furnish the County Auditors, when required, with the Trustees' orders, as the authority for his cheques upon the County, or Sub-Treasurer, for School Moneys; to deliver copies of his Official Correspondence and all School Papers in his custody, to the order of the County Council, on retiring from office.

To prepare and transmit an Annual School Report to the Chief Superintendent.

Tenthly. To prepare and transmit to the Chief Superintendent of Education, on, or before, the first day of March, an Annual Report, which shall be in such form as shall be provided by the said Chief Superintendent, and which shall state:—

Contents of such Report.

1st.—The whole number of Schools and School Sections, or parts of Sections, in each Township within his jurisdiction.

Nature of Schools.

Whole number of children of School age.

2nd.—The number of Pupils taught in each School over the age of five and under the age of sixteen years; the number between the ages of sixteen and twenty-one years; the whole number of children residing in each School Section, or part of a Section, over the age of five and under the age of sixteen years.

Time of keeping the Schools open; branches taught.

Books used, average attendance.

3rd.—The length of time a School shall have been kept in each such Section, or parts of Sections, by a qualified Teacher; the branches taught, the number of Pupils in each branch, and the Text Books used; the average attendance of Pupils, both male and female, in Summer and Winter.

The amount of Moneys received and expended.

4th.—The amount of moneys which have been received and collected in each School Section, or part of Section,—distinguishing the amount apportioned by the Chief Superintendent of Education, the amount received from County Assessment, the amount raised by Trustees, and the amount received from any other, and what source, or sources; also how much moneys have been expended, or whether any part remains unexpended, and from what causes; the annual salary of Teachers, male and female, with and without board.

The number of School visits and lectures.

Of School-houses.

5th.—The number of his, and other School, Visits during the year; the number of School Lectures delivered; the whole number of School Houses,—their sizes, character, furniture and appendages, the number rented, the number erected, during the year, and of what character, and by what means.

Of Teachers.

6th.—The number of qualified Teachers, their standing, sex, and Religious Persuasion; the number, as far as he may be able to ascertain, of Private Schools, the number of Pupils and subjects taught therein; the number of Libraries, their extent, how established and supported; also, any other information which he may possess respecting the educational state, wants and advantages in each Township of his charge, and any suggestions which he shall think proper to make, with a view to the improvement of Schools and diffusion of useful knowledge.

VIII. Common School Visitors and Their Duties.

XXXII. *And be it enacted*, That all Clergymen recognized by law, of whatever Denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils and Aldermen, shall be School Visitors in the Township, City, Town, or Village; especially to attend the Quarterly Exam- *Provided always*, that persons holding the Commission of the Peace for the County only shall not be School Visitors within Towns and Cities: *Provided also*, that each Clergyman shall be a School Visitor in any Township, Town, or City, where he may have pastoral charge.

Who shall be School Visitors.

Proviso: As to County Magistrates.

XXXIII. *And be it enacted*, That it shall be lawful for each of said School Visitors, to visit, as far as practicable, all the Public Schools in such Township, City, Town, or Village; especially to attend the Quarterly Examinations of Schools, and, at the time of any such visit, to examine the progress of the Pupils, and the state and management of the School, and to give such advice to the Teachers and Pupils, and any others present, as he may think advisable, in accordance with the Regulations and Instructions which shall be provided in regard to School Visitors according to law:

School Visitors authorized to visit the Schools, attend examinations, and examine into the state of each School.

Provided always, that a General Meeting of such Visitors may be held at any time, or place, which may be appointed by any two such Visitors, on sufficient notice being given to the other Visitors in the Township, City, Town, or Village: and it shall be lawful for such Visitors, thus assembled, to devise such means, as they may deem expedient, for the efficient visitation of the Schools, and to promote the establishment of Libraries for the diffusion of useful knowledge.

Proviso: General Meetings may be called.

Duties and objects of such Meetings.

IX. Duties of the Chief Superintendent of Education.

XXXIV. *And be it enacted*, That the Governor may, from time to time, by Letters Patent, under the Great Seal of the Province, appoint a fit and proper person to be Chief Superintendent of Education for Upper Canada, who shall hold his office during pleasure, and shall receive a salary of [——— pounds per annum] *the same amount as that now provided by law, or as may hereafter be provided by law for the Chief Superintendent of Education in Lower Canada;* and shall be responsible to, and subject to the direction of, the Governor-General, communicated to him through such Department of Her Majesty's Provincial Government as, by the Governor, may be directed in that behalf; and shall account for the contingent expenses of his Office, as provided in respect of other Public Offices; and shall be allowed two Clerks, [the first of whom to receive —— pounds per annum, and the second —— pounds per annum] *who shall receive the same salaries as are, or shall be, by law attached to similar offices in the Education Law of Lower Canada*, to commence from the first of [January] *July*, One Thousand Eight Hundred and *Fifty*.

Chief Superintendent of Schools appointed.

His Salary.

To account for the contingent expenses of his office.

To be allowed two Clerks; their Salaries.

XXXV. *And be it enacted*, That it shall be the duty of the Chief Superintendent of Education:

Duties of the Chief Superintendent.

Firstly. To apportion, annually, on, or before, the First day of May, all moneys granted, or provided, by the Legislature for the support of Common Schools in Upper Canada, and not otherwise appropriated by this Act, to the several Counties, Townships, Cities, Towns and Incorporated Villages therein, according to the ratio of population in each, as compared with the whole population of Upper Canada; or, when the Census, or returns, upon which such an apportionment is to be made, shall be so far defective, in respect to any County, Township, City, Town, or Village, as to render it impracticable for the Chief Superintendent to ascertain from such data the share of School Moneys which ought then to be apportioned to such County, Township, City, Town, or Village, he shall ascertain, by the best evidence in his power, the

To apportion all Moneys granted by the Legislature for the support of Common Schools, and in what ratio.

facts upon which the ratio of such apportionment can be most fairly and equitably made, and make it accordingly.

To certify such apportionment to the Inspector-General, and to the County Clerks.

Secondly. To certify such Apportionment made by him to the Inspector-General, so far as it relates to the several Counties, Cities, Towns and Incorporated Villages in Upper Canada, and to give immediate notice thereof to the Clerk of each County, City, Town and Village interested therein, stating the time when the amount of moneys thus apportioned will be payable to the Treasurer of such County, City, Town, or Village.

To prepare suitable forms, for executing the law, and transmit them to Local School Officers.

Thirdly. To prepare suitable Forms, and to give such Instructions as he shall judge necessary and proper, for making all Reports, and conducting all proceedings under this Act, and to cause the same, with such General Regulations as shall be approved of by the Council of Public Instruction for the better Organization and Government of Common Schools, to be transmitted to the Officers required to execute the provisions of this Act.

To cause copies of the School law, regulations, to be printed and distributed, as occasion may require.

Fourthly. To cause to be printed, from time to time, in a convenient form so many copies of this Act, with the necessary Forms, Instructions, and Regulations to be observed in executing its provisions, as he may deem sufficient for the information of all Officers of Common Schools, and to cause the same to be distributed for that purpose.

To see that all School Moneys apportioned by him are duly applied according to law.

Fifthly. To see that all moneys apportioned by him be applied to the objects for which they were granted; and, for that purpose, to decide upon all matters and complaints submitted to him, (and not otherwise provided for by this Act,) which involve the expenditure of any part of the School Fund; and to direct the application of such balances of the School Fund as may have been apportioned for any year, and forfeited according to the provisions of this Act.

Provided always, that such balances of the School Fund shall be expended in making up the salaries of Teachers in the County to which they shall have been apportioned.

To appoint a Deputy and Special Inspectors in certain cases.

Sixthly. To appoint one of his Clerks as his Deputy, to perform the duties of his Office, in case of his obsence; and to appoint one, or more, persons as he shall, from time to time, deem necessary, to inspect any School, or examine into any School Matter, in the County where such Person, or Persons, reside, and report to him: Provided that no allowance, or compensation, shall be made to such special Inspector, or Inspectors, for any service, or services, performed by him, or them.

Duties in regard to the Normal School. And Text-books. School Libraries. Plans of School-houses.

Seventhly. To take the general Superintendence of the Normal School; and to use his best endeavours to provide for, and recommend, the use of uniform and approved Text Books in the Schools generally.

Eighthly. To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several Counties, Townships, Cities, Towns, and Villages; to provide and recommend the adoption of suitable Plans of School-Houses, with the proper furniture and appendages; and to collect and diffuse useful information on the subject of education generally among the people of Upper Canada.*

To submit to the Council of Public Instruction, books, manuscripts.

Ninthly. To submit to the Council of Public Instruction all Books, or Manuscripts, which may be placed in his hands with the view of obtaining the recommendation, or sanction, of such Council, for their introduction as Text Books, or Library Books; And to prepare and lay before the Council of Public Instruction, for its consideration, such General Regulations for the Organization and Government of Common Schools and the Management of School Libraries as he shall deem necessary and proper.

To lay before said Council general regulations.

* The duties devolved upon the Chief Superintendent of Education, by this Eighth clause of the Thirtyfifth Section of the Act, were fully discharged by him in the columns of the *Journal of Education for Upper Canada.* (This Journal was established by the Chief Superintendent in 1848, and was edited by T. George Hodgins, Deputy Superintendent of Education, and was published during the remainder of his incumbency, which ceased in 1876.) The Journal was, however, discontinued by Order-in-Council in June, 1877.

Tenthly. To apportion whatever sum, or sums, of money shall be provided by the Legislature for the establishment and support of School Libraries. To apportion Moneys granted for the establishment of School Libraries

Provided always, that no aid shall be given towards the establishment, or support, of any School Library unless an equal amount be contributed and expended from local sources for the same object.

Eleventhly. To appoint proper persons to conduct County Teachers' Institutes, and to furnish such Rules and Instructions as he shall judge advisable, in regard to the proceedings of such Institutes and the best means of promoting their objects, in elevating the profession of School Teaching and increasing its usefulness. To appoint persons to conduct Teachers' Institutes, and prepare rules and instructions for regulating their proceedings.

Twelfthly. To be responsible for all Moneys paid through him in behalf of the Normal and Model Schools, and to give such Security for the same as shall be required by the Governor [General]; and to prepare and transmit all Correspondence which shall be directed, or authorized, by the Council of public Instruction for Upper Canada. To account for Moneys.

[*Thirteenthly.* To prepare forms of Annual Reports for all Colleges and Grammar Schools of Upper Canada, endowed out of the Public Lands, or receiving aid from the Public Funds of this Province. *Provided always*, that it shall be the duty of the Authorities of such Colleges and Grammar Schools, to prepare and transmit such Reports, according to the forms prescribed, to the Chief Superintendent of Education on, or before, the first day of March in each year.]

Thirteenthly. To make annually to the Governor, on, or before, the first day of [June] *July*, a Report of the actual state of the [University of Toronto, of the several Colleges, and Grammar Schools and of] Normal, Model and Common Schools throughout Upper Canada, showing the amount of moneys expended in connection with each, and from what sources derived, with such statements and suggestions for improving the [Grammar and] Common Schools [or the] *and the Common* School Laws, and promoting education generally, as he shall deem useful and expedient. To report annually to the Governor on certain matters.

X. Constitution and Duties of the Council of Public Instruction.

XXXVI. *And be it enacted*, That the Governor shall have authority to appoint not more than nine Persons, (of whom the Chief Superintendent of Education shall be one,) to be a Council of Public Instructions for Upper Canada, who shall hold their office during pleasure, and shall be subject, from time to time, to all lawful orders and directions in the exercise of their duties, which shall, from time to time, be issued by the Governor. Council of Public Instruction for U. C. To consist of nine persons including the Chief Superintendent.

XXXVII. *And be it enacted*, That the Chief Superintendent of Education shall provide a place for the Meetings of the Council of Public Instruction, and shall call the first Meeting of the Council, and shall have authority to call a special Meeting at any time, by giving due notice to the other Members; that the expenses attending the proceedings of the said Council shall be accounted for by the Chief Superintendent of Education as part of the contingent expenses of the Education Office; that the Senior Clerk in the Education Office shall be Recording Clerk to the said Council, shall enter all its proceedings in a Book to be kept for that purpose, shall, as may be directed, procure the Books and Stationery for the Normal and Model Schools, and shall keep all the Accounts of the said Council; [and shall be entitled, for these services to a remuneration of not less than Twenty-five pounds, (£25,) per annum]. Mode of providing a place and defraying the expenses of the Meetings of such Council; of calling the first Meeting and any Special Meeting. Senior Clerk in the Education Office to be Recording Clerk to the Council. His duties.

XXXVIII. *And be it enacted*, That it shall be the duty of the said Council of Public Instruction, ([five] *three* Members of which, at any lawful Meeting, shall form a Quorum for the transaction of business): Duties of the Council of Public Instruction.

First. To appoint a Chairman, and establish the times of its Meetings, and the mode of its proceedings, which Chairman shall be entitled to a second, or casting, vote, in cases of an equality of votes on any question. To regulate its own proceedings.

Secondly. To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one, or more, Model Schools, for the instruction and training of Teachers of Common Schools in the Science of Education and Art of Teaching. To do all things necessary for the permanent establishment and efficiency of the Normal School.

Thirdly. To make, from time to time, the Rules and Regulations necessary for the Management and Government of such Normal School; to prescribe the terms and conditions on which Students shall be received and instructed therein; to select the location of such School, and erect, or procure, and furnish, the Buildings therefor; to determine the number and compensation of [Professors,] *Teachers*, and all others who may be employed therein; and to do all lawful things which such Council shall deem expedient to promote the objects and interests of such Normal School. To make rules for the management and government of the Normal School; to prescribe the terms of admission.

Fourthly. To make such Regulations, from time to time, as it shall deem expedient for the Organization, Government and Discipline of Common Schools; the classification of *Schools and* Teachers, and for School Libraries throughout Upper Canada. To make regulations for the organization and government of Common Schools generally.

Fifthly. To examine, and, at its discretion, recommend, or disapprove, of Text Books for the use of Schools, or Books for School Libraries: To examine and recommend Books for Schools and for School Libraries.

Provided always, that no portion of the Legislative School Grant shall be applied in aid of any School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval.

Sixthly. To transmit annually, through the Chief Superintendent of Education, to the Governor, to be laid before the Legislature, a true account of the Receipt and Expenditure of all moneys granted for the establishment and support of the Normal School. To account annually.

XI. Miscellaneous Financial Provisions.

XXXIX. *And be it enacted*, That a sum not exceeding Fifteen Hundred pounds, (£1,500,) per annum shall be allowed out of the Legislative School Grant for the salaries of Officers and other contingent expenses of the Normal School; and that a sum not exceeding One Thousand pounds, (£1,000,) per annum be allowed out of the said grant to facilitate the attendance of Teachers-in-training at the Normal School, under such Regulations as shall from time to time, be adopted by the Council of Public Instruction. £1,500 per annum granted for the Normal School. £1,000 per annum to facilitate the attendance of Teachers in Training.

XL. *And be it enacted*, That the sum of money apportioned annually by the Chief Superintendent of Education to each County, Township, City, Town, or Village, and at least an equal sum raised annually by local assessment, shall constitute the Common School Fund of such County, Township, City, Town, or Village, and shall be expended for no other purpose than that of paying the salaries of qualified Teachers of Common Schools: What Moneys to constitute the Common School Fund.

Provided always, that no County, City, Town, or Village, shall be entitled to a share of the Legislative School Grant without raising by assessment, a sum at least equal, (clear of all charges for collection,) to the share of the said School Grant apportioned to it: and provided also, that should the Municipal Corporation of any County, City, Town, or Village, raise in any one year a less sum than that apportioned to it out of the Legislative School Grant, the Chief Superintendent of Education shall deduct a sum equal to the Conditions of its apportionment.

deficiency, from the apportionment to such County, City, Town, or Village, in the following year.

Certain sums to be expended for the establishment of School Libraries, under certain regulations.

XLI. *And be it enacted*, That it may, and shall, be lawful for the Governor-in-Council, to authorize the expenditure annually, out of the share of the Legislative School Grant coming to Upper Canada, of a sum not exceeding Three Thousand pounds, (£3,000,) for the establishment and support of School Libraries, under such Regulations as are provided for by this Act; of a sum not exceeding Twenty-five pounds, (£25), in any County, or Riding, for the encouragement of a Teachers' Institute, under the Regulations hereinbefore provided; and of a sum not exceeding [One] *Two* Hundred pounds, (£200,) in any one year to procure Plans and Publications for the improvement of School Architecture and Practical Science in connection with the Common Schools:

The amount heretofore appointed in aid of Common Schools not to be lessened.

Provided always, that the amount heretofore apportioned in aid of Common Schools to the several Counties, Cities, Towns and Villages in Upper Canada, shall not be lessened by the appropriation of such sums, but they shall be taken out of any additional amount awarded to Upper Canada, out of the said Grant, in consideration of the increase of its population, in proportion to that of the whole Province.

The Moneys apportioned annually in aid of Common Schools to be payable the first day of July.

XLII. *And be it enacted*, That the sum of money annually apportioned in aid of Common Schools in the several Counties, Cities, Towns and Villages in Upper Canada, shall be payable on, or before, the first day of July, in each year to the Treasurer of each County, City, Town and Village, in such way as the Governor-in-Council shall, from time to time, direct.

Protection of Common School Fund against loss.

XLIII. *And be it enacted*, That, if any part of the Common School Fund shall be embezzled, or lost, through the dishonesty. or faithlessness, of any party to whom it shall have been entrusted, and proper security against such loss shall not have been taken, the Person, or Persons, whose duty it was to have exacted such security, shall be security for the sum, or sums, thus embezzled or lost, and the same may be recovered from them by Civil suit in any Court of Law, having jurisdiction, to the amount claimed, by the party or parties entitled to receive such sum or sums or at the suit of the Crown.

Proviso as to Secretary-Treasurer.

Provided always, that if any Secretary-treasurer appointed by the School Trustees of any School division, or any Person having been such Secretary-treasurer, and having in his possession any Books, Papers, Chattels, or Moneys, which shall have come into his possession, as such Secretary-treasurer, shall wrongfully withhold, or refuse to deliver up, or to account for and pay over the same, or any part thereof, to such Person, and in such manner as he may have been lawfully directed by any majority of the School Trustees for such School division then in office, such withholding, or refusal, shall be a misdemeanor; and, upon the application of the majority of such Trustees, supported by affidavit of such wrongful withholding, or refusal, made by them before some Justice of the Peace to the Judge of the County Court, such Judge shall, thereupon, make an order that such Secretary-treasurer, or Person having been such, do appear before such Judge at a time and place to be appointed in such order, which shall, by a Bailiff of any Division Court, be personally served on the party complained against, or left with a grown up Person at his residence, and at the time and place so appointed, the Judge being satisfied that such service has been made, shall, in a summary manner, and whether the party complained of do, or do not, appear, hear the complaint; and, if he shall be of opinion that the complaint is well founded, he shall order the party complained of to deliver up, account for and pay over the Books, Papers, Chattels, or Moneys, as aforesaid, by a certain day, to be named by the Judge in such order, together with reasonable costs incurred

Withholding to be a misdemeanor.

Mode of procedure.

Judge to order the party to deliver Books, etcetera.

in making such application, as the Judge may tax, and, in the event of a noncompliance with the terms specified in the said order, or any, or either, of them, then to order the said party to be forthwith arrested by the Sheriff of the County in which such party shall be found, and be, by him, committed to the Common Gaol of his County, there to remain without bail, or mainprize, until such Judge shall be satisfied that such party has delivered up, accounted for, or paid over, the Books, Papers, Chattels or Moneys in question in the manner directed by the majority of the Trustees as aforesaid, upon proof of his having done which, such Judge shall make an order for his discharge, and he shall be discharged accordingly; Provided always, that no proceeding under this proviso shall be constructed to impair, or affect, any other remedy which the said Trustees may have against such Secretary-treasurer, or Person having been such, or his Sureties.

Penalty.

Certificate of qualification for Upper Canada granted to Teachers under certain circumstances.

XLIV. *And be it enacted*, That it may, and shall, be lawful for the Chief Superintendent of Education, on the recommendation of the [Professors] *Teachers* in the Normal School, to give to any Teacher of Common Schools a Certificate of Qualification which shall be valid in any part of Upper Canada, until revoked according to law;

Proviso.

Provided always, that no such Certificate shall be given to any Person who shall not have been a Student in the Normal School, [during, at least, one Session].

Salaries of Superintendents and expenses incurred in the execution of the School law, now paid.

XLV. *And be it enacted*, That no part of the salaries of the Chief Superintendent of Education, or Local Superintendents of Schools, nor of any other persons employed, or expenses incurred, in the execution of this Act, shall be paid out of the Common School Fund, which shall, wholly and without diminution, be expended in the payment of Teachers' salaries, as hereinbefore provided.

Punishment of persons disturbing Meetings.

Penalty.

XLVI. *And be it enacted*, That any Person who shall wilfully disturb, interrupt, or disquiet, the proceedings of any School Meeting authorized to be held by this Act, or any School established and conducted under its authority, shall, for each offence, forfeit for Common School purposes to the School Section, City, Town, or Village, within the limits of which such offence shall have been committed, a sum not [less than] *exceeding* Five pounds, (£5), [nor more than Ten pounds, (£10)], and may be prosecuted before any Justice of the Peace, by any Person whatever, and convicted on the Oath of one credible Witness other than the Prosecutor, and, if convicted, the said penalty shall, if not forthwith paid, be levied with costs by distress and sale of goods and chattels of the Offender, under a Warrant of such Justice, and paid over by him to the School Treasurer of such Section, City, Town, or Village; or the said Offender shall be liable to be [tried] *indicted* and punished *for the same*, as a misdemeanor.

Temporary provisions for holding the first Elections in Cities and Towns.

XLVII. *And be it enacted*, That the first election of Trustees in all the Cities and Towns of Upper Canada, as provided for in the Twenty Second Section of this Act, shall commence at ten of the clock in the forenoon of the first Tuesday in [July] *September*, One Thousand Eight Hundred and Fifty, (1850), and that the places of election in the several Wards of each City, or Town, together with the name of the Returning Officer for each such Ward, shall be duly notified, by causing notices to be put up in at least three public places in each such Ward, and not less than six days before such election, by the Mayor of each City and Town respectively;

Provided always, that the School Trustees then elected in each City and Town shall be subject to all the Obligations which have been contracted by the present School Trustees of such City, or Town; and shall be invested with all the powers conferred by this Act on School Trustees of Cities and Towns

for the fulfilment of such Obligations, and for the performance of all other duties imposed by this Act, *and the word "County" shall include Union of Counties for Municipal purposes.*

XLVIII. And be it enacted, That the Interpretation Act shall apply to this Act; that the word "Teacher" shall include Female as well as Male Teachers; that the word "Townships" shall include Unions of Townships made for Municipal purposes; and the word "County" shall include unions of Counties for Municipal purposes. Interpretation clause.

EDUCATIONAL EPISODE—THE CAMERON SCHOOL ACT OF 1849.

In 1849 Doctor Ryerson prepared an elaborate School Bill for Ontario. Having sent it to the Government for its introduction into the Legislature, the Bill was intrusted to the Honourable Malcolm Cameron, a Member of the Government, for its passage through the House. He, however, prepared a sort of composite School Bill of his own, in which he embodied certain parts of Doctor Ryerson's Bill relating to details. His Bill, having been adopted by the Legislature, it was strongly objected to by the Chief Superintendent of Education as not at all adapted for the purpose for which he had prepared his School Bill. He therefore saw the Honourable Attorney-General Baldwin on the subject. Mr. Baldwin requested the Chief Superintendent to put his objections to the Bill, as passed, in writing, and address the Letter to him. He would then be able to confer with his Colleagues on the subject, and thus be the better able to decide as to what was desirable to do in the matter, under the circumstances. This the Chief Superintendent did, and addressed a Letter to the Honourable Robert Baldwin in regard to the Bill, on the 14th of July, 1849, fully explaining his views on the subject. He stated to Mr. Baldwin that—

. . . "In the meantime, after mature deliberation I have thought it, upon the whole, advisable to prosecute my contemplated work, (as far as I may be enabled), for the next few months, as if no change in the School System had been intended." . . .

Additional Letter to the Honourable Attorney-General Baldwin.

No written acknowledgement of the foregoing Communication was received by Doctor Ryerson from Mr. Baldwin, as it was understood that Doctor Ryerson would personally see Mr. Baldwin, after he had read and considered the various matters discussed in that Letter. This personal interview took place; and, after Doctor Ryerson had returned to Toronto in August, he addressed to Mr. Baldwin the following semi private Letter, in which he said:

I feel that the time and pains you bestowed yesterday, (amidst so many calls and engagements), demands of me something more than a mere verbal acknowledgment. You are the first Member of any Government who has taken the trouble to ascertain, by personal inquiry, the nature and working of the Education Office as a part of the Common School System of Upper Canada, together with the practical operation of certain great principles in the administration of it.

From the attention you have been pleased to give this question, and from what I now understand to be your personal feelings and intentions, I shall renew my labours with fresh confidence, and prosecute my work as if nothing had occurred, and as if nothing would be done to impede it, and leave things to be righted quietly, in the manner that you have suggested. . . .

In the meantime I will be glad to learn, as soon as convenient, the decision of the Government on my proposal in regard to taking the necessary preliminary steps for the introduction of School Libraries.

If I am permitted and enabled to do that part of the work during the ensuing Autumn, and then get a practicable School Act passed next Winter Session of the Legislature, and the requisite copies of it forthwith printed, together with the necessary Official Forms and Regulations, and forms of blank Reports for both School Superintendents and Trustees prepared, and my own Annual Report for the current year, I can then visit all the Districts next Spring and Summer, distributing personally all these documents, with the necessary explanations and consultations at Public Meetings on the manner of using them, and the means of advancing the whole work of Elementary Education throughout the Country.

TORONTO, 16th August, 1849. EGERTON RYERSON.

FINAL SUGGESTIONS IN REGARD TO THE CAMERON SCHOOL BILL OF 1849.

In order, however, to bring the matter definitely before the Government, as a whole, Doctor Ryerson addressed the following final Letter on the subject to the Provincial Secretary, dated the Seventh of December, 1849:—

As it is provided that the new Common School Act for Upper Canada, which passed the Legislature at its last Session, shall have force after the first day of January next ensuing, I desire most respectfully to submit to the consideration of the Governor-General-in-Council what appears to me to be the vital interests of our Common Schools in respect to that law.

THE NEW SCHOOL LAW REPEALS THE FORMER ACT, GRANTING MONEYS TO THE SCHOOLS.

1. I observe, in the first place, that the new Law (see last Section) repeals the very Law by which Legislative aid is now granted to Common Schools in Upper Canada—that it makes no provision whatever for enabling Municipal Councils to establish Common School Libraries; that it makes no provision whatever for enabling the contemplated County Boards to perform the duties imposed upon them; that it provides no security, or means, by which the diversion, in any case, of any part of the Legislative School Grant from the objects contemplated by the Legislature can be prevented; and it provides none of the means essential to acquiring the needful information in regard to any matters relating to the operation, or administration, of the School Law, or the expenditure of moneys for School purposes, in particular cases, in any Township in Upper Canada, as it does not authorize even the slightest correspondence, on either side, between the Provincial Superintendent and any Township Superintendent—thus leaving the Provincial Superintendent no means whatever of acquiring local information of any kind, except by application to the Clerks of the County Councils. With such omissions in the general provisions and great essential parts of this School Law, (without adverting to numerous details), it is obvious that its introduction into the Province, as obligatory Statute Law, must issue in a rapid decline, instead of advancement in our Common Schools.

THE NEW LAW HAS PRACTICALLY REVERSED WHAT HAS BEEN DONE IN THE PAST.

2. But there are many provisions of this Act still more injurious than its omissions. I will mention some of the more general:

(1) It abolishes all that has been done by the Provincial Board of Education, with a view of introducing a series of suitable Text-Books in the Common Schools of Upper Canada, an event which I can look upon as little less than a calamity to the Schools and youth of the Province;

(2) It must also impair, to a considerable extent, the usefulness of the Provincial Normal School, as one object of the training of Teachers in that Institution is, not only to qualify them to teach generally in the best manner, but to teach the National School Books to the best advantage, and to organize Schools according to them—an object which is, in a great measure, useless when the authority which manages the Provincial Normal School is denuded of all right to say anything respecting these School Text-Books. Scores of testimonies have been given in Official Reports and in the Correspondence of the *Journal of Education*, as to the benefits already resulting to Schools from the labours of the Board of Education for Upper Canada in regard to Text-Books, as well as in respect to the Normal School. The most useful recommendations of the Board are not even perpetuated until the action of other Boards takes place; while its authority in respect both to Text-Books and Books for Libraries is abrogated;

(3) This new Law alters the Constitution and system of managing the Normal School,—repeals the provisions to which that Institution owes its very existence, and, to a great extent, its harmonious and economical management, and contains provisions which will add considerably to the expense, and detract from the efficiency of, the management of that Establishment, changes that were introduced not only without consulting the Chief Superintendent of Schools and the Members of the Provincial Board of Education, who had established and matured the operations of the Normal School, but against their judgment.

(4) What has been done during the last two years for improving the system of Schools in our Cities and Incorporated Towns is also to be abolished, and, instead of giving the Boards of Trustees in those Cities and Towns authority to impose Rate-Bills, they are to be set aside, and a retrograde movement is to be made back to the old system, which has long since been abandoned by every City and Town in the neighbouring States as one of the relics of stationary ignorance, and the monumental barriers against all School improvement in Cities and Towns, as experience has shown in the Cities and Towns of Upper Canada for the last twenty years.

(5) Those who have voluntarily fulfilled the office of School Visitors during the last two years and upwards are likewise denuded of their character as such, while corresponding classes of persons in Lower Canada are retained as School Visitors; and, while the Clergy there are not only continued in the office of School Visitors, but are invested with the absolute and exclusive authority to select all Books used in the Schools "relating to religion and morals,"—a power that it was never thought of conferring upon the Clergy of Upper Canada. The School visits of the Clergy of its several Religious Persuasions, (besides 1,459 visits of Magistrates and 959 of District Councillors), have amounted, during the last year, to 2,254, exceeding an average of five School visits for each Clergyman in Upper Canada; nor have I heard of any instance of anything unpleasant, or hurtful, resulting from such visits; but, on the contrary, the most abundant proofs have been given of the salutary, social and educational influence arising from enlisting so vast a moral power in the cause of popular education. The repeal of the legal provision by which Clergymen can, in their official character, and as a matter of right, visit the Schools is, of course, a Legislative condemnation of their acting in that capacity, nor can any Clergyman be expected to visit the Schools, or regard them with interest, after having been denuded of the right of doing so, except by sufferance and as a private individual, while the Clergy in Lower Canada, (where a different form of Religion most widely prevails), are placed in so very different a legal relation to the Schools. I felt satisfied at the time, as I have since learned that the Members of the Government generally were not aware that the provisions of the new Act involved such an insult to the Clergy of Upper Canada, and the severance from the Schools of a cordial co-operation and influence most important to their advancement. . . . .

Such is, in part, a summary statement of those provisions of the new School Act which, I feel satisfied, must render its operations a source of incalculable injury to the Schools, and of great dissatisfaction to the people. I can adduce facts and authorities to illustrate and establish any or all of the points above stated whenever desired.

Redeeming Features of the New Act are Suggestions Made by the Chief Superintendent.

What has been referred to as the popular and remedial features of the new Act,—such as the County Boards for the examination of Teachers, Schools for the children of Coloured people, the apportionment of certain sums for the establishment of Libraries, extending the facilities of the Normal School, the establishment of a School of Art and Design, adapting the School System to that of Township Councils,—were recommended in my Communications and Drafts of Bills dated the 14th October, 1848, and 23rd February, 1849, but they are so mutilated and so connected with incompatible and most strange provisions as to be neutralized and rendered useless. The new Act seems to be the creation of inexperienced theorism, and the collection of Sections and parts of Sections from several Acts and Drafts of School Bills, without any clear perception of their relation the one to the other, or their working as a whole.

Recommendations and Suggestions by the Chief Superintendent of Education.

It being necessary that some decisive action be taken in respect to the School System as affected by the new Act, I take the liberty of submitting the following recommendations to the Governor-General-in-Council:—

1. That the Corporations of Cities and Towns be advised to take no steps at present towards cutting up the constituencies which they represent into little independent petty School Sections, but to allow the present Board of Trustees to remain for the time being; and, under the 17th Section of the new Act, these Boards of Trustees will be invested with all the powers with which it invests any newly-elected School Trustees. Thus will confusion and the breaking up of all that is being done in Cities and Towns be prevented until the ensuing Session of the Legislature.

2. That, in each of the rural School Sections throughout Upper Canada, one Trustee be elected, as seems to be intended by the 23rd Section of the new Act, taken into connection with the 17th Section, (as has been advised by the Attorney-General), and, as should have been the case, had not the present Law been interfered with. Thus there will be no break in the existing School Corporations, and the evils resulting therefrom will be avoided.

3. That, as the fourth clause of the Second Section of the new Act provides that the Schools shall be conducted according to such Forms and Regulations as shall be provided by the Chief Superintendent of Education, the present Forms and Regulations, (which are in the hands of all the Trustee Corporations throughout Upper Canada, and are familiar to them) be continued unchanged until the ensuing Session of the Legislature. Then, as the 73rd Section of this new Act continues the present District Superintendents in office, with their present powers and duties, until the first day of next March, all the operations of the Common School System can be maintained inviolate until that time; no provisions of the new Act will be contravened, and the manifold evils of its introduction will be averted.

4. That, on the meeting of the Legislature, the new Act be withdrawn, and the present Law continued, with such amendments to remedy its defects, and to adapt it to the approaching Township Municipal System, as I proposed in a Draft of a short Bill transmitted to the Provincial Secretary the 23rd February last, together with any further amendments that a careful examination and consultation, with persons of practical experience, may suggest.

Thus will the people feel themselves relieved of the dreadful task of beginning again to learn the Forms and Regulations of a new and complicated Law; the friends of Education will feel that there is some stability in the great principles of the School System, which they have laboured so much and so successfully to establish, and that it will not be subjected to the caprices of party legislation, or the mutations of party power, while it will, from time to time, undergo those amendments and improvements which experience and the progress of society shall demand.

Toronto, 7th of December, 1849. Egerton Ryerson.

Reply to this Letter by the Provincial Secretary.

I have the honour to inform you that His Excellency the Governor-General has had under his consideration in Council your letter of the 7th instant, containing several suggestions with respect to the carrying into effect of the new School Act. His Excellency feels that your practical knowledge of the working of the School System entitles your opinion to much weight; and as the suggestions offered in your Letter appear consistent with the great principles of the School Act, His Excellency has directed that they should be considered in Council, with a view to Legislation on the subject during the next Session of the Provincial Parliament. In the meantime, I am instructed to authorize you to adopt such measures as may appear to you expedient to continue the present Forms and Regulations, and to maintain the present system of management of Common Schools in Cities and Towns so far as you may be able to do so in accordance with the Law.

Toronto, 15th December, 1849. J. Leslie, *Secretary.*

Chief Superintendent's Circular to School Superintendents and Trustees In Regard to the Cameron School Act.

Having received the foregoing letter from the Provincial Secretary, the Chief Superintendent addressed the following Circular to the District Superintendents and Trustees of the Common Schools in Upper Canada, in regard to the Common School Act of 1846, still in operation, and to the Local School Reports for 1849, etcetera:—

I adopt this public method of replying to the various inquiries which have been addressed to me respecting the mode of proceeding at the ensuing Annual School Meetings, to be held at noon on the second Tuesday in January next. I also desire, at the same time, to offer such suggestions as may enable you to pursue the simplest and best course in the performance of your duties for the time being.

In reply to the oft-proposed question: "Will one, or three, Trustees have to be elected at the approaching Annual School Meeting in each of the present School Sections?" I answer—only one, and that one in place of the Trustee whose term of office then expires, to be elected in precisely the same manner as you would have proceeded in the election of a Trustee under the law of 1846.

This answer is given on the advice of the Honourable Attorney-General for Upper Canada. . . .

Blank Trustees' Reports having, about two months since, been forwarded to the several District Superintendents for distribution to the various Corporations of Trustees within their respective jurisdictions, I would recommend the Trustees, in all cases, to have these blank reports filled up and read by the Trustees at their Annual School Meetings, and then transmitted immediately to their District School Superintendent. Every possible care should be taken to fill up every column of the Report correctly.

In regard to the Official Forms and Regulations, I observe that the present Forms and Regulations will remain unaltered until the ensuing Session of the Legislature.

The District School Superintendents having been furnished with Blank Reports, I earnestly request that they will fill them up (adding up all the columns) and transmit them to the Education Office as early as practicable. District School Superintendents will accompany their Statistical Reports with such remarks on the progress, condition and prospects of the Schools under their charge as their own information and experience will enable them to make. I shall be grateful, both on personal and public grounds, if District Superintendents, aided by the School Trustees, will enable me to make the School Report of Upper Canada for the current year as complete and comprehensive as possible.

Toronto, 18th December, 1849. Egerton Ryerson.

NOTE.—It is gratifying to know that the unpleasant feeling which existed between the Honourable Malcolm Cameron and the Reverend Doctor Ryerson about the time of the passing of the Cameron School Bill ceased to exist after a while. Mr. Cameron was a man of generous impulses and Doctor Ryerson was of too noble a nature to bear personal ill-will to those with whom he differed. In *"The Story of My Life"* by Doctor Ryerson, which I edited in 1880, Doctor Ryerson there refers to Mr. Cameron, and to the episode of the passing of his School Bill of 1849, and its after suspension by the Baldwin Government, under Lord Elgin, of that year. He said:—

Now Mr. Cameron might naturally feel deeply at the repeal of his own Act without a trial; but, after he had time for further examination and reflection, and a more thorough knowledge of the nature and working of the School System which I was endeavouring to establish, I believe no man in Canada more sincerly rejoiced than did Mr. Cameron at the repeal of his School Act of 1849, and no man has more cordially supported the present System, or more frankly and earnestly commended the course I have pursued.

While in Europe in 1854 and in 1856, Doctor Ryerson, under the authority of the Provincial Government, commenced the collection of objects of art for the Educational Museum in the Education Department. While there, he met Honourable Malcolm Cameron; who, after Doctor Ryerson returned to Canada, wrote to him from London on the subject of his mission. In a letter, dated 3rd of January, 1857, Mr. Cameron said:—

I have myself witnessed the result of the labour and reading which you must have gone through with in order to obtain the information and cultivation of judgment necessary to get the things which our young Canada can afford; things, too, of such a character and description as shall be useful, not only in elevating the taste of our youth, but of increasing their historical and mythological lore, as well as to inform them of the facts of their accuracy in size and form. . . .

You have passed through many trials, and in most of them I was with you. The period that presses on my mind in 1849, (as Lord Elgin said of Montreal), I do not want to remember. God grant that we may see, in all matters for the rest of our few days, eye to eye, as we do now on all subjects in which you are now engaged, publicly and privately. I think God is with you, and directing you aright in that Methodist Conference matter of 1854 which is nearest to your heart, and I am confident that you will have a signal triumph.

Mr. Cameron's avowals, (on the subject of his differences with Doctor Ryerson,) were frank and manly. On the occasion of his nomination as Member for the County of Lambton, in October, 1857, he thus referred to the School System of Upper Canada and its Founder: —

On the whole the System has worked well. The Common Schools are admirable, and have attracted the commendation of the first Statesmen in the United States, and even in Great Britain they proposed to imitate Canada.—"Story of My Life," pages 426 and 515.

SEMI-PRIVATE LETTER TO ATTORNEY GENERAL BALDWIN.

As incidentally connected with the preceding Letters from the Chief Superintendent of Education to the Honourable Attorney General Baldwin, I insert this concluding one:—

I returned a few days since from my school visit to Albany, New York and Philadelphia, and collected various duplicate copies of School Laws, Reports and Regulations, with a copy of each of which I will furnish you. In conversing with men officially connected with the administration of the School System in the States of New York and Pennsylvania, I found the views I have expressed to you in my recent Letters confirmed and illustrated by many additional facts.

In regard to the means I have proposed, with a view of introducing and establishing School Libraries in Upper Canada, the most cordial approval of the plan was expressed by all with whom I conversed. Some Books that I showed you in the Education Office I can make arrangements to procure for half a dollar a copy, the ordinary selling price being a dollar. In explaining my plan to the senior member of the Publishing House of the Harpers—the American Publishers of Macaulay's History, and the Publishers of the New York State School Libraries— . . . Mr. Harper remarked that by means of such a plan as I proposed the cheapest and best selection of books could be procured for the young people of Upper Canada to be found in any part of the world.

From the period of his first appointment in 1844, as Chief Superintendent of Education, Doctor Ryerson was strongly impressed with the necessity of providing, by means of a certain and efficient financial system, for the maintenance of the Elementary Schools of Upper Canada. His convictions on this subject were strengthened after he made his tour of inquiry in regard to Systems of Education in Europe, and especially in the adjoining States of Massachusetts and New York. In submitting the Draft, therefore, of his first Common School Act in 1846, he emphasized the importance of making effective provision for the support of the Common Schools of the Province. He then pointed out the inefficient and unsatisfactory method of seeking to support these Schools—apart from the Legislative Grant and its Municipal equivalent—by Means of School fees chargeable by Rate Bill upon parents who sent children to the Schools. In each subsequent Annual School Report, Doctor Ryerson referred more or less at length to this fundamentally important feature of our School System.

With the special object of promoting the passage of the School Bill of 1850, which he had prepared to take the place of the Cameron Act and into which the principle of Free Schools was to be embodied,—he issued a strong appeal in The *Journal of Education for Upper Canada* on the Subject of Free Schools. In this Address, which is inserted among the Educational Addresses on Education, are embodied the various arguments which he had hitherto used in commending Free Schools to the People of Upper Canada. He also, in that Address, cited the examples of those educating Countries and States which had successfully embodied in their School Codes the essentially fundamental principle of maintaining the Schools by a specific rate upon property, as an efficient and economical system for their financial support.

In that Address Doctor Ryerson showed that this financial principle for the support of the Schools is a cardinal one in the Massachusetts and New York systems of Schools. He said:—

The right of the child involves corresponding obligations on the part of the State, and the poverty of the child adds the claims of charity to the demands of civil right. In the Annual Report for 1845 of the Board of Education for the State of Massachusetts this principle is stated as follows:—

"The cardinal principle which lies at the foundation of our Educational system is that all the children of the State shall be educated by the State. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by

its framers that without a wise Educational System the Government itself could not exist; and, in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those who, perhaps without children of their own, nevertheless would still be compelled to pay, would receive an ample equivalent in the protection of their persons and the security of their property."

Circular to the Local Superintendents of Common Schools in Upper Canada, on Their Duties Under the Common School Act of 1850.

With this Circular you will receive a copy of the new School Act of 1850 for Upper Canada, 13th and 14th Victoria, Chapter 48, and of the Forms and Instructions necessary for its due execution.

The duties which this Act imposes upon the Local Superintendents of Schools are of the gravest importance; and it is on the nature of these duties, and the manner of discharging them, that I desire to address you on this occasion.

1. The duties of each Local Superintendent of Schools are clearly pointed out in the several clauses of the Thirty-first Section of the new Act. The first duty mentioned is to apportion the School money notified to him by the County Clerk to the several School Sections within the limits of his charge. This he is to do according to the average attendance of pupils in each School, unless otherwise instructed by the Chief Superintendent of Education. The local distribution of the School Fund among the several Schools, according to average attendance, (the mean attendance of pupils for both Winter and Summer being taken), is an important provision of the law; but it should not be adopted without previous full notice to all parties concerned.

2. Having apportioned the school money to the several Sections within the limits of his charge, the Local Superintendent's next duty is to pay the money thus apportioned to legally qualified Teachers, and no others, on the lawful orders of Trustees. . .

3. The next, and of all the duties of the Local Superintendent the most vitally important, is the inspection of Schools. The provision of the law is explicit, both as to the frequency and the manner of this inspection. The law requires each Local Superintendent:

"To visit each School within his jurisdiction at least once in each quarter; and, at the time of each such visit, to examine into the condition of the School as it respects the progress of the pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the School Registers, the average attendance of pupils, the character and condition of the Building and Premises, and to give such advice as he shall think proper." . . .

To perform this duty with any degree of efficiency, a Local Superintendent should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the Local Superintendent's duty to witness the modes of teaching adopted by the Teacher, but he should do something more. He should, at some part of the time, be an actor as well as spectator. To do this he must keep pace with the progress of the science of teaching.

When young, I taught a District Grammar School for about two years, and with some degree of reputed success; but the kind of teaching and school organization which would, in many instances, have been applauded in this Country twenty-five to thirty years ago ought not to be tolerated now. Every man who has to do with Schools ought to make himself master of the best modes of conducting them, in all the details of arrangement, instruction and discipline. A man commits a wrong against Teachers, against children, and against the interests of School Education, who seeks the office of Local Superintendent without being qualified and able to fulfil all its functions. . . .

4. Another most important duty required of each Local Superintendent is "To deliver in each School Section, at least once a year, a Public Lecture on some subject

connected with the objects, principles and means of practical education." The education of a free people is, to a great extent, a system of voluntary exertion. There may be a good School Law, and there may be a large School Fund; and yet education may decline. The Lecture of the Local Superintendent acts, therefore, as a stimulus to keep alive an active interest in the Schools and education generally.

A man's qualifications, irrespective of sect, or party, should influence his appointment to the office of Local Superintendent, but when once appointed, and during his continuance in office, he should act in the spirit of impartiality and kindness towards all Religious Persuasions and parties. This has been the avowal of the Government and the sense of the Legislature in regard to the office and duties of the Chief Superintendent; and I think it was equally understood and intended that no tinge of partisanship should attach to the supervision of Schools, even in the remotest Township of the Province. The spirit of the vow made by the Prussian School Councillor Dinter should imbue the heart of every School officer in Upper Canada:—

"I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God if I did not provide him the best education, as a man and a Christian, which it was possible for me to provide."

TORONTO, 12th August, 1850. EGERTON RYERSON.

CIRCULAR TO THE TRUSTEES OF RURAL SCHOOLS IN UPPER CANADA, ON THEIR DUTIES UNDER THE NEW SCHOOL ACT OF 1850.

The Act of 1850 confirms all past elections, appointments, contracts, assessments, rates and so forth, while it gives to all parties concerned the advantages of its own provisions in the execution of whatever may have been commenced, or undertaken, under the authority of any previous School Act. Trustees are provided with additional facilities, as they are invested with new obligations, to fulfil their previous engagements, and provide for the future interests of the Schools under their charge.

The Trustees, as the Representatives of the people in a School Section, have the sole power of determining the amount of the Teacher's salary, and of the incidental expenses of the School. They can also procure such Apparatus and Text-Books as they may judge expedient for the use of the pupils in the School. But the manner in which the salary of a Teacher and other actual, or estimated, expenses of the School shall be raised is left to a Public Meeting of the tax-payers, to be called for that purpose. Then, if the whole of the expenses are not thus provided for, the Trustees have authority to raise the balance in such a manner as they may think proper, either by Voluntary Subscription, by Rates on parents sending children to the School, or Rates on all the taxable property of the School Section. Trustees themselves, (and not a Magistrate), issue the necessary Warrants for the collection of all Rates levied by them on resident tax-payers. Trustees can also, if they so desire, petition the Township Council, in behalf of any lawful School Section Meeting to impose School rates, and the Council is required to give effect to the request of such Meeting, as expressed by the Trustees. The Common School property of a Section is no longer vested in the Municipal Council, but in the Corporation of School Trustees, and is, as such, liable for debts contracted by them. Trustees are, therefore, furnished with every needful security and means to enable them to establish a Good School, and provide for its efficient support. Faithful Trustees are provided with a still further protection and assistance in the penalties which the new School Act imposes upon those Trustees who refuse, or wilfully neglect, to perform their duties. It has sometimes occurred that Trustees have been thwarted, or embarrassed, in fulfilling their engagements, or doing their duty, by one, or other, of their Colleagues refusing to act, and perhaps, in some instances, actually supporting an opposition School. The Act provides that:

"Every person chosen as Trustee, and not having refused to accept, who shall at any time refuse, or neglect, to perform the duties of his office, shall forfeit the sum of Five pounds; which sum, or sums, may be sued for and recovered by the Trustees of the Section, for its use, before any Justice of the Peace."

Instances sometimes occur of parents, or individual Trustees, refusing, or neglecting, to pay a Teacher on the expiration of his engagement,—the Teacher being thus compelled to leave without the payment of his hard-earned dues, and a debt, thus perpetuated, to the disadvantage of a new Teacher and the future injury of the School. The Act guards against this injustice. It provides that:

"Any Teacher shall be entitled to be paid at the same rate as mentioned in his agreement with the Trustees, even at the expiration of the period of his agreement, until the Trustees shall have paid him the whole of his salary, according to their engagement with him."

This provision will prevent the injurious accumulation of debts to Teachers in a Section, and it will furnish Trustees, desirous of performing their duties, with satisfactory reasons for insisting upon prompt payment of the Rates for the Teacher's salary; while it will afford protection to the discharged Teacher against any possible attempt to wrong him. Then the Eleventh and Seventeenth Sections, and the eighteenth clause of the Twelfth Section, provide an easy mode of arbitration by which Trustees can settle any differences which may arise between them and the Teacher, or with other parties in the School Section

I know not how a Law, founded upon popular principles and a due regard to the equal rights of all parties, can more effectually provide for the easy and efficient discharge of the duties of Trustees, the right of each School Section to manage its own local affairs, and the means and facilities of education for all its children. . . .

It will be seen that the new School Act provides every desirable facility for the establishment of Free Schools,—Schools supported by the property of all, and equally free to the children of all,—the only Schools which are, in my opinion, based upon the true principles of national education, and adapted to national wants. But I wish every School Municipality to be the judge as to the manner of supporting its own Schools; and I think the success of Free Schools will be greatly influenced by the discretion exercised in their first establishment. As the very object of a Free School, and the principle of supporting it, implies a School for the common education of all the children and youth of a School Section, the first requisite towards its accomplishment is to provide a School House and a Teacher adequate to that end. To employ a Teacher incompetent to teach all the school-going youth of a section, and yet to tax all the inhabitants to pay the salary of such incompetent Teacher, is manifestly unjust. Trustees should, therefore, upon the ground of justice to all School-rate payers, as well as from a regard to the interests of their own children, employ none but a highly competent Teacher when it is determined to have a Free School. A good School and a Free School should be convertible terms, as should an able Teacher and a Teacher of a Free School. Then will the quality and character of instruction be as much advanced, as the number of pupils will be multiplied, with the establishment of every Free School I hope, before the year 1860, to see the light of a Free School emitting its splendour and imparting its blessings to every child of every School Section in Upper Canada.

It only remains for me, while I again congratulate you on the auspicious circumstances in which the new Act places you, to urge upon you the fulfilment of the high purposes of your responsible office. The destinies of the rising and future generations of the Country are truly in your hands. The youth of the land look up to you as the guardians and providers of that education which will enable them to perform their duties to their Maker, to their Country, and to posterity. May the fruits of your labours place Upper Canada in a position of honour and pre-eminence among the other Countries of North America!

TORONTO, 12th of August, 1850. EGERTON RYERSON.

Circular to the Teacher of Each Common School in Upper Canada on his Duty Under the New Common School Act of 1850.

The new Common School Act of 1850 for Upper Canada may be regarded as the Great Charter of Common School Teachers in Upper Canada. It stamps their profession with new importance, and throws over their interests and character the shield of a new protection. I can now say truly that I know of no State, where a Popular School System exists, in which the rights and interests of Teachers are so effectually protected as under the provisions of the new School Act for Upper Canada. The pages of the *Journal of Education* and the "Correspondence on the School Law" attest the feelings I have entertained, and the efforts I have made to elevate the position, protect the rights, and improve the circumstances of School Teachers; and I rejoice to witness the enactment of a law so far satisfactory on this subject as to prompt me, for the first time during my six years' occupancy of office, to address an official Circular to Teachers, believing that their position and prospects are now sufficiently encouraging to justify me in holding up the profession of a Teacher as a comfortable, as well as respectable and useful, employment for life.

The new Act provides Trustees of Common Schools with greater facilities for raising the salaries of Teachers and furnishing the Schools with all needful Maps, Apparatus and Text-Books than I know of in any other Country; while, at the same time, it makes corresponding provision for the punctual payment of Teachers, both from the School Fund and local School Rates. You have only to study carefully the provisions of the new School Act to be impressed with the conviction that they have been conceived in the spirit of the warmest regard for the interests and efficiency of the Teachers' profession, and contain all that can be secured by law to a Teacher under a system of local self-government, where the patronage and emoluments of each School, (beyond the amount of the School Fund apportioned to each School Section), are in the hands of a local elective Corporation, and not of a central Executive, as in other systems of government. The facilities for Normal School Instruction to all Teachers who wish to avail themselves of it are also greater, under the liberal provisions of the new Act, than in any other Country in America. A valuable series of uniform Text-Books, coming so generally into use, and the Trustees being authorized to supply all the pupils with them, cannot fail greatly to relieve and facilitate the labours of the Teacher. It will also be observed in the Regulations that the independence of the Teacher, in the teaching and classification of his School, is placed beyond petty interference or individual tyranny.

Permit me first to say, value your profession. If you do not value it, others will not. Show your estimate of it by making yourself thoroughly master of it, by devoting your energies to it, by becoming imbued with its spirit. Let your actions speak, and let your heart feel. If an orator would have his audience feel, he must first feel himself; and if a Teacher does not feel, and does not give proof that he feels, the value and importance of his work, can he reasonably expect others to do so? We often hear it said, "Teachers are not respected." But is it not almost as often true that Teachers do not respect themselves? A Teacher cannot be made respectable by Act of Parliament. He must make himself so. In every ordinary employment of life, a man who acts upon high principles, and shows that he understands and values his business, will invariably command respect. Nor are the Teacher and his work an exception to this general rule. Nay, wherever a Teacher has shown himself the possessor of noble principles, and that he understood and loved his work, has he not commanded respect and soon acquired commanding influence in the neighbourhood of his residence? A people in so young a Province, and in the infancy of the School System, who voluntarily taxed themselves last year to the amount of Two Hundred and Seventy-five Thousand dollars ($275,000), (considerably more in proportion to population than the amount raised last year by the people of the State of New York), for salaries of Teachers alone,—irrespective of the

Legislative School Grant, and of the sums assessed and collected for the erection of School Houses, and for the incidental expenses of Schools,—cannot but respect every respectable Teacher. The large increase which has already, in many instances, taken place in the salaries of efficient Teachers, and the increasing demand for such Teachers in various parts of the Province, indicate a progress full of encouraging hopes and anticipations for the future.

Then, if you value your profession yourself, employ the proper means to give it a place, not only in the esteem, but in the interest and sympathies, of others. The profession of a Teacher is a means to an end; it exists, not for the sake of the Teacher himself, but for the interests of society. It is a work indispensable to the progress and well-being of society. What is the teacher's work? It is to develop the mind, to mould the heart, and to form the character of the future citizens, Magistrates and Rulers of our land! It is to teach and implant that which is the only true guarantee of liberty, order and social stability—the essential element of a Country's prosperity and happiness. Show that you sympathize with these objects; that your heart is in them; that your thoughts and aims do not terminate in yourself alone, but embrace others, and especially encircle the rising generation. Such a spirit, like heat in the atmosphere, will be diffusive. Others will imbibe it; the indifferent will become interested, and the selfish will begin to feel the impulses of intelligent generosity; parents will become increasingly anxious for the education of their children, and children will become increasingly anxious to be educated. In any neighbourhood, both in town and country, where any youth are allowed to grow up uneducated, a Teacher should be an Educational Missionary, as well as an Educational Pastor; and every instance of success will add to his influence and means of support, as well as usefulness. No class of men in the Country will derive so large an individual advantage from the progress of society as School Teachers, and they ought to be intent in efforts to excite every sentiment and feeling, and to procure and circulate every publication which will tend to diffuse education and knowledge. . . .

The mutual intercourse of Teachers,—mutual visits to each others' Schools,—forming, and meeting occasionally, or periodically in, Associations for mutual improvement, and the promotion of professional objects,—which are no other than public interests; these and kindred measures, in connection with professional reading and industry, cannot fail to contribute much to the success, enjoyment and social standing of Teachers. Professional friendships will be formed; professional feeling will be enkindled; professional zeal and emulation will be excited; professional skill and usefulness will be improved; and Teachers will be more respected by the community at large by thus evincing proper respect for each other. Faithful Teachers have already on their side the enlightened part of the community, the press, the pulpit and the Legislature. Let them be true to themselves and to their profession. Lord Bacon has said truly: "Every man owes a debt to his profession." . . .

Your work is now a public profession, recognized by law, and none but a Teacher, examined and licensed according to law, is permitted to receive a farthing of the public School Fund, any more than a person, not examined and admitted to the Law Society, is permitted to practice as a Barrister-at-Law. And the results of the work performed in the humble School House, though remote, will not be uncertain, and may one day appear in the highest position of a free people's gift, or in the most important affairs of a nation's diplomacy, or in the most honoured relations of parental and social life. The Common School House is the sole Educational College for the vast majority of the present youth and future fathers and mothers of our Country. That accomplished scholar and elegant writer, Doctor Jared Sparks, President of Harvard University, traces his early training, and several years of his apprenticeship in teaching, to the Common School; and the great American statesman and orator, Daniel Webster, is accustomed to refer to the Common School as his first *alma mater*, in which was laid the foundation of his future character. Through long months, and in retirement and solitude, the Italian Painter occupied his brush on a single piece of canvas; but that canvas has, age after age,

imparted instruction and delight to hundreds of thousands. For years did the Grecian Sculptor, in almost exiled seclusion, employ his chisel on a single block of marble; but that marble has survived the wreck of empires, and still commands the admiration of the refined of all countries. Let the practical philosophy of these facts be engraved upon the heart of every right-minded Teacher, and it will sweeten his toil, and add fresh attractions to every successive year of his increasingly skilful and efficient labours.

TORONTO, 14th of August, 1850. EGERTON RYERSON.

CIRCULAR TO THE COUNTY BOARDS OF PUBLIC INSTRUCTION ON THEIR EXAMINATION OF SCHOOL TEACHERS UNDER THE SCHOOL ACT OF 1850.

You will observe that the standard of qualifications prescribed for each class of Teachers is lower, indeed, than in strict propriety it ought to be—lower than it is for Common School Teachers in Ireland; lower than it will doubtless be in Upper Canada in the course of three, or four, years. The standard here laid down for First-Class Teachers will probably soon be applied to Second-Class Teachers, and that of Second applied to Third-Class Teachers, and no persons will be admitted into the public Schools, as legally qualified Teachers, whose qualifications will not enable them to secure a Second-Class Certificate, according to the accompanying Programme. But the Council of Public Instruction has had regard to the present circumstances of the Country, to the fact that this is the first step which has yet been adopted for establishing a uniform standard and system of examination of Teachers throughout Upper Canada.

But the first, and perhaps most important, duty which devolves upon you is that which precedes an examination into the intellectual qualifications of candidates. The law expressly declares that "no Certificate of Qualification shall be given to any person as Teacher who shall not furnish satisfactory proof of good moral character." This is a vital point on which you are called to pass a conscientious and impartial judgment before you admit any candidate to an examination. The law of the land thus makes you the moral guardians of the children and youth of your respective Counties, as far as depends upon the moral character of their Teachers, the same as the Divine law makes you the guardians of your own children; and you should certainly license no character to teach the former whom you would not permit to teach the latter. Now you meet in Council; the Candidates come before you on common ground; you judge of the "moral character" of each by a common rule. I cannot but regard it as your special mission to rid the profession of Common School Teaching of unworthy characters, and of wholly incompetent persons, to protect the youth against the poison of a vicious Teacher's example, and to lay the foundation for greatly elevating the Profession of School Teaching, and greatly increasing the efficiency and usefulness of Common Schools. The moral character of Teachers involves the deepest interests of our offspring and the widest destinies of our Country. I am sure you will agree with me that your Certificates should state what you believe to be strictly true, and, therefore, be a guarantee to Trustees of Schools and parents of children, in regard to the moral character and intellectual qualifications of every Teacher whom you shall license.

No branch of a System of Public Instruction has ever been brought into operation in any Country without much anxious toil; and the efficient commencement of this most important, and too long neglected, department of School System will require no inconsiderable labour and much patient and earnest purpose to promote the welfare of the rising generation. The more serious and difficult part of the task will soon be accomplished, while the results cannot fail to be extensively beneficial, alike upon the application, the aspirations and improvements of Teachers, the character of the Schools, and the progress and interests of the pupils.

TORONTO, 8th of October, 1850. EGERTON RYERSON.

THE ACT OF 1853, SUPPLEMENTARY TO THE COMMON SCHOOLS ACT OF 1850 FOR UPPER CANADA,

Is destined to exert a more powerful influence in extending and elevating the system of Elementary Education in Upper Canada than any of the Schools Acts which have preceded it.

SPECIAL NOTE.—(1) This Supplementary Act does not repeal nor alter any of the general provisions of the School Act of 1850, but provides for wants which the progress of the School System has created, and remedies defects which observation and experience have detected. The one Act does not supersede, but supplements, the other. The latter Act is the completion of the former. The two form a whole.

(2) By the provisions of this latter Act, combined with those formerly passed, the whole system of Elementary Instruction in Upper Canada is placed upon a broad, deep, and permanent foundation. It is gratifying to be able to state that an addition of one-sixth has been made to the Legislative School Grant for Upper Canada; the completion and support of the Normal School are fully provided for; provision is made for the gratuitous circulation of the *Journal of Education* to all the School Sections and School Superintendents in Upper Canada; an annual sum is granted to commence a Provincial Museum and Library; the commencement of an annual fund is made for the support of Superannuated or worn-out School Teachers,—a provision of the utmost importance towards establishing and elevating the noble profession of School teaching.

(3) The office of School Trustee is invested with great power; and is, therefore, one of great respectability as well as of responsibility. The effect will soon be the selection of the best qualified men in each School Division to this vitally important and powerful office. Motives of economy will dictate this, no less than regard for the interests of the rising generation. Many ignorant men, feeling their own deficiencies, would do good as School Trustees, if they knew how. Educated Trustees can manage a School and its interests more economically, as well as more efficiently, than uneducated Trustees. A School must be kept open in each School Section six months in each yera by a legally qualified Teacher, or the Trustees of such Section incur personally the forfeiture of the amount of the School Fund apportioned to such Section for the year. No opposition of individuals or of Meetings can prevent Trustees from levying and collecting, from time to time, such sum, or sums, as they may think necessary for School purposes; and the most formidable obstruction which can be erected in any School Section against the general attendance of Pupils at School is the voting of a rate bill of one shilling and three pence a month, or about three pence half-penny a week, for each Pupil,—a charge too small to prevent a full attendance of Pupils at every well-taught and well-furnished School.

(4) The several Sections of the Supplementary Act which remove doubts as to certain provisions of the School Act of 1850, which secure to each School division the advantage of all the taxable property situated within its limits, and the collection of all Rates on the Lands of Absentees, which provide for proper descriptions of all School Sections in each Township, which relate to disturbances of Schools and law-suits, etc., etc., cannot fail to be eminently promotive of the interests of Schools.

(5) The same remark may be made in regard to the 4th Section of the Supplementary Act which relates to Separate Schools. It will be seen by this Section, 1. That no Separate School can be established, or continued, otherwise than on the conditions and under the circumstances specified in the 19th Section of the School Act of 1850. 2. That no part of any Municipal Assessment can be applied, and no Municipal Authority, or Officer, can be employed to collect Rates for the support of any Separate School—a great restriction and improvement in the School Law, as it has hitherto existed on this subject. 3. That if any persons, whether Roman Catholic, or Protestant, demand a Separate School in the circumstances under which it may be allowed, they must tax themselves for its support, and they must make returns of the sums they raise, and the children they teach—a Regulation which has not heretofore been required, but which is rendered necessary in order to make out the School Assessment Roll, and to determine the School Collector's duties. 4. That Separate Schools are subject to the same inspections and visits as are all Common Schools. 5. That all ground and semblance of a complaint of injustice is taken away from the supporters of a Separate School, while they cannot any longer employ Municipal authority and Municipal Assessments for sustaining their School. 6. That the supporters of Separate Schools cannot interfere in the affairs of the Public Schools.

If Separate Schools have not hitherto endangered our School System, there is still less danger of their being able to do so under the Supplementary Act, the provisions of which put it out of the power of any opposers to shake the foundations of that System, or get up a plausible pretext of agitation against it on the plea of religion, or justice. The withdrawment of a few persons, here and there, from the support of the Public Schools, will scarcely be felt by the people at large, even in a pecuniary sense, while they will have the advantage of making the Public Schools more perfectly what they wish them to be in a Religious and moral point of view.

This Supplementary Act of 1853 embodies the result of the matured experience of the Chief Superintendent of Education, and also that of the Local School Superintendents in different parts of the Province.

16TH AND 17TH VICTORIA, CHAPTER CLXXXV.

AN ACT SUPPLEMENTARY TO THE COMMON SCHOOL ACT FOR UPPER CANADA OF 1850.

THE EARL OF ELGIN AND KINCARDINE, GOVERNOR-GENERAL.

[Received the Royal Assent on the 14th of June, 1853.]

(NOTE.—The parts of this Act which were omitted in the Legislature are inserted in brackets, and the additions are printed in italic type.)

WHEREAS it is expedient to make some further provision for the Improvement of Common Schools in Upper Canada, and to modify and extend some of the provisions of the Act passed in the Session held in the Thirteenth and Fourteenth Years of Her Majesty's Reign, Chaptered Forty-eight, and intituled: "An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," hereinafter called: "the Upper Canada School Act of 1850": Preamble. 13th & 14th Vict., Chap. 48.

Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue

of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled: "An Act to Re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada," and it is hereby enacted by the authority of the same:

Imperial Act of 1840.

Boards of School Trustees, Cities and Towns, to have the powers of Trustees of School Sections.

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

Proviso: As to Chairmen of such Boards.

Provided always, that the Chairman of each such Board of School Trustees shall be elected by the Trustees from their own number, and shall have a right to vote at all times, and [shall also have a second or casting vote, in case of an equality of votes], *in case of an equality of votes, the maxim: praesumitur pro negante, shall prevail.*

Elections of Boards of Trustees in Villages.

II. *And be it enacted*, That in any Village, or *Town not divided into Wards*, in Upper Canada, which shall become incorporated, according to Law, an Election of a Board of School Trustees for such Village, *or Town*, shall take place at the time specified in the Second Section of the said Upper Canada School Act of 1850;

1st Proviso: As to the calling of Meeting for such Elections.

Provided always, That the first Election of such Board of School Trustees shall be called by the Returning Officer appointed to hold the first Municipal Election in such Village, *or Town*, or, in case of his neglecting to do so for one month, by any two Freeholders in such Village, *or Town*, on giving six days' notice, in, at least, three public places in such Village, *or Town*;

2nd Proviso: Elections in certain places confirmed.

Provided also, That all Elections of School Trustees that have taken place in Villages and Towns not divided into Wards which have been Incorporated since One Thousand Eight Hundred and Fifty, shall be, and are hereby, confirmed, and the Acts of Boards of School Trustees so elected in such Villages and Towns are hereby made as valid as if such Boards had been elected for Villages and Towns incorporated before One Thousand Eight Hundred and Fifty:

3rd Proviso: Amendment to proviso 2, of Sect. 26, 13 & 14 Vict., cap. 48.

Provided likewise, That, in the words "two years," which occur in the Second proviso of the Twenty-fifth Section of the said Act, the word "three" shall be substituted for the word "two," and the said proviso shall be held to have, and to have had, effect, as if the word "three" had been originally inserted therein instead of the word two:

4th Proviso: Construction of Act of 1880.

Provided, nevertheless, That the Twenty-fifth and Twenty-sixth Sections of the said Act shall be construed to apply to all such Boards of School Trustees.

Declaration to be made by any person offering to vote at Election of Trustees, if his vote be objected to.

III. *And be it enacted*, That, in case *an objection be made to* the right of any person to vote at an Election of a Trustee, or Trustees, in any City, Town, or Incorporated Village, [be objected to], *or upon any other subject in connection with School purposes*, the Returning Officer presiding at such Election shall require the person whose right of voting is thus objected to, to make the following declaration:—

Form of it.

I do declare and affirm that I have been rated on the Assessment-Roll of this City (Town, or Village, as the case may be) as a Freeholder, (or Householder, as the case may be), and that I have paid a Public School Tax in this ward, (or Village, as the case may be,) within the last twelve months, and that I am legally qualified to vote at this Election.

And the person making such declaration shall be permitted to vote:

Proviso: punishment for false declaration.

Provided always, That any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to

vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment, in the manner provided for similar cases in the Seventh Section of the said Upper Canada School Act of 1850.

Provisions Relating to Separate Common Schools.

Persons sending their children to Separate Schools or subscribing thereto an amount equal to what they would otherwise have to pay for Common Schools exempted from payment of rates imposed for Common Schools, Separate Schools to share in Legislative Grant only and in what proportion.

IV. *And be it enacted*, That in all Cities, Towns and Incorporated Villages and School Sections, in which Separate Schools do, or shall, exist, according to the provisions of the Common Schools Acts of Upper Canada, persons of the Religious Persuasion of each such Separate School sending children to it, or supporting such School, by subscribing thereto annually an amount equal to the sum which each such person would be liable to pay, (if such Separate School did not exist,) on any assessment made to obtain the annual Common School Grant for each such City, Town, Incorporated Village, or Township, shall be exempted from the payment of all Rates imposed for the support of the Common Public Schools of each such City, Town, Incorporated Village, or School Section, and of all Rates imposed for the purpose of obtaining the Legislative Common School Grant for such City, Town, Incorporated Vilage, or Township; and each such Separate School shall share in such Legislative Common School Grant only, (and not in any School Money raised by Local Municipal Assessment,) according to the average attendance of pupils attending each such Separate School, (the mean attendance of pupils for the Winter and Summer being taken,) as compared with the whole average attendance of pupils attending the Common Schools in each such City, Town, Incorporated Village, or Township; and a Certificate of Qualification signed by *the majority* [any one] of the Trustees of such Separate School shall be sufficient for any Teacher of such School:

Qualification of Teachers.

1st Proviso. Exemption.

Provided always, Firstly, That the exemption from the payment of such School Rates, as herein provided, shall not extend beyond the period of such persons sending children to, or subscribing, as aforesaid, for the support of such Separate School:

2nd Proviso: Returns from Separate Schools.

Provided, Secondly, That the Trustees of each such Separate School shall, on, or before, the Thirtieth day of June, and Thirty-first day of December of each year, transmit to the Local Superintendent of Schools, a [list] *correct return* of the names of all persons of the Religious Persuasion of such Separate School, who shall have sent children to, or subscribed, as aforesaid, for the support of such Separate School during the six months previous, and the names of the children sent, and amounts subscribed by them respectively, together with the average attendance of pupils in such Separate School during such period; *And the Local Superintendent shall forthwith make a return to the Clerk of the Municipality, and to the Trustees of the School Section, or Municipality, in which such Separate School is established, stating the names of all the persons, who, being members of the same Religious Denomination, contribute, or send children, to such Separate School; and the Clerk shall not include in the Collector's Roll for the general, or other School, Rate, and the Trustees, or Board of Trustees, shall not include in their School Rolls, except for any Rate for the building of School Houses undertaken before the establishment of such Separate School, as herein mentioned, the name of any such person as appears upon such Return, then last received from the said Local Superintendent; and the Clerk, or other Officer of the Municipality, within which such Separate School is established, having possession of the Assessor's or Collector's Roll of the said Municipality, is hereby required to allow any one of the said Trustees, or their authorized Collector, to make a copy of such Roll, as far as it shall relate to their School Section*:

3rd Proviso: Sect. 13, of 13 and 14 Vict. c. 48, to apply.

Provided Thirdly, That the provisions of the Thirteenth Section of the said Upper Canada School Act of 1850, shall apply to the Trustees and Teachers of Separate Schools, the same as to Trustees and Teachers of other Common Schools:

4th Proviso: Separate Schools Trustees of may levy Rates.

Provided Fourthly, That the Trustees of each such Separate School shall *be a Corporation and shall* have the same power to *impose*, levy and collect School Rates, or Subscriptions, *upon and* from persons sending children to, or subscribing towards the support of, such Separate School as the Trustees of a School Section have to *impose*, levy and collect School Rates, or Subscriptions, from persons *having Property in such Section, or* sending *children* to, or subscribing towards the support of the Common School of such Section:

5th Proviso: from what time this section shall have effect.

Provided Fifthly, That the foregoing provisions in this clause shall take effect from the First day of January [1853], *One thousand, Eight hundred and Fifty-three*, and shall extend to the Separate Schools established, or intended to be established, under the provisions of the Upper Canada Common Schools Acts:

6th Proviso: as to voting at elections of Trustees.

Provided Sixthly, That no person belonging to the Religious Persuasion of such Separate School, and sending a child, or children, thereto, or subscribing towards the support thereof, shall be allowed to vote at the Election of any Trustee for a Public Common School in the City, Town, Incorporated Village, or School Section, within the limits of which such Separate School shall be situate.

Trustees of each School Section to transmit a certain report annually, etc.

V. *And be it enacted*, That the Trustees of each School Section shall, on or before the Thirtieth day of June, and the Thirty-first day of December, in each year, transmit, [verified by the oath of their Teacher, before a Justice of the Peace] to the Local Superintendent *a correct return* of the average attendance of pupils in the School, or Schools, under their charge during the six months then immediately preceding; nor shall any School Section be entitled to the apportionment from the School Fund for the said six months, the Trustees and Teacher of which shall neglect to transmit to the Local Superintendent a verified statement of such average attendance of pupils in their School, or Schools;

Proviso.

Provided always, That nothing herein contained shall be construed to repeal the provisions of the Thirty-first Section of the said Upper Canada School Act of 1850.*

Trustees may assess for School Houses and sites therefor.

VI. *And be it enacted*, That the Trustees of each School Section shall have the same authority to assess and collect *School* Rates for the purpose of purchasing School Sites and the erection of School Houses, as they are now, or may be, invested with by law to assess and collect Rates for other School purposes:

Proviso: Special meeting to be held.

Provided always, That they shall take no steps for procuring a School Site, on which to erect a new School House, or changing the Site of a School House established, or that may be hereafter established, without calling a Special Meeting of the Freeholders and Householders of their Section to consider the matter; and, if a majority of such Freeholders and Householders, present at such Meeting, differ from a majority of the Trustees, as to the Site of a School House, the question shall be disposed of in the manner prescribed by the Eleventh Section of the said Upper Canada Schools Act of 1850:†

* This Thirty-first Section of the School Act of 1850 defines the comprehensive duties of Local Superintendent of the Schools.

† *i.e.* by arbitration,—the Local School Superintendent being an Arbitrator, *ex-officio*. The Eighteenth clause of the Twelfth Section of this Act also provides for arbitration.

Provided, That such Trustees shall, whenever they impose any Rate for School purposes, make a return to the Clerk of the Municipality of the amount of the Rate so imposed by them. Proviso.

VII. *And be it enacted*, That the Trustees of each School Section shall see that each School under their charge is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law. Trustees to see that each School has a Registry and Visitors' Book.

VIII. *And be it enacted*, That the Trustees of each School Section shall have authority to take such steps as they may judge expedient to unite their School with any public Grammar School, which shall be situate within, or adjacent to, the limits of their School Section. Uniting Common Schools with Grammar Schools.

IX. *And be it enacted*, That the Trustees of each School Section shall be personally responsible for the amount of any School moneys which shall be forfeited and lost to such School Section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the Ninth Section of the said Upper Canada School Act of 1850, for the collection and application of the fines imposed by the said Section (*i.e.*, for the purposes of the School Section.) Responsibility of Trustees for money lost through their neglect

X. *And be it enacted*, That the Trustees of each School Section shall, each personally forfeit the sum of One Pound, Five Shillings, for each and every week that they shall neglect, after the [fifteenth] *Thirty-first day* of January in each year, to prepare and forward to their Local Superintendent of Schools, their School Report, as required by law, for the year ending the Thirty-first of December, immediately preceding; and which sum, or sums, thus forfeited, shall be sued for by such Local Superintendent, and collected and applied in the manner provided by the Ninth Section of the said Upper Canada School Act of 1850. Penalty on Trustees neglecting to make their yearly Report.

XI. *And be it enacted*, That no Agreement between Trustees and a Teacher in any School Section, made between the First of October and the second Wednesday in January, shall be valid, or binding, on either party after the second Wednesday in January then next, unless such Agreement shall have been signed by the two Trustees of such School Section whose period of Office shall extend to one year beyond the second Wednesday of January, after the signing of such Agreement. What agreements only with Teachers shall be valid.

XII. *And be it enacted*, That any Person residing in one School Section, and sending a child, or children, to the School of a neighboring School Section, shall nevertheless be liable for the payment of all [rate-bills and] Rates *assessed* for the School purposes of the Section in which he resides, the same as if he sent his child, or children, to the School of such Section; and such child, or children, shall not be returned as attending any other than the School of the Section, in which the parents, or guardians, of such child, or children, reside; but this clause shall not be held to apply to Persons sending children to, or supporting, Separate Schools, or to prevent any Person who may be taxed for Common School purposes on property situate in a different School Section from that in which he resides, from sending his children to the School of the Section in which such property may be situate, on as favourable terms as if he resided in such Section. Liability of persons sending children to School in Section other than that in which they reside. Exception as to Separate Schools.

XIII. *And be it enacted*, That no Rate-Bill shall be imposed upon the inhabitants of any School Section according to the whole number of children, or [of] the number of children of legal school age, residing in such Section; but all the School expenses of such Section shall be provided for by any, or all, of the three authorized methods of Voluntary Subscription, Rate-bill for each pupil attending the School, or by Rate upon Property: By what methods only School expenses shall be provided for.

Proviso. *Provided always*, That no Rate bill shall be imposed exceeding [Two Shillings and Six pence per quarter, or] *One Shilling and Three Pence per month* for each Pupil attending the School.

Term of office of Local Superintendents. XIV. *And be it enacted*, That any person who has been, or may be, appointed Local Superintendent of Schools, shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct, or incompetency,) until the first day of April of the year following that of his appointment:

1st Proviso. *Provided always, Firstly*, That no Local Superintendent shall be a Teacher or Trustee of any Common School during the period of his being in office:

2nd Proviso. *Provided, Secondly*, That no Local Superintendent shall be required (unless he shall judge it expedient, and except with a view to the adjustment of disputes), to make more than two official Visits to each School Section under his charge; one of which Visits shall be made some time between the First of April and the First of October, and the other some time between the First of October and the First of April:

3rd Proviso. *Provided, Thirdly*, That the Local Superintendents of adjoining Townships shall have authority *and are hereby required* to determine the sum, or sums, which shall be payable from the School Apportionment and Assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall also determine the manner in which such sum, or sums, shall be paid:

4th Proviso. *Provided, Fourthly*, That, in the event of one person being Local Superintendent of both of the Townships concerned, he shall act in behalf of such Townships; and, in the event of the Local Superintendents of Townships thus concerned not being able to agree as to the sum or sums, to be paid to each such Township, the matter shall be referred to the [Chief Superintendent of Education,] *Warden of the County, or Union of Counties*, for final decision:

5th Proviso. *Provided, Fifthly*, That each Local Superintendent of Schools shall have authority to appoint the time and place of a Special School Section Meeting, at any time, and for any lawful purpose, should he deem it expedient to do so:

6th Proviso. *Provided, Sixthly*, That each Local Superintendent of Schools shall have authority, within twenty days after any Meeting for the Election of Common School Trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such Election, and to confirm it, or set it aside, and appoint the time and place of a new Election, as he shall judge right and proper:

7th Proviso. *Provided, Seventhly*, That each Local Superintendent shall have authority, on due examination, (according to the Programme authorized by law for the Examination of Teachers,) to give any Candidate a Certificate of Qualification to teach a School within the limits of the charge of such Superintendent, until the next ensuing Meeting, (and no longer), of the County Board of Public Instruction, of which such Local Superintendent is a Member; but no such Certificate of Qualification shall be given a second time, or shall be valid, if given a second time, to the same person in the same County:

8th Proviso. *Provided, Eighthly*, That, in the event of a Local Superintendent of Schools resigning his office, the Warden of the County, or Union of Counties, within which such Superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated, until the next ensuing Meeting of the Council of such County, or Union of Counties.

MISCELLANEOUS PROVISIONS, APPLICABLE TO THE SCHOOLS GENERALLY.

Last proviso of 17th section of C. School Act of 1850 repealed.

XV. *And be it enacted*, That the last proviso of the Seventeenth Section of the Upper Canada School Act of 1850 shall be and is hereby repealed:

Arbitrators between Teachers and Trustees invested with full powers to decide disputes.

And be it also enacted, That the Arbitrators mentioned in the said Seventeenth Section of the said Act, shall have authority to administer oaths to, and to require the attendance of, all or any of the parties interested in the said reference, and of their Witnesses, with all such Books, Papers and Writings as such Arbitrators may require them, or either of them, to produce; and the said Arbitrators, or any two of them, may issue their Warrant to any person to be named therein, to enforce the collection of any sum, or sums, of money by them awarded to be paid, and the person named in such Warrant shall have the same power and authority to enforce the collection of the money, or moneys, mentioned in the said Warrant, with all reasonable costs, by seizure and sale of the property of the party, or Corporation, against whom the same is rendered, as any Bailiff of a Division Court has in enforcing a judgment and execution issued out of such Court; and no action shall be brought in any Court of Law, or Equity, to enforce any claim, or demand, which, by the Seventeenth Section of the said in part recited Act, may be referred to arbitration, as therein mentioned.

Assessors shall separately assess property within the limits of School Sections.

XVI. *And be it enacted*, That whenever the Lands or Property, of any individual, or company, shall be situate within the limits of two, or more, School Sections, it shall be the duty of each Assessor appointed by any Municipality, to assess and return on his Roll, separately, the parts of such Lands, or Property, according to the divisions of the School Sections within the limits of which such Lands, or Property, may be situate:

Proviso.

Provided, always, That every undivided occupied Lot, or part of a Lot, shall only be liable to be assessed for School purposes in the School Section where the Occupant resides.

Township Council shall not collect more than one School rate per year except for sites and School Houses.

Application from trustees for rates shall be made before August.

Proviso in regard to Union Sections.

XVII. *And be it enacted*, That no Township Council shall have authority to levy and collect, in any School Section, during any one year, more than one School Section rate, except for the purchase of a School Site, or the erection of a School House; nor shall any such Council have authority to give effect to the Ninth clause of the Twelfth Section of the Upper Canada School Act of 1850, for the levying and collection of rates for School purposes of any School Section in any one year, unless the Trustees of such School Section make application (for such rate) to the Council at, or before, its Meeting in August of such year:

Provided, also, That each such Township Council shall have authority, under the restrictions imposed by law in regard to the alteration of School Sections, to form such part of any Union School Section, as is situated within the limits of its jurisdiction, into a distinct School Section, or attach it to one or more existing School Sections, or parts of Sections, as such Council shall judge expedient.

Chief Supt. may direct the distribution of the C. S. Fund according to length of time a School is kept open.

XVIII. *And be it enacted*, That for and notwithstanding anything contained in the Upper Canada School Act of 1850, the Chief Superintendent of Education shall have authority to direct the distribution of the Common School Fund of [each] *any* Township, among the several School Sections and parts of Sections entitled to share in the said Fund according to the length of time in each year during which a School shall have been kept open by a legally qualified Teacher in each of such Sections, or parts of Sections.

Penalty for disturbing any Public School. £5 and costs.

XIX. *And be it enacted*, That, if any Person shall wilfully disturb, interrupt, or disquiet, any Common, or other, Public School, by rude, or indecent, behaviour, or by making a noise either within the place where such School is kept, or held, or so near thereto as to disturb the order, or exer-

cises, of such School, such Person shall, on conviction thereof before any Justice of the Peace, on the oath of one, or more, creditable Witnesses, forfeit and pay such a sum of money not exceeding Five Pounds, together with the costs of and attending the conviction, as the said Justice shall think fit; such conviction and all other convictions before a Justice, or Justices, of the Peace under this Act, or the Upper Canada School Act of 1850, and the costs thereof, to be levied and collected from the Offender, who, in default of payment, may be imprisoned for any time not exceeding thirty days, unless such fine and costs, and the reasonable expenses of endeavoring to collect the same, shall be sooner paid.

Authority of J. P. under the Com. School Act.

NOTE.—In the Draft of Bill of this Act, as submitted to the House of Assembly by the Honourable W. B. Richards, Attorney-General, the proposed Sections XX, XXI, XXII and XXIII referred exclusively to the collection of unpaid School Rates, by reason of there being no goods and chattels to distrain on the taxable property. They were omitted in the House, and the Sections, with the same numbers in this Act, are new, (except Section XXIII, which was subsequently suggested to the Inspector General by the Chief Superintendent), and are as follows:—

Validity of Certificates granted to Teachers under certain circumstances recognized and proceedings of Board of Public instruction confirmed.

XX. *And be it further enacted*, That the Certificates of Qualification which have heretofore been granted to Teachers of Common Schools by any County, or Circuit, Board of Public Instruction in Upper Canada, or at any Meeting of any Members, not less than three of the Members of such Boards, and which have not been cancelled, shall, at all times, be considered as duly and legally granted, notwithstanding any want of notice to the several Members of the said Board, of the times and places of Meeting for the purpose of granting such Certificates, and notwithstanding any other want of form in the organizing, or conducting, of the business of any such County, or Circuit, Board; and any Certificate purporting to be granted to any such Board, or any three Members thereof, and having the signature of at least one Local Superintendent of Schools, shall be considered a good and valid Certificate of Qualification, according to the effect thereof, until the same shall be annulled.

Recital.

XXI. AND WHEREAS doubts have arisen as to whether the Trustees of any School Section, or the Board of School Trustees of any City, Town, or Village, can appoint any one, or more, of their own number, Collector, or Collectors, of School rates; For the removal thereof,

Powers of C. S. Trustees to appoint one of themselves Collector confirmed.

Be it enacted, That it shall and may be lawful for the Trustees of any School Section, or the Board of School Trustees in any City, Town, or Incorporated Village, to appoint one, or more, of their number a Collector, or Collectors, to collect the School Rates of any such Section, City, Town, or Village.

Provision for obtaining the School rates due on the lands of non-residents.

XXII. *And be it enacted*, That, if the Collector appointed by the Trustees of any School Section, shall have been unable to collect that portion of any School Rate which was charged on any parcel of Land liable to assessment, by reason of there being no Person resident thereon, or no Goods and Chattels to distrain, the Trustees shall make a return to the Clerk of the Municipality before the end of the then current year of all such parcels of Land and the uncollected Rates thereon; and the Clerk shall make a return to the County Treasurer of all such Lands and the arrears of School Rates thereon, and such arrears shall be collected and accounted for by such Treasurer in the same manner as the arrears of other Taxes; and the Township, Village, Town, or City, in which such School Section is situate, shall make

up the deficiency arising from the uncollected rate on Lands liable to assessment, out of the General Funds of the Municipality.

SPECIAL FINANCIAL SECTIONS OF THIS ACT.

XXIII. *And be it enacted*, That, whatever additional sum, or sums, of money may be payable to Upper Canada out of the Legislative School Grant, or may be granted during the present Session of this Parliament for Common School purposes in Upper Canada, shall be expended in the following manner:

£4,000 per annum additional to be apportioned to C. Schools in U. C.

Firstly, a sum of not less than Four Thousand Pounds shall be apportioned and expended for the support of Common Schools, as provided in the Thirty-fifth Section of the Upper Canada School Act of 1850;

Provided, always, That not more than Five hundred Pounds of the said sum may be expended in special aid of Common Schools in new and poor Townships;

£1,000 per annum additional in aid of Normal School and supplying the Journal of Education to each School Corp., etc.

Secondly, a sum not exceeding One Thousand Pounds per annum shall be expended in further support of the Normal and Model Schools for Upper Canada, and in supplying a copy of the *Journal of Education* to each School Corporation and each Local Superintendent of Schools in Upper Canada:

Proviso.

Provided always, That not more than Four Hundred and Fifty Pounds of the said sum shall be expended in the circulation of the *Journal of Education;* and the balance of such sum shall be expended as provided for in the Thirty-eighth Section of the Upper Canada School Act of 1850:

£500 per annum appropriated to a Canadian Museum in Normal School buildings.

Thirdly, a sum not exceeding Five Hundred Pounds per annum may be expended by the Chief Superintendent of Education in the purchase, from time to time, of Books, Publications, specimens, Models and Objects, suitable for a Canadian Library and Museum, to be kept in the Normal School Buildings, and to consist of Books, Publications, and Objects, relating to Education and other departments of Science and Literature, and Specimens, Models, and Objects illustrating the Physical Resources and Artificial Productions of Canada, especially in reference to Mineralogy, Zoology, Agriculture, and Manufactures;

£500 per annum towards forming a fund for superannuated C. S. teachers.

Fourthly, a sum not exceeding Five Hundred Pounds per annum, shall be applied towards forming a Fund for the support of Superannuated, or worn-out, Common School Teachers in Upper Canada, under such Regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor-in-Council:

Proviso.

Provided, always, That no Teacher shall be entitled to share in the said Fund who shall not contribute to such Fund at least at the rate of One Pound per annum, for the period of his teaching School, or receiving aid from such Fund, and who shall not furnish satisfactory proof to the Council of Public Instruction, of inability, from age, or loss of health in teaching, to pursue that profession any longer:

Proviso—An allowance to worn-out teachers.

Provided, also, That no allowance to any Superannuated or worn-out Teacher shall exceed the rate of One Pound Ten Shillings for each year that such Teacher shall have taught a Common School in Upper Canada.

NOTE.—This, as well as the following Sections of the Act, was in the original Draft of Bill as submitted to the House of Assembly by Attorney-General Richards.

Recital—

XXIV. AND WHEREAS it is highly desirable that uniformity of decision should exist in cases that may arise triable in the Division Courts, against and between Superintendents, Trustees, Teachers and others, acting under the provisions of the Common Schools Acts of Upper Canada—

Chief Supt. may appeal from decisions of Division Courts in School matters to the superior courts of common law of Toronto.

Mode of proceeding.

Be it therefore enacted, That the Chief Superintendent of Education for Upper Canada may, within one month after the rendering of any Judgment, in any of the said Courts, in any case arising as aforesaid, appeal from the decision of any Judge of the said Courts to either of the Superior Courts of Law, at Toronto, by serving notice, in writing, of such his intention to do so, upon the Clerk of such Division Court, which Appeal shall be entitled, "The Chief Superintendent of Education for Upper Canada, Appellant, in the matter between (A.B. and C.D.);" and it shall be the duty of the Judge of the said Court, to certify under his hand, to either of the Superior Courts aforesaid, as the case may be, the summons and statement of claim and other proceedings in the case, together with the evidence and his own Judgment thereon, and all objections made thereto; whereupon the same matter shall be set down for argument at the next term of such Superior Court, which Court shall give such Order, or Direction, to the Court below, touching the Judgment to be given in such matter, as the law of the land and equity shall require, and shall also award costs in their discretion, against the Appellant, which costs shall be certified to and form part of the Judgment of the Court below; and upon receipt of such Order, direction, and certificate, the Judge of the Division Court shall forthwith proceed in accordance therewith:

Proviso—Costs to be paid by Educational Office, Upper Canada.

Provided, That all costs awarded against the Appellant, and all costs incurred by him, shall be payable by the Chief Superintendent, and the amount chargeable to the Contingencies of his Office:

Division Court proceedings to be stayed in case of appeal.

And the Judge presiding over any Division Court wherein any action of the kind referred to in this Section is brought, may order the entering of judgment to be delayed for a sufficient time to permit either party to apply to the Chief Superintendent of Education to appeal such case, and after Notice of Appeal is served as herein provided, no further proceedings shall be had in such case until the matter of the Appeal shall be decided by such Superior Court.

Township clerks to prepare map of township in duplicate showing the School Sections and Unions.

XXV. *And be it enacted*, That it shall be the duty of the Clerk of each Township Municipality to prepare, in duplicate, a Map of the Township, showing the divisions of the Township into School Sections and parts of Union School Sections, one copy of which shall be furnished to the County Clerk for the use of the County Council, and the other shall be retained in the Township Clerk's Office, for the use of the Township Municipality.

Inconsistent enactment to be repealed.

XXVI. *And be it enacted*, That such of the provisions of the Upper Canada School Act of 1850, as are contrary to the provisions of this Act, shall be and are hereby repealed.

This Act to apply to 1853.

XXVII. *And be it enacted*, That the provisions of this Act shall apply to all School affairs and to all persons referred to in the said provisions, for the present year One Thousand Eight hundred and Fifty-three.

Short Titles to C.S. Acts of Upper Canada.

XXVIII. *And be it enacted*, That in citing, or otherwise referring to, the said Act passed in the Sessions held in the Thirteenth and Fourteenth years of Her Majesty's Reign, and intituled: *"An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada,"* it shall be sufficient to designate it as: "The Upper Canada School Act of 1850." and that in citing, or otherwise referring to, this Act, it shall be sufficient to designate it as: "The Upper Canada Supplementary School Act of 1853;" and that in citing, or otherwise referring to, the said Acts generally, or to them and to any other Act, or Acts, relative to Common Schools, which may, at the time of such citation, or reference, be in force in Upper Canada, it shall be sufficient to use the expression: "The Common Schools Acts of Upper Canada."

PAPERS BY THE CHIEF SUPERINTENDENT ON THE STATE AND PROGRESS OF THE SCHOOL SYSTEM.

1. Permanency and Prospects of the System of Common Schools in Upper Canada.

Having in my Annual Report referred to our past educational history, I am not in a position to enter further into details in respect to our educational progress; nor is it necessary that I should do so, as that Report has been printed by order of the Legislative Assembly, and placed in the hands of each Municipal Council and School Corporation throughout Upper Canada. I shall, therefore, confine myself to a few general remarks and practical suggestions.

1. My first remark relates to the settlement of the general principles and great organic provisions of our School System. It has been a common, and not unfounded, complaint that there was nothing abiding, nothing settled, in the principles and provisions of our School Law. Perpetual change in a School law is perpetual infancy in a Public School System. Permanence and stability are essential conditions of growth, whether in an oak of the forest or in a System of National Education. But the works of man are not like the works of God—perfect at the beginning. The history of all science teaches us that experiments must precede the principles which they establish; and the period of experiment in anything is likely to be a period of change as well as of infancy. In no branch of Political Economy have more experiments been made, and with less progress, toward the definiteness and dignity of a science than in the department of public education. The chief reason I apprehend to be, not that it is more difficult than any other, but that it has received less attention than any other in proportion to its magnitude and importance; that in very few instances has any one man, with zeal and capacity for the task, been permanently set apart to investigate the subject in all its aspects and applications, and to bring definitely and practically before the authorities, and Legislators, and citizens of his Country the results of general experience and careful consideration, and embody them in actual recommendations and measures, and administrative policy. In New York and other States the succession of temporary State School Officers has been accompanied with an almost corresponding succession of school laws; and every confident and adventurous theorist in the Legislature who had, perhaps, never been out of the limits of his native State, or read half a dozen school laws, or who never studied a school system in his life, was ready with some new project, in which he imagined and insisted was embodied the sum of all human perfection, but which was no sooner tried than abandoned. In the State of New York, after almost annual legislation for nearly forty years, the general provisions of the last amended School Law of that State, are, I have been informed, substantially, and almost verbatim, those of the School Law of 1811—which was adopted on the recommendation of an able Committee that had devoted a year to the examination and consideration of the subject—thus coming back to the place of beginning, after having made the whole circle in school legislation. But in Upper Canada our abnormal state of legislative experiment and change has been less protracted and tedious. We have had the great advantage of our neighbours' experiments and experience, and have reached (and I hope have exceeded) their results in legislation without the drawbacks of their many trials and disappointments; and some of the material changes in our School Law have been required by the introduction of a new system of Municipal Councils; and other portions of our recent school legislation have consisted in the introduction of new and necessary provisions rather than the repeal of existing ones.

2. The careful inquiry which has been instituted into the whole subject during the last five years, the many consultations which have been held by the Chief Superintendent in the several Counties throughout the Country, the minute and careful attention which

was bestowed upon it by the Government and the Legislature during the last Session, all warrant the assurance in the public mind that no future legislation on the subject of our Common Schools will take place, except as new wants may suggest, and the experience and convictions of the Country shall require. I am the more convinced of the correctness of this conclusion from the fact that every suggestion, whether friendly or hostile, which I have seen in newspapers, proposing substitutes for certain provisions of our present School Law, has been tried and found unsuccessful in some one of the neighbouring States,—a fact of which the projectors might have satisfied themselves had they investigated the history of School legislation in those States before undertaking to give lessons on the subject to Upper Canada. It cannot fail to be satisfactory and encouraging to every practical man and friend of education to enter upon the school duties and interests of each new year with the conviction that his labours will not be in vain, and that the system, to which he shall endeavour to give efficiency, will be an abiding agency for the educational development and elevation of his Country.

3. My next general remark refers to the position which our School System and its administration occupy in respect to parties and party interests. The virus of party spirit is poisonous to the interests of education in any Country, or neighbourhood, and the clangour and jostling of party conflicts are its funeral knell. It perishes in the social storm, but grows and blooms and bears fruit in the serenity and sunshine of social peace and harmony. It has, therefore, been the policy of the enemies of general education, in any Country, and of whatever party, as if prompted by a malevolent instinct, to seek to invest the agency for its extension with a party character, and then strangle it as a party monster. And even unintentionally and incidentally the interests of education have largely suffered from the same upas influence. Among our American neighbours, I have been assured, that party selfishness and contests have proved one of the most serious obstacles to the progress of their educational systems and interests. The working of their machinery of government, involving countless elections and endless party conflicts, the local, if not higher, administration of their Common School Systems has often been perverted and pressed into degrading service as an engine of party, to the grief of the earnest and patriotic friends of education; and it has been alleged that to the intrigues of party aspirants may be traced the origin of no inconsiderable number of their projects of school laws and school reforms. It is highly honourable to the discernment and patriotism of our neighbours that, under a system of polity which to so high a degree lives and moves and breathes in an atmospher of almost theatrical excitement, the interests of education have been so nobly sustained, and its progress has been so rapid and extensive. I regard it as an interesting incitent in our Canadian history, and a hopeful sign and certain augury of educational progress, that our System of Popular Instruction stands forth, by common consent and suffrage, the exclusive property of no party, and the equal friend of all parties. If one party introduced legislative enactments, laying the foundation and delineating the general outlines of the System in 1841 and 1843, and if another party introduced a legislative measure to modify and essentially to improve it in 1846, both parties have united to mature and consolidate it in 1850. I think there was a moral sublimity in the spectacle presented by our Legislature at its last Session, when the leading minds of both parties, (with only subordinate exceptions unworthy of formal notice, and reflecting just darkness enough to give stronger expression and greater majesty to the general outlines of the picture), forgetting the rivalships and alienations of party, united as one man to provide the best system they could devise for the universal education of their common Country,—the spirit of sect being merged in the spirit of Christianity, and the spirit of partizanship absorbed in that of patriotism. I have stated the fact to several distinguished public men, as well in the United States as in England, and in every instance the comment has been one of admiration of such a spirit in the public men of Canada, and congratulation on the educational and social prospects of the Canadian people under such circumstances. As a practical development of the same spirit in administration which had been thus

illustrated in legislation, the same persons have been re-appointed, in 1850, to perpetuate and extend the work of education under the law who were first appointed in 1846 to devise and establish it. The example and spirit of these acts should thrill the heart of every man of every party in Canada, and tell him that, in the education of youth, he should forget sect and party, and only know Christianity and his Country.

4. I have a further general remark to make, and it is this,—that our system of municipalities affords unprecedented and unparalleled facilities for the education and social advancement of our Country. While I was in England last year, a Member of the Canadian Legislature, now in this Country, an able political opponent of the Author of our present municipal law, but deeply interested in the financial and general advancement of Upper Canada, and who has to do with matters affected by that law, has expressed to me his conviction that our Municipal Law is the best, the most comprehensive, and most complete measure of which he has any knowledge, for developing the resources and promoting the improvement of a Country—especially a young Country. But what is thus stated by an impartial and competent judge to be true of this law, in respect to the general resources and interests of the Country, is, I think, pre-eminently true in regard to its educational interests.

5. Among the conditions essential to the advancement and greatness of a people are individual development and social co-operation,—to add as much as possible to the intellectual and moral value and power of each individual man, and to collect and combine individual efforts and resources in what appertains to the well-being of the whole community. That system of polity is best which provides for the widest and most judicious operation of these two principles—the individual and the social. Now, to the development of the former, self-reliance is requisite; and, in order to that, there must be self-government. To the most potent developments of the latter, organization is essential, and such organization as combines the whole community for all public purposes, and within convenient geographical limits. In our system of municipalities, and in our School System, which is engrafted upon the municipalities, these objects are carefully studied and effectually provided for, and provided for to an extent that I have not witnessed, or read of, in any other Country. In the neighbouring States there are excellent Town and City Municipalities, with ample powers, and in some States there are Municipalities of Townships and Counties for certain objects; but these are isolated from, and independent of, each other, and are far from possessing powers commensurate with the development of the resources and meeting all the public wants of the community within their respective limits. It is in Upper Canada alone that we have a complete and uniform system of municipal organization, from the smallest Incorporated Village to the largest City, and from the feeblest School Section and remotest Township to the largest County, or union of Counties,—the one arising above the other, but not superceding it,—the one connected with the other, but not contravening it,—the one merging into the other for the purposes of wider expansion and more extensive combination. By their constitution these Municipal and School corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of each Municipality, whether of Schools, or Roads, of the diffusion of knowledge, or the development of wealth. Around the firesides, and in the primary meetings, all matters of local interest are freely examined and discussed; the people feel that these affairs are their own, and that the wise disposal and management of them depend upon their own energy and discretion. In this development of individual self-reliance, intelligence, and action in local affairs of common interest we have one of the primary elements of a people's social advancement; whilst, in the municipal organizations, we have the aggregate intelligence and resources of the whole community on every material question and interest of common concern. What the individual cannot do in respect to a School, a Library, a Road, or a Railway, can be easily accomplished by the Municipality; and the concentration of individual feeling and sentiment gives character and direction to

municipal actions. The laws constituting Municipalities and Schools are the Charters of their government, and the forms and regulations for executing them are aids to strengthen their hands and charts to direct the course of those who are selected to administer them.

6. The application of this simple, but comprehensive, machinery to the interests of Schools and general knowledge opens up for Upper Canada the prospect of a glorious future. One of the most formidable obstacles to the universal diffusion of education and knowledge is class isolation and class exclusiveness—where the highest grades of society are wholly severed from the lower in responsibility, obligations and sympathy; where sect wraps itself up in the cloak of its own pride, and sees nothing of knowledge, or virtue, or patriotism, beyond its own enclosures; and where the men of liberal education regard the education of the masses as an encroachment upon their own domains, or beneath their care, or notice. The feeble and most needy, as also the most numerous classes, are thus rendered still feebler by neglect, while the educated and more wealthy are rendered still stronger by monopoly. Our Municipal and School System, on the contrary, is of the largest comprehension—it embraces in its provisions all classes and all sects, and places the property of all, without exception, under contribution for the education of all, without respect of persons. Thus every man, whether rich or poor, is made equal before the law, and is laid under obligation, according to his means, of education the whole community. And our law provides for the application of this great principle, not only for the establishment of Schools and all requisites for their support and efficient operation, but also for the establishment and maintenance of Libraries of general knowledge and reading; nor does it leave each Municipality to collect Books where and how it can, and at whatever prices, but calls in the position and assistance of Government to arrange for procuring, at the lowest prices, a selection of Books ample in number and variety, and suitable in character, to meet the wants and wishes of every Municipality in Upper Canada. The Department of Public Instruction having to do, in respect to Books, with no private parties, but with School and Municipal corporations only, the legitimate field of private trade cannot be entrenched upon, nor the ordinary channels of private business in the least interfered with; but they will rather be enlarged by the cultivation of public taste, and the increased demand for Books of instruction and entertainment.

7. Such are the educational circumstances under which the people of Upper Canada have commenced the year 1851. Several practical suggestions have been made in connection with the preceding remarks; others are so obvious, as inferences, that I need not repeat them in this place. All that I will, therefore, add is that if the year 1850 has been signalized by laying the foundations of our System of Public Instruction deeper and broader, should not the year 1851 be characterized by rearing the superstructure higher than those foundations? If during the last few years Upper Canada has advanced beyond the State of New York in three great elements of popular education,—the average time of keeping open the schools during the year,—the amount of money raised by the people at large for the support of education in proportion to the population, and the proportional number of Teachers trained in the Normal School, why may not Upper Canada, with its improved School Law and its Municipal System, become the best educated and the most intelligent Country in North America? Upon ourselves will be the responsibility and shame if it be not so.

8. In the course of the year I hope to be able to visit each County, or union of Counties, in Upper Canada, to bring before the people at public Meetings those parts of our School System which are yet to be brought into operation, and to confer with you upon the best means of perfecting what has been commenced. In devising these means, I try to conceive of the children in each Municipality and School Section, even the most remote and feeble, as my own children, and to provide for them educationally, so far as in my power, in the way that I would wish my own children to be provided for under like circumstances. However far I may come short of my own wishes and of

the necessities of our Province, I trust that the Country will be satisfied with my humble endeavours when it comes to be practically developed; and I am sure the cordial co-operation of the people will not be wanting in what is best for our children and patriotic for our Country. I earnestly implore the Divine blessing to crown our united exertions with the most abundant success.

TORONTO, January, 1851. EGERTON RYERSON.

II. ENCOURAGING SYMPTOMS FOR THE FUTURE OF OUR SCHOOL SYSTEM

1. Looking back on the fact, we cannot but rejoice at the unexampled degree of success which has attended the efforts of this Province to perfect and render really permanent our system of popular Education; to invest it with a freeness and universality that the poorest child may consider its enjoyment as his birthright, and the richest deem it a privilege to participate in its advantages, and to contribute to its support and permanence. Although we have yet too much reason to deplore the want of an enlarged and enlightened generosity in a mixed section of our countrymen and fellow colonists in the support and diffusion of sound general Education upon equal terms among all classes alike; still, in tracing back the history of popular Education in Upper Canada for the few years, and carefully scanning each step of progress—possibly too measured—we cannot disguise the deep feelings of pleasure which we experience in reflecting upon the real, palpable improvement which has taken place in the character and condition of our Common Schools. This improvement is now a recognized historical fact; and it afforded us no little satisfaction in hearing it made the subject of academic congratulation in an official address before the chief men and scholars of Upper Canada upon the occasion of the recent annual commencement of the University of Toronto.

2. As intimated in my Annual Address, we have now, as a people, reason to believe that, after successive years of somewhat indefinite legislation in school affairs, we have at length reached that calm and settled period in our educational history when the fruits of our united toil and labour will be permitted to mature and ripen to an abundant and glorious harvest. As in rural affairs, so in the affairs of intellectual life, there is a time to sow and a time to reap, a time to break up the fallow ground and to harrow in the fruitful seed, so there is a time for gentle rain and sunshine, for unceasing culture and watchful solicitude. The time for breaking up and moulding the rough character of our School System,—of giving it a broad and noble outline,—of laying deep its foundations, and of marking out the bounds of our future operations, is past, and we may now cordially and unreservedly devote our energies to the development of the germ of the noble seed that has been sown; to give effect to the wise decisions of the Legislature, and to seek no further, until time and experience demand it, to loosen again the cords which bind together the several mutually dependent parts of our Elementary School System.

3. I cannot forbear referring here to one or two very gratifying circumstances already alluded to in my Annual Address, connected with the recent re-enactment and consolidation of our School System. We have reason to believe that the principles and prominent features of our present School Law received the unanimous sanction of the most experienced educationists of Upper Canada previous to their being submitted to the Legislature. And if the subject received such careful attention from numerous individuals skilfully experienced in the working of former school laws, it received even closer and more careful attention from the Members of the Government,—especially from the Honourable Francis Hincks,—and of the Legislature itself. Never before did the great subject of popular education in Upper Canada receive so thorough, so minute, and so patriotic an investigation; never before (with some exceptions) were mere party ties and preferences so generally obliterated in the discussion of a great question of vital and national interest. Clamour was hushed; diversified feeling was harmonized; the two great sectional interests of the Legislature were merged into one of high-toned

nationality; and, in this anxious, calm and patriotic spirit did the united Legislature of our Country seek to embody in the enactments of our School law of 1850 the generous spirit which characterized their own feelings and deliberations—to blend in just and effective proportions Executive with Municipal and local with individual co-operation; to invest the entire System with the characteristics of parental and general solicitude, and to imbue it with the spirit of energetic co-operation. Not the least interesting historical reminiscence connected with our present School law is the fact—and it is indicative of the feelings of the Executive Government for the success of this Measure—that the first Bill of the United Parliament which received the Royal Assent in Toronto was an "Act for the better Establishment and Maintenance of Common Schools in Upper Canada."

4. In all these respects has the Legislature of Canada—although too modestly, we confess—followed in the footsteps of the noble Pilgrims of New England, who knew that in the laws establishing Common Schools, more than in any other enactment, lay the secret of the future glory and success of their youthful Colony. "Every child, with them, as it was born into the world, was lifted from the earth by the genius of their Country, and in the Statutes of the land received, as its birthright, a pledge of the public care for its morals and its mind."

5. In New England, Free Schools have been established for two centuries; in New York the people have now, at two successive ballots, decreed that Free Schools shall be established forever as a birthright for their children; while in Upper Canada we content ourselves by merely suffering Free Schools, with all their great and permanent advantages, to flourish, or decay, as caprice or selfishness dictate.* As a people we have rejected alike the two-century experience of New England, and the touching, almost parental, solicitude recently expressed in the votes deliberately recorded in favour of free and universal education in the State of New York. But yet, notwithstanding these chilling facts, we have made encouraging and, comparatively speaking, rapid progress in Free Schools. Three years ago the name of a Free School was unknown in Upper Canada; and, when it was uttered, people hesitated to adopt it, while some denounced the innovation as containing the germ of an unmixed "Prussian despotism," little dreaming at the time that, by establishing even a partial system of Free Schools in Prussia, that very despotism was but springing a mine that would eventually involve it in utter destruction, and shatter its strongest citadel to atoms. Now, in Upper Canada, we can reckon our Free Schools by tens, almost by hundreds, as a result of the annual vote of the rural ratepayers at the annual School Meetings. Scarcely a newspaper we take up, containing a report of the proceedings of the local Municipalities, but we perceive by-laws enacted, establishing, either partially or entirely, one or more Free Schools in a Township. School Superintendent Lecturers make the subject a leading topic of discussion and encouragement; and Trustees are anxious, by special Meetings and otherwise, to induce their constituents to sanction the practical application of the principle to the support of their Schools. The Twelfth Section of the School Law of 1850 recognizes, in distinct and emphatic terms, the right and the privilege of the people to confer upon their separate localities the great boon of a Free School,—free to the children of the rich man, as well as to the children of the poor man,—supported by all alike, for the benefit of all, according to the ratio of the bountiful gifts bestowed upon them by a kind and beneficent Providence; so that, with the same lavish hand with which He has blessed us with an abundance of air and sunshine and other common blessings, we may with equal generosity diffuse among our neighbourhoods the blessings of Free Common Schools, for the religious, moral and intellectual training of our children—our Country's future Rulers, Judges, Statesmen and Pastors.

6. Next to the very encouraging indications referred to, the friends of free education reflect with equal satisfaction upon the numerous accessions of intelligent influence and

*It was not until 1871 that the Provincial Legislature decreed, as did New England, that Free Schools should be established forever as a birthright for the children of the land.

zeal in favour of our Common Schools. During the past year the interest felt by educated men in the success of our Elementary Schools has been unprecedented. This has been mainly owing to the agency employed to call into action this powerful, but hitherto dormant, influence and co-operation. The establishment of elective City and Town Boards of School Trustees,—of County Boards of Public Instruction in connection with the important and extensive powers conferred upon these Boards,—the superior class of qualifications required of Local School Superintendents, together with the fixed rate of remuneration to which these Officers are entitled,—and the systematizing of the entire of our School operations,—have tended materially to elevate the tone of public sentiment in regard to popular Education.

7. In Cities and Towns the elective franchise in School affairs is much more extended than for ordinary municipal purposes; while the powers conferred upon the School Corporations are even more important,—not to say potent,—as regards the character and future destiny of the City and Town concerned, than those possessed by the Municipality itself. Educated men feel honoured by having interests so vital committed to their hands, and they have, in every instance which has come under my notice, endeavoured at once to elevate the character and condition of the Schools under their charge—to erect large, pleasant and commodious School Houses; to introduce a graduation and system of Schools; and, generally, to give a fresh and healthy impetus to the great work in which they are engaged. It is pleasing thus to witness the exalted tone of enlightened public feeling which is gradually springing up in all our Cities and Towns.

8. No less cheering is the general aspect which popular Education presents in our Counties and rural School Sections. Within the last few years the profession of School Teaching has been invested with a higher degree of importance; the standard of qualification has been raised; and the condition of School Teachers generally has been very materially improved. We anticipate much good will result from the judicious labours of the new County Boards of Public Instruction. It remains henceforth with them to say whether or not a virtuous or a vicious, a moral or an intemperate, man shall be entrusted with the early training of the youth of our land. So far their efforts to improve the moral and religious tone of the profession of school-teaching, as well as to elevate its literary character, have long been very decided and beneficial. It is to be earnestly hoped that future years will witness a still more rigid adherence on the part of Teachers and Trustees to the spirit of the admirable Regulations for their guidance, promulgated by the Council of Public Instruction for Upper Canada.

9. The delivery of Public Educational Lectures,—another most important feature of our Elementary School System,—has begun to develop itself, and to exercise a powerful influence in promoting the interests of popular education, wherever it has been called into requisiton. Local Superintendents are required by law to deliver one Lecture a year in each of the School Sections under their supervision. Wherever this requirement of the School Act has been complied with, and the people have gathered to listen, an improved and enlightened public feeling in favour of a more generous system of education has been the result. Already the attention of the Department has been called to some valuable educational Lectures of considerable literary pretensions, delivered in various parts of Upper Canada.

10. In this rapid glance which has been taken of our educational progress and capabilities, there is much upon which to congratulate our Country and to incite us all to a still more united and vigorous effort to give a full and generous expansion to every part of our popularized and admirably adjusted School System. All who wish it well are fully convinced that what it requires is the active and liberal co-operation of all parties concerned in its administration, in order to produce the most abundant and

gratifying results. Its elasticity and adaptation to the varied intellectual wants of our population in Towns and Cities, as well as in rural School Sections; and its close and intimate connection with the Municipal institutions of the Country, as illustrated in the Chief Superintendent's Annual Address, cannot fail, with the Divine blessing, to render it a most important and effective auxiliary for the promotion of the social, material and intellectual prosperity of this the destined home of thousands from our Fatherland.

TORONTO, January, 1851. EGERTON RYERSON.

III. POWERS AND DUTIES OF SCHOOL TRUSTEES UNDER THE SCHOOL ACT OF 1850.

After pointing out to the School Section Trustees various details of their duties, the Chief Superintendent said:—

The last important duty of each Annual School Section Meeting is to decide upon the manner in which the salary of the Teacher, or Teachers, and all the expenses connected with the operations of the School, or Schools, shall be provided for. It will be observed by this clause that the amount of the Teacher's salary and of other expenses of the School is not to be determined at the School Meeting; the amount of all such expenses is to be decided by the Trustees, who are the elected representatives of the Section. Indeed, the question of the precise amount of expense can seldom be decided upon by a public meeting in regard to any undertaking whatever. And the expenses attending the operations of a School are so contingent that it would be as impracticable, as it would be injurious, to attempt the discussion and disposal of them at public meetings. . . . But the manner of providing for these expenses is left to be decided by a vote at the Annual, or a Special, School Meeting. . . . The Act recognizes three modes of supporting Common Schools—Voluntary Subscription, Rate-Bill (that is, on parents sending their children to the School), and a general Rate, or tax, "according to the valuation of property, as expressed on the Assessor's or Collector's Roll." Which of these three modes of supporting the School shall be in each Section adopted must be determined by the electors themselves of such Section. If they decide to support it by Voluntary Subscription, the Act authorizes the State to collect such Subscription, in the same manner as if it were a Rate-Bill or School Rate. If the majority at a School Meeting should determine to support their School by Rate-Bill on parents, they should then determine how much should be paid per month, or per quarter, for each child attending the School; so that all parents sending their children to the School may know, at the commencement of the year, how much they must pay. But the most simple, equitable and patriotic mode of supporting each School is by School Rate on property, and then opening the School to all the children of school age in the Section—as free as the sunlight of heaven. The inhabitants of upwards of two hundred and fifty School Sections in Upper Canada adopted this mode of supporting their Schools in 1850; and some of the early and gratifying results are attested in the extracts from local reports, given in the Annual Report of the Chief Superintendent of Education for the year 1850. In the same Report will also be found the Address of the Chief Superintendent to the people of Upper Canada, "On the System of Free Schools." In every case where a Free School is adopted two things should be especially remembered—there should be room in the School House for all the children in the Section who will attend the School, and there should be a Teacher competent to teach them all.

CIRCULARS FROM THE CHIEF SUPERINTENDENT TO VARIOUS SCHOOL OFFICERS ON THE SCHOOL ACT OF 1850.

Circular to the Clerks of the Municipal Councils of the Several Cities, Towns and Incorporated Villages in Upper Canada.

I have the honour to intimate to you, for the information of the Council of which you are Clerk, and of your Board of Common School Trustees, that the sum opposite the name of your Municipality in the accompanying list has been apportioned to it for the current year out of the Legislative School Grant.

This being the first apportionment of the Legislative School Grant under the new School Grants, I would direct the attention of the Council to the provisions of the Eighteenth and Twenty-seventh Sections of the new School Act of 1850. By these Sections Municipal Councils are required to raise by assessment on the rateable property of the Municipality a sum at least equal, "clear of all charges for collection," to the amount of the Legislative School Grant. These two sums together form the "School Fund," which can only be paid out as "Salaries of legally qualified Teachers," and can be applied to no other purpose.

Toronto, 1st May, 1851. J. George Hodgins, *Deputy Superintendent.*

Circular to Local Superintendents of Common Schools on the Mode of Distributing the School Fund Among the Several School Sections.

1. I address this Circular to you on the subject of distributing the School Fund for the present year among the several School Sections placed under your charge. The New School Act of 1850 requires each Local Superintendent, "as soon as he shall have received from the County Clerk a notification of the amount of money apportioned to the Township, or Townships, within the limits of his charge, to apportion the same (unless otherwise instructed by the Chief Superintendent of Education) among the several School Sections entitled to receive it, according to the average attendance of pupils attending each Common School, (the mean attendance of pupils for both Winter and Summer being taken), as compared with the whole average number of pupils attending the Common Schools of such Township."

It is clear from the clause of the Act thus quoted that if no instruction be given by the Chief Superintendent of Education on the apportionment of the school money by Local School Superintendents, the average attendance of pupils must be the basis of such apportionment. The principle of aiding those who help themselves, and in proportion as they do so, appears the most equitable, and best calculated to call forth local effort to keep the School open both Summer and Winter, and to secure the largest and most regular attendance of pupils. In order, however, to render the administration of the Law on this point harmonious with the wishes of the people, the several County Councils have been consulted. The purport of the greater part of the replies is in favour of apportioning the school money to each Section, according to the ratio of school population, and not of school attendance.

With the wishes thus expressed it is my desire to comply. I have, therefore, to request that you will apportion the same according to the ratio of children between the ages of five and sixteen years resident in each School Section, as compared with the whole number of children of school age in the Township. But if your County Council has expressed a wish that practical effect should be given to the new provision of the law on this subject, you will then apportion the school money to the several Sections under your charge, according to the average attendance of pupils during the past year,—"the mean attendance for both Winter and Summer being taken."

These remarks on the modes of apportioning the School moneys will, I hope, be sufficient to guide you in performing this part of your duty during the current year. In the contemplated School Conventions next autumn we will confer on this, as well as on other, important subjects connected with the working of our School System.

TORONTO, 28th June, 1851. EGERTON RYERSON.

CIRCULAR TO LOCAL SUPERINTENDENTS IN UPPER CANADA, DIRECTING THEIR ATTENTION TO SEVERAL MATTERS.

I transmit to you herewith the blank Reports for the Trustees of the Schools under your charge, and for yourself, for the current year, 1851. . . . It is important that the Trustees should have these blank Reports in good time to enable them to fill them correctly and fully before the ensuing Annual School Meetings, (to be held as directed in the new Act of 1850, on the second Wednesday in January next), at which the Trustees are required to read these Reports to their constituents, and then to transmit them forthwith to you. . . .

I also forward to the Clerk of your County one copy of my Annual School Report for 1850 for yourself, and one copy for each of the School Trustee Corporations within your jurisdiction. . . . This Report occupies nearly Four hundred (400) royal octavo pages; and, besides a large amount of statistical information, it contains a copy of the School Act of 1850, the Forms, Regulations, and a great variety of Documents, which will render it a comprehensive School Manual for Trustees and all other parties concerned in the administration of the School System. To aid you still further in the preparation of School Lectures, and in deciding doubtful questions, I transmit to the County Clerk for your use a copy of the three bound Volumes of the *Journal of Education for Upper Canada.* Besides a great variety of educational articles, and educational intelligence generally, nearly every question of dispute arising under the operation of the School law has been discussed in the *Journal of Education*, and may be referred to by means of the Index prefixed to each Volume. . . . It is important that every School Trustee should understand the new School Law, which has been so carefully prepared, and the principles and character of the School System itself; and I have done what I could to promote this object by issuing the *Journal of Education for Upper Canada*, and by the local circulation of Annual School Reports. . . .

. . . I need not enlarge on this principle of the law which proposes to aid each School Section, not according to the number of children of school age resident in it, nor according to what the amount of its taxable property, nor according to what the inhabitants in each School Section may contribute, but according to the number of children actually sent to the Schools, and the time and punctuality of their attendance—conditions favourable to the poorer Sections. Such being the principle of the School Law in respect to the local distribution of the School Fund, care should be taken that no errors, or attempted abuses, escape detection in the Returns of the average attendance of pupils. This you can easily prevent.

SPECIMENS OF MAPS AND VARIOUS SCHOOL APPLIANCES SENT TO THE COUNCIL.

4. With a view to aiding in furnishing Schools with proper Maps and Apparatus, as well as Text-books, I have forwarded to the Clerk of your County, for the information of the Members of Council, Local Superintendents, and all other School Officers, specimens of Maps, Historical and Natural History Prints, etcetera, to the value of £6 or £7. The last sixteen pages of the Appendix to my Annual Report are occupied with a Descriptive Catalogue of a great variety of school publications of this kind, which I have arranged to procure for the Schools at cost prices. I have also procured samples of the latest and most improved kind of School-house Furniture, which I am inclined to believe can be manufactured here for Schools cheaper than it can be imported from the United States. Having also selected, and made arrangements for

procuring a supply of some two thousand volumes of Books for Public School Libraries, this last branch of the School System will, in the course of a few months, be completed, and a list of the Books, with the prices, will be published in the *Journal of Education* for the information of the Municipalities and the various School Authorities. . . .

TORONTO, Dec. 1, 1851. EGERTON RYERSON.

CIRCULAR TO CLERKS OF COUNTY COUNCILS IN UPPER CANADA, TRANSMITTING VARIOUS REPORTS, PUBLICATIONS, MAPS, AND SCHOOL APPLIANCES FOR THE USE OF THE MUNICIPLITIES AND LOCAL SCHOOL OFFICERS.

I forward to your address a sufficient number of copies of my Annual School Report for 1850, to supply the County Council, the County Board of Public Instruction, each Township Council, each Local Superintendent of Schools, and each School Corporation in your County, with a copy. This is the first Annual Report which has been prepared under the present School Act of 1850; no pains have been spared in collecting its varied statistics; a copy of that School Act is given in the Appendix, and various Documents and Papers are inserted, to render it a practical expositor of the School System, and a convenient Manual of Reference for Councillors and all other persons concerned in the execution of the School Law, and in promoting education. . . ..

I likewise forward to you, for the acceptance of the County Council, and for reference by all school officers, between £6 and £7 worth of specimen Maps, Natural History Prints, and other School publications, for the use of Schools. These are as samples from the great variety of School Publications and Requisites, kept for sale at the Educational Depository, and which, (from the advantageous arrangements which I have made with the Publishers,) can be procured through this Department at much lower prices than they can be purchased at retail in the Cities where they are published. In 1847, I had the pleasure of presenting to each County Council in Upper Canada, a complete set of the National School Books, and other publications, (a donation from the Irish National Board of Education, Dublin). The examination of these books produced, at once, an almost (and so far as I know,) a unanimous impression upon the local representatives of the people, and soon, through them, upon the public mind at large, in favour of the National Books, both on account of their excellence and of their cheapness. . . .

Last year I was enabled to present each Municipal Council in Upper Canada with a copy of a practical and valuable work on *School Architecture*, containing also various plans of School-houses. By the same means, I am able this year to present to the County Councils, through you, the Maps and Publications above referred to. I may add that I have recently procured samples of improved School-house Furniture, which can be seen by inquiring parties at this Department, and a supply of which I hope to get manufactured in this City, as I am assured it can be manufactured in Canada as cheaply as it can be imported from the United States. . . .

From the beginning I have had no desire, nor have I ever made any attempt, to force any part of our School System upon the Country, but to reason, to persuade, and to diffuse information in every way possible, to provide as far as possible for the more thorough training, the more careful licensing and the better protection and support of Teachers, and not only to ascertain the best School Publications and various School Requisites devised and introduced into Schools in other Countries, but to provide facilities for rendering them accessible, at the least expense, to the authorities of every School, even in the remotest Townships of Upper Canada. These efforts have been most cordially aided by the Government, and heartily responded to, with very few exceptions, by the Municipalities throughout Upper Canada.

Between one and two thousand Volumes of Books have been selected for County, Township, and School Section Libraries, and arrangements have been made for procuring them on advantageous terms in London, Edinburgh and Dublin, New York,

Philadelphia and Boston. Before these Books can be finally recommended by the Council of Public Instruction to be introduced into Public Libraries, they must be carefully examined,—which will be a work of some months,—when a descriptive catalogue of them will be published in the *Journal of Education* for 1852, together with the Regulations for the establishment and management of the proposed Libraries. . . .

TORONTO, December 1, 1851. EGERTON RYERSON.

CIRCULAR TO THE PROVINCIAL SECRETARY, ASKING FOR AN ADDITIONAL BUILDING GRANT.

At the request of the Council of Public Instruction for Upper Canada, I have the honour to submit to the favourable consideration of His Excellency, the Governor-General, the necessity of an Additional Grant in order to complete and furnish the Buildings and Premises for the Normal and Model Schools and Education Offices, and also a School of Art and Design for Upper Canada.

For the satisfaction of His Excellency, as to the reasonableness and necessity of the proposition now submitted, I beg leave to make the following statement:

(1) The Legislative Grant from the Fund for the Erection of Public Buildings in Upper Canada was Fifteen thousand pounds, (£15,000).

(2) The Site procured consists of an entire square of nearly 8 acres, situated almost in the centre of the City of Toronto. It was purchased for the sum of Four thousand five hundred pounds (£4,500),—a sum which could now be realized by the sale of a row of Building Lots from the rear of the Square. The Site affords not only conveniences for suitable exercises of Students and pupils, but also for an Experimental and Botanical Garden, and for a series of Agricultural Experiments, so that the course of instruction in Vegetable Physiology and Agricultural Elements may be practically illustrated by the culture of Plants, Vegetables and Grains, on the Premises. This is an appendage to the Institution and an advantage which does not exist in connection with any similar Institution in America. The title to the premises is vested in the Crown. . . .

I may observe that, although the Buildings and Premises are primarily and chiefly designed for a Provincial Normal and Model School,—an Institution which is pre-eminently a College for the whole people of Upper Canada—yet provision is also made in the same Buildings for the Offices of the Department of Public Instruction, for a Depository for Maps and Apparatus for Schools throughout Upper Canada, and for a School of Art and Design,—a School which will be of great importance to the interests of Mechanics and Manufacturers in this Country.*

Every part of the structure is built in a neat and substantial manner, but without any expensive or superfluous ornament. The buildings are designed to accommodate 250 students in the Normal School, and 500 pupils in the Model School, exclusive of the Offices and Depository, Library, Museum and School of Art and Design. . . .

TORONTO, 16th of August, 1852. EGERTON RYERSON.

NOTE. The request made to the Government, in the foregoing Letter of the Chief Superintendent of Education, on behalf of the Council of Public Instruction, was liberally responded to, and the Inspector General recommended that the sum of Ten Thousand Pounds (£10,000), be provided in the Government Estimates of the year, so as to enable the Council to complete the Education Building, as proposed in the Chief Superintendent's Letter.

*The Educational Museum of Paintings and Statuary—then to be established,—was intended to furnish examples and specimens for the proposed School of Art.

EXPLANATORY CIRCULARS IN REGARD TO THE LOCAL ADMINISTRATION OF THE SCHOOL LAW OF 1850.

As the practical administration of the somewhat comprehensive amended School Law of 1850 was, in some degree difficult, the following Official Circulars were designed to explain the various provisions of that Law, and to aid the local Municipalities and School Authorities in their administration of it.

Circular to the Wardens of County Councils in Upper Canada.

I have the honour to call the attention of the Municipal Council, of which you are Warden, to several matters relating to Common Schools:—

The School Act of 1850 makes it my duty to apportion on, or before, the First day of May, the moneys which have been granted by the Legislature for the support of Common Schools in Upper Canada during the current year; and I should have been happy to transmit herewith a statement of this Apportionment of such moneys, so far as your Council is officially interested, had the Officers whom you had appointed furnished me with the information required by law to enable me to do so. . . .

Accuracy and Punctuality an Important Part of a Municipal Business Education.

Accuracy and punctuality in the transaction of every kind of business connected with the interests of the several Municipalities throughout the Country is an important branch of public education, and an essential element in the intellectual and social advancement of the people. The establishment of County and Township Municipal Councils has tended, and is largely contributing, to educate the people in a correct appreciation and management of their own local affairs. The School System carries the principle of local self-government into each School Section, as well as into each County and Township; and as a correct and systematic manner of working it out; of devising and accounting for all its financial operations; of reporting its state and progress; is a comprehensive and powerful agency of social training—apart from the advantages conferred by the Schools, and the information diffused by Reports. And it is for each County Council, by the fulfilment of its own functions, in the appointment of suitable Local School Officers, and by seeing that each of them performs his duties, as enjoined by law, to aid in procuring a real progress, and a "consummation devoutly to be wished."

I will lose no time, after obtaining the necessary Returns from the Counties, in notifying the apportionment of the Legislative School Grant for the year; but, as the aggregate amount of it is the same as that of last year, the variation in the amount apportioned to each Township, arising from the variation in the comparative increase of population in different Municipalities, cannot be very great. . . .

Circular to Clerks of Counties, notifying them of the Apportionment of the Legislative School Grant.

I have the honour to transmit herewith a certified copy of the apportionment of the Legislative School Grant for the current year to the several Townships of the County Municipality of which you are Clerk. You will please notify each Local School Superintendent in your County of this Apportionment so far as it relates to his charge, as provided in the first clause of the Thirty-first Section of the School Act of 1850.

For the convenience of the public His Excellency the Governor-General has been pleased to direct that, hereafter, the Legislative School Grant for Upper Canada shall be payable by this Department, at Toronto, instead of at the Office of the Honourable the Receiver-General, at Quebec.

The amount of the Legislative School Grant apportioned to your County will be paid to your County Treasurer, or his Attorney, at this Office, upon application, in terms of [the foregoing] Circular to Wardens of Counties, dated the First of May last. . . .

Our law provides for the apportionment and payment of the moneys, provided by the Legislature, before the raising of a like sum by tax, or assessment, in each Municipality,—only requiring that such sum shall be provided in each Municipality by assessment in the course of the year, and that this shall appear by returns from each Municipality, on or before the First day of March of the year following.

Now the efficiency and progress of the School System cannot be maintained, and its noble objects accomplished, unless the provisions of the law are punctually and thoroughly acted upon by all parties concerned. These are not mere arbitrary provisions; they are means to a great end,—the social elevation of the whole population of the land. And this elevation is not effected merely by the Schools, but by teaching and habituating the people at large to transact all their public affairs,—from the School Section to the County Municipality,—in a businesslike manner. The accuracy, punctuality and method observed in such proceedings will soon be extended to all the transactions of domestic and private life, and thus exert a salutary influence upon all the social relations and personal habits of the whole people.

Circular to Local Superintendents of Schools on the Mode of Apportioning School Moneys for the Year 1852; and on other Matters.

I have the honour to inform you that I have notified your County Treasurer that the apportionment of the Legislative School Grant will be payable hereafter at the Office of this Department, Toronto, instead of, as heretofore, at the office of the Honourable the Receiver-General, at Quebec.

On the receipt of the notification by you, from the County Clerk, of the amount apportioned to your Township, you will proceed to distribute the same, as authorized by law, "among the several School Sections entitled to receive it, according to the average attendance of pupils attending each Common School, (the mean attendance of pupils for both Summer and Winter being taken), as compared with the whole average number of pupils attending the Common Schools of such Township."

As previously intimated, you will take the average attendance of pupils at the School for last year as the basis for distributing the Legislative Grant part of the School Fund for the current year. Should any inequalities occur in this mode of distribution, the matter can be made a subject of consultation and suggestion at the School Conventions which I hope (D.V.) to attend in the several Counties of the Province this Autumn, with a view to its equalization, for the distribution of the Municipal Assessment part of the School Fund at the end of the year.

In apportioning to new School Sections you will take the average attendance of pupils for the first half year as the basis of distribution of the Legislative Grant part of the School Fund; the distribution of the Assessment part of the School Fund can be made upon the average attendance Returns of the last half year, or otherwise, as may hereafter be determined.

As to the term "average attendance," I may here repeat the suggestions which I made on the subject in my Circular of the Twenty-eighth of June, 1851.

In taking this average attendance as the basis of apportionment, you will, of course, omit, so far as your information extends, those pupils who may have attended from other School Sections. If they do not attend the School in their own Section, their numbers cannot be included in the Returns, upon which your distribution shall be based, as it is at variance with a principle of the School Law that children should go into another School Section to obtain that education, which the law requires to be provided in their own.

In regard to the difficulty of distributing the School Fund equitably among Union School Sections, I have given the subject a good deal of consideration. Viewed, however, in any aspect, it still presents several obstacles to our arriving at a satisfactory settlement of the question. It is one which will very appropriately form a topic of remark and consultation at the contemplated School Conventions next Autumn. In the meantime, I would recommend the Local School Superintendents of adjoining Townships, from which Union School Sections are formed, to meet and determine among themselves the sum, or sums, which shall be payable from the Legislative Apportionment and Assessment parts of the School Fund of each Township concerned, in support of each Union School Section; and also determine the manner in which such sum, or sums, shall be paid—due notice being given to the School Trustees and local Treasurers concerned. In case of a disagreement on the subject on the part of the Local Superintendents of the adjoining Townships, a joint statement of the case can be submitted to this Department for final decision. . . .

I trust that my official engagements will not prevent me from conferring with you at the County School Convention, the ensuing Autumn, upon this and other important subjects connected with the efficient working of our School System.

TORONTO, July 1st, 1852. EGERTON RYERSON.

CIRCULAR TO CLERKS OF CITIES, TOWNS AND VILLAGES, NOTIFYING THEM OF THE APPORTIONMENT OF THE LEGISLATIVE GRANT.

I have the honour to intimate to you that the sum placed opposite the name of your Municipality has been apportioned to it for the current year out of the Legislative School Grant appropriated to Upper Canada.

The money thus apportioned is payable to the Treasurers of the Cities, Towns and Villages which have complied with the conditions imposed by the School Act. No apportionment, (although made and notified), will be paid in behalf of any of those Cities, Towns and Villages from which no certified Abstract of School Accounts . . . has been received at this Department.

For the convenience of the public, His Excellency the Governor-General has been pleased to direct that, hereafter, the Legislative School Grant will be payable at the Office of this Department, Toronto, instead of at the Office of the Honourable the Receiver-General, Quebec.

TORONTO, 10th of July, 1852. EGERTON RYERSON.

CIRCULAR TO CLERKS OF COUNTIES TRANSMITTING COPIES OF DOCUMENTS FOR DISTRIBUTION AMONG THE MUNICIPAL AND SCHOOL OFFICERS.

The Legislative Assembly of the Province has recently ordered a sufficient number of copies of my Annual School Report for last year (1851) to be printed so as to furnish a single copy to each Municipal Council, School Corporation, Local School Superintendent and Board of Public Instruction in Upper Canada; and I have sent to your address a Box containing a copy of that Report for your County Council, County Board of Public Instruction, each Township Council, each Local School Superintendent, and for the Trustee Corporation in each Township, City, Town, and Incorporated Village in your County; also a Descriptive Catalogue of Maps and other School Requisites for each of the foregoing parties,—a Teacher's Register for each Common School in your County . . . a blank form of Annual School Report for each Local Superintendent and for the School Corporation in each City, Town and Village in your County, together with a few extra copies of the pamphlet edition of the School Act of 1850, and of my Annual School Report for 1850, which also contains a copy of the School Act and several other papers of permanent value.

TORONTO, November 30th, 1852. EGERTON RYERSON.

Circular to Local Superintendents of Schools, transmitting copies of Documents for the use of the Trustees of each Rural School Section.

I have transmitted to your County Clerk a sufficient number of my last Annual School Report, and of Teachers' Registers, to furnish a copy to each rural School Section under your superintendence. Also a copy of the Descriptive Catalogue of Maps and School Requisites, and a copy of my last Annual Report for yourself. You will, therefore, please apply to the County Clerk for these Documents, and supply them to each of the School Sections within your jurisdiction. . . .

In addition to a copy of my last Annual School Report, you will be gratified to learn that I am enabled, by the sanction of the Government, to furnish each School Section with a School Register, without charge to the Trustees or Teacher.

Toronto, November 30th, 1852. Egerton Ryerson.

Educational Proceedings of the County of Norfolk Municipal Council (Doctor Ryerson's County), 1852.

The following correspondence with officials of the County of Norfolk is taken from the Records of the Education Department:—

I have much pleasure in being made the medium of communicating to you the annexed Resolution, unanimously passed by the Council of this County at its recent Session, and to add, which I do with great satisfaction, my most willing testimony to the great ability, indefatigable industry and untiring zeal with which you have laboured in the long-neglected, but now, thank God, universally appreciated, cause of Common School Education, since I have had the honour of being the channel of communication through which your exertions have been, though only partially, made known to the inhabitants of this, I believe, your native County. Accept, Reverend and Dear Sir, the assurance of my high regard.

Simcoe, December 27th, 1851. Stephen J. Fuller, *County Clerk.*

Moved by Mr. N. C. Ford, seconded by Mr. I. W. Powell, and—

Resolved, First,—That this Council has much pleasure in availing itself of this opportunity of expressing its approbation of the energy and efficiency displayed by the Chief Superintendent of Education in the discharge of his arduous duties, and to thank him for his handsome donation of Maps, Historical Prints and other School Requisites, lately forwarded to this Council for the use of the School Officers of the County.

Second,—That the County Clerk be instructed to transmit a copy of this Resolution to the Reverend Egerton Ryerson. And the motion was passed unanimously in the affirmative.

Reply to the Foregoing Letter by the Chief Superintendent.

I have the honour to acknowledge the receipt of your Letter of the Twenty-seventh ultimo, and in reply I beg to express my respectful and most heartfelt thanks to the Members of the Council of the County of Norfolk for the approving and complimentary terms in which they are pleased to acknowledge the receipt of the Document and Maps which I had the pleasure of presenting to them. I desire also to make my grateful acknowledgments for the very handsome manner in which you have communicated the Resolution of your County Council.

2. From the Municipal Council of my Native County I have never experienced unkind opposition, but have been encouraged by its patriotic co-operation; and it affords

me no small satisfaction that that same Council is the first in Upper Canada to acknowledge the receipt of the Documents and Maps referred to; that the Resolution of the Council was seconded by an old School Fellow, and couched in terms to me the most gratifying and encouraging; and that my first Official Letter of a new year relates to topics which call up the earliest associations of my youth, and are calculated to prompt and impel me to renewed exertions for the intellectual and social advancement of my native land.

3. There is no party in the establishment and development of a Public School System; it is a matter-of-fact work from beginning to end, and its progress, like the growth of body and mind in an individual, is gradual, and is the joint result of time and labour. I am happy, however, to know that our School System has already become so far developed in its principles, objects and character as to command the attention and almost unanimous approbation of the Country. I have laid it down as a first principle that the proper and right thing to do is to educate the people through the people themselves, by their own voluntary co-operation and exertion through the usual elective Municipalities and other acknowledged and responsible organs of a free people.

4. No person, who has at all studied the subject of comparative School Legislation between Canada and other Countries, can fail to observe that there is an extent of local discretion and power in each of our School and County Municipalities not found in any one of the neighbouring States of the adjoining Republic, while there are other elements incorporated into our School System which secure to the remotest Municipality of Upper Canada the information and facilities which can alone be acquired and provided by a Public Department. But the rational conviction and voluntary co-operation of the people themselves have been relied upon, and appealed to, as the basis of exertion and the instrument of success. When, therefore, steps were taken to improve the Text-Books of the Schools, a set of the Books recommended was procured and furnished to each Municipality in Upper Canada, so that the people might examine and judge of the desirableness of the Books proposed, in regard to both excellence and cheapness. In promoting an improvement in the condition and character of School Houses, Plans and Illustrations of School Houses and Premises were procured by this Department and placed in the hands of the local Municipal Councils, and several of these Plans were published in the *Journal of Education for Upper Canada*. The same course has been adopted in respect to School Maps and requisites, and in pressing upon the public mind the necessity and advantage of duly qualified School Teachers, a Normal Institution has been established to train them; and the specimens of Teachers thus trained, (though but partially trained in most instances, owing to the short period of their attendance during training), have excited a desire and demand for improved Teachers in every County in Upper Canada. I trust that this year will witness the introduction of County and Township Libraries, thus completing the establishment on a practical footing of every branch of our School System.

5. In all of this there has been no exertion, but a perfect blending of freedom and unity of conviction and action; and the entire absence of any opposition to the School System during the recent political elections throughout Upper Canada shows how great and cordial is the belief of the people of the Province in its adaptation to their circumstances and interests.

6. I have the deepest conviction of the strong common sense and patriotism of the Canadian people at large. A conviction founded on long observation and comparison between the people of Canada and those of many other Countries; and I have a faith, little short of full assurance, as to the advancing and glorious future of our Country. With this conviction and faith, and animated with the consciousness of general approval and co-operation on the part of the people, I shall renew my humble contributions of labour to the Common Treasury of Canadian progress and civilization.

TORONTO, January 2nd, 1852. EGERTON RYERSON.

From the County of Norfolk Board of Public Instruction.

I do myself the pleasure of handing you the subjoined copy of a Resolution, passed at a recent meeting of the Board of Public Instruction for the County of Norfolk. I also take leave to transcribe another Resolution more especially directed to the Local School Superintendents of their County, but illustrative of the professed belief of the Members of the Board in the great usefulness of the works submitted by you.

James Coverton,
Honorary Secretary Board of Public Instruction.

Simcoe, December 29th, 1851.

Resolved. That the Honorary Secretary be requested to convey to the Reverend Egerton Ryerson, Chief Superintendent of Education, the thanks of this Board for his handsome donation of Books; and at the same time to express to that Gentleman the high sense entertained by this Board of the unwearied zeal and great ability displayed by him in the discharge of his arduous and important duties.

Resolved. That the Members of this Board, having carefully examined the Maps, Prints and Specimens of Natural History, and other School Requisites, forwarded by the Chief Superintendent of Education to the Clerk of the County Council, (and deposited in his Office for the inspection of the School Officers of the County), have much satisfaction in bearing testimony to the superiority of such specimens over those commonly used in the County Schools, and, therefore, earnestly urge on the Local School Superintendents and Trustees the paramount importance of providing a suitable supply of such essential Requisites for the School Sections in the County.

Reply to the Foregoing Letter by the Chief Superintendent.

I have the honour to acknowledge the receipt of your Letter of the Twenty-ninth Ultimo, enclosing to me certain Resolutions of the Board of Public Instruction for the County of Norfolk; and I return my sincere thanks for the terms in which my humble exertions are referred to. I rejoice at the judicious and earnest course which your County Board has taken to promote the objects which I had in view in presenting to the Board the Publications to which you allude, by examining them and recommending the general introduction of them into the Schools of the Country. I hope the poorest boy in my Native County may have access to a better Common School than existed when I was there as a lad. What I witnessed and felt in my boyhood has given birth to the strongest impulses of my own mind to do what I could to place the means and facilities of mental development and culture within the reach of every youth of the land.

I am more than gratified, I am profoundly impressed, that such efforts are made for the interests of the young and future generations in the County of Norfolk. The County is very dear to me by a thousand tender recollections, and I still seem to hear in the midst of it a voice issuing from a Mother's grave, as was wont formerly from the living tongue, telling me that the only life worthy the name is that which makes man one with his fellow man and with his country.

Toronto, January 3rd, 1852. Egerton Ryerson.

A Special Case Submitted by Mr. William Lyon Mackenzie.

As the following correspondence deals with a practical question of School Law and of administration I insert it in this place. The writer was a well known Public Man in his day. Mr. Mackenzie's Letter is as follows:—

The associated body, called "Ebenezer," in Moulton and Canboro Townships, Haldimand County, have sent me down the enclosed Letter, as containing their views on the Educational question, and I am requested to transmit, or deliver, the letter to you.

They complain that their Manual Labour School has not had fair usage, and they seem to expect redress, in part, from your office, and, in part, from Legislation of the sort indicated in their statement.

QUEBEC, 6th of January, 1852. WM. LYON MACKENZIE.

REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT.

I have the honour to acknowledge the receipt of your letter of the sixth instant, enclosing one from an Association in Moulton and Canboro, seeking to have their Manual Labour School recognized as one of the Common Schools in the Township. Last year I received a Letter from the same party on the same subject. But I do not see how legal provision can be made to convert the Manual Labour School of the "Ebenezers" into a Public Common School, any more than to convert the two Wesleyan Manual Labour Schools (the one at Alnwick and the other at Muncey) into Common Schools; or the School of any other Religious Body, or Association, or private individual, into a Publiic Common School.

The supporters of many Private Schools, and many who avail themselves of the Grammar Schools, object to being taxed for the support of Common Schools. The Lord Bishop of Toronto (Doctor Strachan) has strongly objected, in his Charges to the Clergy, to being taxed for the support of Common Schools; but the validity of such objections from any such parties has never been recognized. Nor do I know why the Members of the Association of "Ebenezers" should be exempted from Public School taxes, any more than Members of other Associations.

As to their Manual Labour School being recognized as one of the Section Schools of the Township, it belongs to the Township Council, (as I have heretofore informed the party whose Letter you enclose), to establish and alter School Sections,—a matter in which I have no authority to interfere. If the parties concerned are willing to comply with the provisions of the Common School Law, and if it will be for the public interests of the neighbourhood in which they reside that their School should be thus recognized, the Representatives of the people among whom they live are the best judges in the matter. And even the Trustees of the School Section, including their Manual Labour School, can recognize the Teacher of it as their Teacher, and pay him accordingly, if he is legally qualified to teach, if they should judge best to do so. But I do not think that the Township Council, or people in the School Section concerned, should be forced, against their own will and legal right, to have the Manual Labour School of the "Ebenezers" made the School of the Section for their children.

With these explanatory remarks I herewith return the Letter which you were so good as to enclose.

TORONTO, 10th of September, 1852. EGERTON RYERSON.

AUTHORITY TO ESTABLISH DENOMINATIONAL SCHOOLS IN CITIES AND TOWNS.

So continuously had the claims of the Churches of England and Rome in Upper Canada been made to establish Separate Schools that a general provision was embodied in the Common School Act of 1850 to authorize the Boards of Common School Trustees in Cities and Towns to establish if they saw fit to do so any "description of Schools" in such City, or Town.* In replying to an Edi-

*Those in Upper Canada who were strongly opposed to the establishment of Roman Catholic and Church of England Separate Schools held that, in all fairness to the other Christian Denominations in the Country, they too should have facilities given to them to establish such Schools for themselves, should they see fit to demand them, equally with the other two churches named. Hence, to meet so reasonable a request, and to provide prospectively for the establishment of such Schools, the provision, (here referred to by Dr. Ryerson), was inserted in the Common School Act of 1850, with a view to practically test public opinion on the subject. As a matter of fact, no single Denomination, beyond the two named, made any movement in favour of such Separate Schools for themselves, but remained through all the Separate School agitations firmly attached supporters of the Common School System of Upper Canada, and opponents of the principle of Separate Schools.

torial in the *Canadian Churchman* on the subject of Separate Schools, in February, 1852, Doctor Ryerson said:—

During several months you have from time to time attacked the Common School System of Upper Canada . . . on the subject of Religious Instruction and Separate Schools in connection with that System . . . Although you and a few of the Clergy of your Church have written against our Public School System, many of the Clergy of that Church and the general body of its Laity are as active and patriotic promoters of it as there are in Upper Canada; . . . If the school-tax-paying electors please, Denominational Schools, and no others, may, according to law, be established in every City and Town in Upper Canada. The Fourth clause of the Twenty-fourth Section of the School Act of 1850 gives the Board of School Trustees, in each of those Municipalities intimated, power "To determine the number, sites, kind and description of Schools which shall be established in each such City or Town." If, therefore, the Board of School Trustees in the City of Toronto choose to establish Church of England, Presbyterian, Methodist, Baptist and other Denominational Schools, they can do so, as I stated in the Appendix to my Annual School Report for 1850, (under the heading of "Powers and Responsibilities of School Trustees"). The question is not, therefore, . . . whether there may, or may not, be Denominational Schools in each City, or Town, in Upper Canada, but whether the Municipalities themselves shall judge and decide this matter, or whether they shall be compelled to do as you demand, at the expense of those Municipal rights . . . guaranteed to them by successive Acts of Parliament.

TORONTO, October 21st, 1852. EGERTON RYERSON.

PAPERS ON THE SCHOOL SYSTEM OF UPPER CANADA, 1852.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I. THE SPIRIT IN WHICH THE PRESENT EDUCATIONAL MOVEMENT SHOULD BE DIRECTED.

I desire to refer here to the spirit and manner in which the new educational movement in Upper Canada should be conducted, the School Law having been recently amended:—

That an important era has arrived in the history of our educational operations is a gratifying and encouraging fact. The spontaneous adoption of the principle of Free Schools, in the minds and feelings of the people of the School Sections generally, is a striking proof of the singular adaptation of that System to the wants and wishes of the Country in regard to the diffusion of popular education. The practical application of the Free School Principle is, however, not so universal; nor are we anxious that its immediate adoption should be urged too strenuously by the many new and ardent friends which it has acquired in various parts of Upper Canada. In some instances I have reason to fear that a laudable zeal to confer upon the School Sections the inestimable advantages of a generous and unrivalled System of Free Schools has been tinctured with a spirit of assertion and dogmatism. To such friends of Free Schools, as well as to those who would wish to call in the authoritative voice of the Legislature to enforce the adoption of that system, I would respectfully offer one or two suggestions.

2. The character of our Educational System is rapidly assuming a consistence and vigour which will mark its progress for many years to come. The various Officers charged with the administration of that System, as well as those more immediately concerned in promoting its success, should, therefore, proceed with greater caution and singleness of purpose. An enlightened spirit of general co-operation should characterize their efforts. In all cases, whether by lecture, or at Public and Special Meetings, and Quarterly School Examinations, the great question of Popular Education should be intel-

ligently discussed,—its principles elucidated, and its vital importance to the neighbourhood practically illustrated. To accomplish this successfully, conciliation and forbearance are essential. Attention should be specially directed to the intrinsic merits of the subject; its equal, if not paramount, importance with other great national interests already cheerfully sustained by the public, such as the administration of justice, organized systems for the repression, or prevention, of crime, and other important subjects.

3. In the advocacy of any measure, however excellent, or equitable, it may be, and it is expedient and proper, that we should attentively listen to the objection of opponents, and not imperiously attempt to repress the expression of sentiments which, although perhaps erroneous, are, equally with our own, independent and sincere. There is a latent pride and spirit of resistance in the bosom of almost every man, which, if imprudently or incautiously aroused, will result in a settled opposition to the favourite theories of others, however invested with practical utility those plans may be. The skill of David to calm the troubled spirit of the wayward Saul lay, not in the vigour of his arm, but in the sweet and touching melody of his harp. The mighty Hunter, with his arts and stratagems, may often fail to cage the Lion, or the watchful Lynx; but at the gentle strains of the fabled Orpheus, the fierce, the fearful and the untractable were alike subdued. What can we see in those two instances but a figurative illustration of the mighty power of the "human 'voice' divine," modulated to the accents of persuasive truthfulness and sympathy.

4. In many School Sections I have witnessed with pain the advocacy of that national peacemaker,—a generous system of universal education, and the great charter question of the age,—degenerate into mere party strife, and petty, personal bickerings. The zeal of one party, coming into strong contact with the selfishness of another, must ever ensure disaster and defeat to the best and noblest cause. It is an anomaly that a forced system of Education should be a free one, and vice versa. I would, therefore, suggest to all the friends and advocates of Free Schools that they would carefully avoid permitting such a reproach to be cast upon this great National System of Education in its infancy. A prejudice founded at this early period, upon harshness and severity, exercised in the application of the law authorizing Free Schools, will, in after years, be more difficult to contend against and overcome than the legitimate and decided opposition of the avowed enemies to the principle itself. I am aware that the reasons which induce School Trustees and others to urge the immediate adoption of the Free School System, in their School Sections, are numerous and weighty. To a person who ardently deplores the want of Education in a neighbourhood and the apathy prevalent regarding it, the excellence of that System may be so forcibly apparent, and the reason for its adoption so strong and urgent, that he may become impatient at the stolidity, or indifference, of his neighbour, and endeavour to compel the abritrary adoption of the Free School System by law. But while I do deeply sympathize with such persons in their anxiety, I would deprecate resorting to any measures so decisive. Better to submit to a year's, or two years', delay in the application of the Free School Principle, than that it should be prematurely enforced by the "terrors" of the Law. Its progress and ultimate triumph is only a question of time. But at present unanimity alone can promote its speedy adoption; and perseverance, argument, facts and figures are necessary to produce that unanimity.

5. In many instances I have known of a comparative oneness of feeling having been created in a School Section by the introduction of trifling articles of School Apparatus—a Map, a Globe, a Numeral Frame, Tablet, or Pictorial Lesson, and other School Appliances. A wise Teacher, or judicious Trustees, by placing those things before the pleased and anxious eyes of the pupils, have invariably excited their curiosity and gained their confidence and attention; and thus, through the children, these things have opened the parents' hearts and enlisted their generous feeling of parental love, to afford still greater facilities for the instruction and amusement of their children. Trifling efforts of this sort have frequently led to important results in individual School Sections; and thus have Free Schools been often most agreeably and permanently established.

Children, hitherto indifferent to any instruction, or listless when receiving it, have evinced great anxiety to be permitted to witness the many ocular proofs, pleasantly exhibited, of numerous important truths connected with the ordinary branches of education, heretofore to them a sealed book, or a dead letter. No one can visit the Provincial Model School at Toronto, the Central School at Hamilton or Brantford, or the Union School at London, without being forcibly impressed with the true philosophy of the plan here indicated.

6. To accomplish even this step in advance may, in some instances, I admit, be difficult; but a little effort judiciously put forth will amply repay the trouble and expense incurred. A practical proof of the excellence and value of a School, and the utility and importance of these admirable adjuncts in the promotion of Popular Education is often more irresistible and convincing than the most eloquent argument or the most brilliant rejoinder. And once this point is gained, few persons will feel disposed to cavil at a Free School, which may be productive of so much good, and where these gratifying results of the solicitude of the Teacher and of the Trustees can be still more effectively and agreeably brought about.

7. To those who would insist upon the expediency of a Legislative Enactment, compelling the universal adoption of the Principle of Free Schools, I would observe that, however desirable it may be some years hence to follow the example recently set us in the State of New York, we are, as a people, by no means unanimous enough among ourselves in favour of the Principle of Free Schools, or as to the wise economy and expediency of imposing a general tax upon the property of a School Section, or County, (sufficiently large to support all of the Schools without the aid of Rate-Bills), to warrant the Legislature in passing a Free School Law. Even in New York the State Legislature has been induced to compromise the general question of Free Schools and Rate-Bills, and to adopt with the "Majority" or "Free School" Bill a "Minority Bill," or School Tax and Rate-Bill Act combined.

8. The present Upper Canada School Act of 1850 wisely leaves it with the people themselves at their Annual, or Special, School Meetings, to determine in what "manner" their School shall be supported during the year,—whether by Subscription, Rate-Bill upon Parents, or Guardians, sending children to the School, or by a General Assessment upon all the property in a School Section; and the Law confers upon School Trustees ample powers to carry into effect the wishes of their constituents in either of these respects. The extensive powers thus conferred upon the Trustees of a School Section and their constituents should be wisely and judiciously exercised, as was contemplated by the Legislature in granting them. Heretofore the powers exercised by Trustees were so limited, while their responsibilities were great, that few persons attached much importance to the Office of Trustee, and were indifferent in their selection of its incumbents; but now a knowledge of the fact that the School Law invests that Office with so much distinction and authority will act powerfully upon the people themselves, in inducing greater caution and anxiety in the selection of "proper persons," (as the law requires), for the Office of School Trustees; and this solicitude on the part of the people will again react upon the Trustees, in making them employ all their powers and influence in elevating the character and condition of our Elementary Schools. Should this state of things happily result from the increased powers conferred upon the school representatives of each locality, the public may, with confidence, unite with the Chief Superintendent in the "hope," before the year 1860, to see the light of a Free School emitting its radiance and imparting its blessing to every child of every School Section in Upper Canada.

II. ORIGIN OF THE PRINCIPLE OF FREE SCHOOLS IN UPPER CANADA.

I have observed that the question of Free Schools is of late engaging more than an ordinary degree of attention on the part of the Public Press. In no countries is private property held more sacred, and more effectually protected, than in the Countries of Free Schools—Prussia, Switzerland and the New England States of America. . . .

In the first Communication which I, as Chief Superintendent of Education, made to the Government after my return from a visit to the United States and Europe in 1844-5, I submitted a Draft of a School Bill, providing for the introduction of the principle of Free Schools. That Communication was dated the Third of March, 1846. That Bill authorized the Trustees to provide for the support of their School either by voluntary Subscription or by Rate-Bill; and the Trustees were authorized:

To fix the Rate-Bill per quarter, and cause it to be made on all the inhabitants of such School Section, according to the valuation of property, as expressed in the Assessor's, or Collector's, Roll, who shall allow any one of the Trustees, or their authorized Collector of such School Section, in his Township, Town, or City, to make a copy of such Roll so far as it relates to such School Section respectively. . . .

I need not say how just and patriotic is this principle; how important it is for the poor, and especially those, (as is often the case), who have large families; how much it would lighten the burden of supporting the Schools; how greatly it would increase the attendance of pupils, and, consequently, the blessings of education, and how strictly then would our Schools be Public Schools. I may observe that this Free School System obtains in the States of New England. It is also the Prussian and Swiss System.

On the other hand, the evils of the present system of School Rate Bills have been brought under my notice from the most populous Townships, and by the most experienced Educationists in Upper Canada. When it is apprehended that the Rate Bill will be high, many will not send their children to the School at all; then there is no School, or else a few give enough money to pay the Teacher three months, including the Government Grant part; or even after the School is commenced, if it be found that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected. Parents will begin to take their children from School, in order to escape the Rate Bill. The consequence is, that the School is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel, in consequence, ensues between them and the Teacher. I have been assured by the most experienced and judicious men that it is impossible to have good Schools under the present system of Rate Bills. I think the substitute I propose will remedy the evil. I know of none who will object to it but some of the rich, and of the childless and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. . . . In every good government, and in every good system, the interests of the whole society are obligatory upon each member of it.

The principle thus first submitted to the consideration of the Government and Legislature in 1846 was again submitted to it on the Twenty-seventh of March, 1847, in the Draft of a School Bill for Cities and Towns. The Draft of Bill containing these provisions was first submitted to the Honourable Henry Sherwood, the Attorney General, and the Honourable J. Hillyard Cameron, the Solicitor General, and the principle of the provisions referred to carefully explained. These Gentlemen both pronounced the principle just and patriotic; the Bill was introduced into the Legislative Assembly by the Honourable J. H. Cameron, and passed without opposition. . . .

It was thus, in 1847, that the Principle of Free Schools was recognized in the School Law of Upper Canada. So strongly did the Honourable Henry Sherwood, (then Attorney General,) view the question, that the clause in the original Draft of the City and Town School Amendment Bill of 1847, authorizing the Board of Trustees in each City and Town to impose a Rate Bill on parents sending children to School, was, at his suggestion, struck out, and the whole amount required for the support of Schools was to be raised by Municipal Assessment on property. It was an important step in advance upon the old City and Town system; when a change was made, and in some Towns (such as the Town of London), where the Municipal Council took a deep interest in the subject, the progress was conspicuous beyond all precedent. In the Counties, some forty or fifty, Schools were made "Free" in various parts of the Province.

REGULATIONS RELATING TO THE INTERCOURSE OF MALE AND FEMALE STUDENTS IN THE NORMAL SCHOOL.

The Regulations respecting the intercourse of Male and Female Students in the Normal School are not new, but have existed, and that most beneficially, since the first day that Female Students were admitted to the Normal School—more than five years ago;—Regulations, which are but a response to the repeatedly expressed wishes of anxious parents and friends;—Regulations, which are essential to the protection and welfare of young and unprotected Females, separated, in most instances, for the first time in their lives, from Parents and acquaintances, placed in new circumstances in a strange city, and peculiarly exposed to intrusions and dangers; Regulations which are due to the public by whom so large a sum of money has been and is expended in the establishment and support of an Institution with a view to assist and encourage meritorious young persons to employ five, or ten, months, to become qualified for a profession of respectability and usefulness to the whole Country.

I believe that the young ladies are thankful for the relief and advantage that such Regulations afford them, during the few months of their training as Teachers.

On each of them leaving the Institution for their destined work of responsibility and usefulness, I wish to be able in connection with the Masters of the Normal School not only to respect and confide in them ourselves, but to recommend them to the respect and implicit confidence of all parents having children to be instructed,—that they should not only be above reproach, but above suspicion. Such, I believe, ... the Teachers who have, from time to time, gone out from the Normal School, have proved themselves to be, and to that result, I am persuaded, the very Regulations have not a little contributed. . . .

Toronto, 13th August, 1853. Egerton Ryerson.

LETTER TO THE PROVINCIAL SECRETARY, ENCLOSING THE LIBRARY REGULATIONS AND ASKING FOR THE BALANCE OF THE LIBRARY GRANT.

General Principles on which Books have been Selected for Public School Libraries.

I have the honour to transmit herewith, for the information of His Excellency, the Governor General, a Copy of the Regulations which have been adopted, and of the Catalogue of Books which have been approved by the Council of Public Instruction, for Public School Libraries in Upper Canada.

His Excellency was pleased to sanction the steps which I proposed two years since to take in order to provide School Text-books, Maps and Apparatus and Libraries for Upper Canada, and which I have explained at large in the Report laid before the Legislative Assembly during the last Session.

Being now in a position to give effect to the Library Department of our School System, I would respectfully request that His Excellency will be pleased to direct the issue of a Warrant in favour of Mr. Thomas G. Ridout, Cashier of the Bank of Upper Canada, for the sum which was appropriated by the Upper Canada School Act of 1850 for Public Libraries in Upper Canada.

By the Forty-first Section of the Act referred to, (13th and 14th Victoria, Chapter 48,) Three Thousand pounds (£3,000,) per Annum of the Upper Canada portion of the School Grant was set apart for the establishment of Public Libraries. The sum now payable out of that grant, had no part of it been paid, would be Nine Thousand pounds

(£9,000); but, with a view to enable me to procure specimens of Library Books and establish a Depository of Books, Maps, and Apparatus, His Excellency has already directed Warrants to be issued in my favour to the amount of Two Thousand pounds, (£2,000). The balance of the Grant has been left up to the present time in the hands of the Receiver General. But, as will be seen by my accompanying circular to Township Councils on the subject of School Libraries, I wish to include in my first apportionment the Library Grant of next year, as well as of the present, and of the two past years. I beg, therefore, that His Excellency will be pleased to include the amount of next year's grant in the sums now to be advanced—in all Nine thousand, five hundred pounds, (£9,500,) exclusive of the sums which have already been advanced.

I wish, with the least possible delay, to provide for as many Libraries as possible before the close of water navigation, in order that the people and youth of the Country may have the use of these Library Books during the approaching Winter season.

Each Municipality must raise at least an equal sum with that apportioned by me from the Library Grant, in order to be entitled to its advantages.

TORONTO, 23rd of August, 1853. EGERTON RYERSON.

(ENCLOSURE): GENERAL REGULATIONS FOR THE ESTABLISHMENT OF PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.*

The Council of Public Instruction for Upper Canada makes the following Regulations for the Establishment and Management of Public School Libraries:—

There may be School Section Libraries, or Township Libraries, as each Township Municipality shall prefer. In the case of the establishment of a Township Library, the Township Council may either cause the Books to be deposited in one place, or recognize each School Section within its jurisdiction as a Branch of the Township Library Corporation, and cause the Library to be divided into parts, or sections, and allow each of these parts, or sections, of the Library to be circulated in succession in each School Section.

Each Township Library shall be under the management of the Township Corporation; and each Branch, or School Section, Library shall be under the management of the School Section Corporation. The Township Council shall appoint, or remove, the Librarian for the Township, and each Trustee Corporation shall appoint, or remove, the Librarian for the School Section.

Each Township Council and each School Section Corporation receiving Library Books must provide a proper Case for these Books, with a lock and key; and must cause the Case and Books to be kept in some safe place and repaired when injured; and must also provide sufficient wrapping paper to cover the Books, and writing paper to enable the Librarian to keep Minutes of the delivery and return of Books, and write the needful Notes or Letters. The Members of the Township and School Section Corporations are responsible for the security and preservation of the Books in their charge.

* Doctor Ryerson stated that, in establishing these Libraries, his object was:

1. The prevention of the expenditure of any part of the Library Fund in the purchase and circulation of Books, having a tendency to subvert public morals, or vitiate public taste.
2. The protection of the local parties against imposition by interested Book Vendors in regard to both the price and character of Books introduced into their Libraries.
3. The placing of the remotest Municipalities upon an equal footing with those adjoining the Metropolis, in regard to the terms and facilities of procuring Books.
4. The selection, procuring and rendering equally acceptable to all School Municipalities of the Land a large variety of attractive and instructive reading Books, and that upon the most economical and advantageous terms.

See the remarks in a Note of President Eliot of Harvard University on "Tons of ephemeral reading matter" which is generally circulated, and "which is neither good in form or substance," on page 294 of the Eleventh Volume of the Documentary History of Education in Upper Canada.

DUTIES AND RESPONSIBILITIES OF THE TOWNSHIP, OR SCHOOL SECTION, LIBRARIAN.

The Librarian is accountable to the Trustees, or Council, appointing him, for the cost of every Book that is missing, or for the whole series of which it may form a part. The Librarian is also accountable in like manner for any injury which a Book may appear to have sustained by being soiled, defaced, torn, or otherwise injured; and can be relieved from such accountability only by the Trustees, or Council, on its being satisfactorily shown to them that some resident within their jurisdiction is chargeable for the cost of the Book so missing, or for the amount of injury so done to any Work. . . .

The following are the Regulations for the care and use of the Books in the Library:—

The Librarian has charge of the Books, and is responsible for their preservation and delivery to his Successor, or to the order of his Trustees, or Council, appointing him.

A copy of the Catalogue of the Books is to be made out and kept by the Librarian, and open to the inspection of all persons entitled to get books from the Library, at all seasonable times, or at such times as may be determined by the Trustees, or Council.

Books are to be delivered only to residents of a School Section in which a Library, or Branch Library, is established; or to the residents of a Township where Branch School Section Libraries do not exist.

Not more than one Book can be delivered to a person at a time; and any one having a Book out of the Library must return it before he can receive another.

No person, upon whom a forfeiture has been adjudged under these Regulations, can receive a Book while such forfeiture remains unpaid.

NOTE. The other Regulations relate to detail, and are not inserted.

The foregoing Regulations shall apply to Branch School Section Libraries, as well as to School Section Libraries; also to Township Councils, the same as to Trustees of School Sections, and to Township Libraries, and to the residents in a Township, in which there are no School Section Libraries, the same as to the residents of a School Section; likewise to the Librarian of a Township, the same as to a Librarian of a School Section.

In order to prevent the introduction of improper Books into the 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 by the Education Department, according to law.

These Regulations shall apply to Cities, Towns and Incorporated Villages, the same as to School Sections.

The foregoing Regulations, being made under the express authority and requirement of the School Act of 1850, are binding upon all parties concerned in the establishment, support, management, and privileges of Public School Libraries; and all parties act with a full knowledge of those Regulations.

The Local Superintendents of Schools should inspect and enquire into the state and operations of the Libraries, or Branch Libraries, within their respective jurisdictions, and give the results of their observations and inquiries in their Annual Reports.

TORONTO, August 2nd, 1853. EGERTON RYERSON.

GENERAL PRINCIPLES ON WHICH BOOKS HAVE BEEN SELECTED FOR THE PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.

The Council of Public Instruction deems it proper to state its Principles of proceeding in performing the important and responsible task of selecting Books for Public School libraries of Upper Canada.

1. 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 Evidences of Natural and Revealed Religion.

3. In regard to Books on Ecclesiastical History, the Council agrees in a selection from 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 Books from the General Official Catalogue.

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

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.

TORONTO, August 2nd, 1853. EGERTON RYERSON.

CIRCULAR TO THE BOARD OF SCHOOL TRUSTEES IN CITIES, TOWNS, AND VILLAGES IN REGARD TO SCHOOL LIBRARIES.

By the School Act of 1850 each Board of Trustees in Cities, Towns and Villages is authorized "to do whatever they may judge expedient for the establishment of a School Library, or School Libraries." In the terms of my [following] Circular to Township Councils, I beg that you will inform me as to what Books you desire, or in what manner you wish to have them selected.

TORONTO, August 3rd, 1853. EGERTON RYERSON.

CIRCULAR TO TOWN-REEVES OF TOWNSHIPS ON THE ESTABLISHMENT OF PUBLIC SCHOOL LIBRARIES.

By the School Library Regulations it will be seen that the widest discretion possible is confided to the Township Municipalities in the kind of Libraries and mode of establishing them, while the duties of all parties concerned in the management and use of these Libraries are so fully and plainly stated as to prevent all doubts, or mistakes, respecting them. The local Councils and Trustees are relieved from the responsibility and odium of imposing penalties, or forfeitures, in any case whatever; these are all specified in the General Regulations. A strict adherence to these Regulations is absolutely necessary to the maintenance of harmony among all parties concerned, and to the preservation and usefulness of the Libraries themselves.

In preparing these Regulations I have sought to give effect to the views and feelings which were generally expressed at nearly all the County School Conventions which I attended last Winter. I am intensely anxious that we should not only have, in all its branches and aspects, the best School System in the World, but that our fellow-citizens at large should feel that it is so, and that it is their own—the creation of their joint counsels, efforts and patriotism—their own priceless legacy to posterity.*

* In his original Report of 1846 on a "System of Public Elementary Instruction for Upper Canada," Doctor Ryerson pointed out the great importance and utility of Public School Libraries. See page 210 of the Sixth Volume of the Documentary History; also pages 204, 206 and 249 of the same Volume.

In regard to the selection and procuring of the Books mentioned in the Catalogue, I may observe that it is not easy to conceive, and it is needless that I should attempt to describe the amount of time, labour and anxiety which have been expended in devising and maturing this System of Public School Libraries, in making arrangements in Great Britain and the United States for procuring these Books on advantageous terms, and in selecting them from a much larger number of works on the same subjects. But on no part of the work which I have undertaken do I reflect with more interest and pleasure than that of rendering accessible to all the Municipalities of Upper Canada—even the most remote—Books of instruction and useful entertainment, which would not have otherwise come within their reach, and that at prices which will save them thousands of dollars per annum in the purchase of them—thus adding to their resources of knowledge and enjoyment, by the variety and character of Books to which they can have access, and the increase of facilities and the reduction of expenses in procuring them.

It will be seen that the Books selected embrace nearly the whole field of human knowledge,—at least so far as it is embraced in works of popular reading,—including the best works of the kind that issue from the English and American press, and enabling each youth of our land to converse with the learned and the wise of all ages and nations, and on any subject of intellectual inquiry or of practical life.* By our System of Libraries we are providing them with wholesome and entertaining reading on almost all subjects, without the poison of publications which are calculated to enfeeble the mind, and vitiate the taste, and corrupt the morals.

Perhaps to no Books in the Catalogue will attention be more readily directed than to those which relate to Natural History, Manufactures, Useful Arts, and Agriculture,—presenting in attractive forms the wonders, beauties and curiosities of Nature, and those various creations of Science, Genius and Industry to which our age owes its pre-eminence over any preceding age of mankind. The variety of Books affords the means of gratifying every variety of rational want, interest and taste.

As to the selection of Books for your Libraries, I shall have pleasure in doing all in my power to give effect to your wishes, and promote your interests. I hope you will see that, in every case, the Library is sufficiently large to allow one, or two, volumes at a time in each Family.

In the Catalogue will be found short descriptive or characteristic notices of many of the Books. I hope to be able to prepare, in successive months, similar notices of the rest of the Books contained in the Catalogue . . .

TORONTO, August 3rd, 1853. EGERTON RYERSON.

CIRCULAR TO TRUSTEES OF SCHOOL SECTIONS IN UPPER CANADA, ON THE ESTABLISHMENT OF PUBLIC SCHOOL LIBRARIES.

By the School Act of 1850 the Trustees of each School Section are authorized "to appoint a Librarian, and to take such steps as they may judge expedient, and as may be authorized according to law, for the establishment, safe-keeping and proper management of a School Library, whenever provision shall have been made and carried into effect for the establishment of School Libraries."

I desire to call your particular attention to the accompanying (foregoing) Circular to Township Councils, and to the Regulations for the establishment of Public School Libraries, and also to the Catalogue of Books for these Libraries. In them you will not fail to observe the responsible duties which devolve upon you in giving effect to this new departure of our System of Public Instruction; and I trust your feelings will fully respond to those duties and to the public expectations and interests in this vitally important work. This first Catalogue of Library Books shows the treasures of various and useful knowledge which, with your co-operation and that of the Township Municipalities, may be made accessible to all the inhabitants and youth of Upper Canada.

TORONTO, August 3rd, 1853. EGERTON RYERSON.

* This refers more particularly to that part of the Catalogue relating to "Practical Life," containing lists of Books of Tales, Moral Essays and Sketches, Domestic Life, etcetera.

COUNTY SCHOOL CONVENTIONS HELD BY THE CHIEF SUPERINTENDENT IN 1853.*

The following is a copy of a Circular issued by the Chief Superintendent in January, 1853, giving Notice to the various County School authorities of his intention to hold a Second School Convention of the friends of Education in each County of Upper Canada in the ensuing Months. The objects for which these important Conventions were held are fully stated in the accompanying Circular:—

Circular to the Municipal Councillors, Local Superintendents, Visitors, Trustees, and Teachers of Common Schools in Upper Canada.

In the course of the next two Months the Undersigned proposes, Providence permitting, to visit each County, or union of Counties, in Upper Canada, for the purpose of holding in each a County School Convention of all School Officers and other friends of General Education who may choose to attend.

It will be recollected that all Clergymen, Judges, Members of the Legislature, Members of County Councils, and Aldermen are School Visitors; also, that the School Law of 1850 makes it the duty of Local Superintendents to attend such Conference; and the Undersigned will be happy to meet and confer not only with all School Visitors and Local Superintendents, but 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 may reside in the Cities, Towns, or Incorporated Villages of each County, or union of Counties, within the limits of which a County School Convention shall be held. The object of each County Convention will be:

1. To answer any Questions which may be proposed, and give any explanation which may be desired, respecting the several provisions of the Common School Law.

2. To consider any suggestions which may be made for its improvement.

3. To consider any suggestions which may be made as to the best Regulations in regard to Public School Libraries, and their relation to County, Township and School Municipalities; also Teachers' Institutes, and the mode of constituting and managing them. There are so many considerations involved in the establishment of Public Libraries and Teachers' Institutes that the Undersigned is unwilling to decide upon and submit Official Regulations respecting them, without as large and free a consultation as possible with experienced and interested parties throughout the Country.

And as it is intended, during the approaching semi-Session of the Legislature, to propose, (not any changes in the General Provisions of the existing School Law, but) some Supplementary Provisions to improve provisions and to enlarge its capabilities for doing good, the Undersigned is anxious to be favoured with every suggestion which the experience and administration of the Law may have furnished to Local School Authorities. It will be desirable to have all questions and suggestions to be proposed at each County Convention prepared and presented in writing.

The public address which the Undersigned may be able to make in each County will be delivered in the evening, during the County School Convention.

The Meeting of each Convention will take place at half-past one o'clock in the afternoon, and the proceedings commence precisely at two, whether few or many are present.

* Thus was inaugurated, in 1846-47, a series of County School Conventions which, at intervals of about five years each, were held all over the Country. The early ones involved travelling in all kinds of weather and in all kinds of conveyances, so as to keep engagements made weeks before. They were, however, of immense service to the Education Department in removing prejudice, settling difficulties and solving doubts as to the practicability of plans proposed for improving the condition of the Schools and raising the intellectual and social status of the Teacher. *Ryerson Memorial Volume,* page 82.

Probably, in most of the places mentioned, the Court-House, or Town Hall, can be procured for holding the County School Convention; and the Undersigned must rely upon the kind co-operation of the Local School Superintendent, aided by the Trustees in each County Town, or Village, to provide the needful accommodation for the holding of each County Convention, and for giving due notice of the same.

TORONTO, 10th January, 1853. EGERTON RYERSON.

FORMAL RESOLUTIONS PASSED AT THE COUNTY SCHOOL CONVENTIONS, 1853.

In accordance with the Circular from the Chief Superintendent of Education to the Municipal Councillors, Local Superintendents and Trustees of Schools relating to County School Conventions, these Conventions were held in the several Counties of Upper Canada during the Months of January, February and March, 1853. The proceedings of these Conventions awakened a great deal of interest on the part of the friends of education who attended the Meetings, as they took a wide range, and evoked a large amount of interesting discussion. The several Resolutions which were passed at the Meetings embody the substance, in brief, of the popular and local opinion of the ratepayers present at the Conventions, on the subjects which were brought before them.

RESOLUTIONS RELATING TO THE EXTENSION OF THE POWERS OF TRUSTEES IN DECIDING UPON THE MANNER OF RAISING SCHOOL MONEYS.

COUNTY OF LINCOLN.—*Resolved*, That it is desirable that Trustees be empowered to decide upon the manner in which Moneys are to be raised to maintain the Schools—free or otherwise.

COUNTY OF WELLAND.—*Resolved*, That the Trustees, as Representatives of the respective School Sections, be authorized to decide upon the manner in which their Schools shall be supported, free or otherwise, until such times as other provision shall be made by either the Municipal Council or the Provincial Parliament.

UNITED COUNTIES OF WENTWORTH AND HALTON.—*Resolved*, That the Powers enjoyed by the City and Town Boards of School Trustees, in reference to the mode of providing for the support of Schools, be extended to (Rural) Township School Trustees.

UNITED COUNTIES OF WELLINGTON, WATERLOO AND GREY.—*Resolved*, That the power enjoyed by the City and Town Trustees of Schools, in reference to the mode of providing for the support of their Schools, be extended to Trustees of School Sections in Townships.

UNITED COUNTIES OF HURON, PERTH AND BRUCE.—*Resolved*, That, as School Trustees are changed at the regular meetings for that purpose, it is desirable that such should in Townships, as in Cities and Towns, be allowed to determine the manner in which their Schools should be supported.

COUNTY OF LAMBTON.—*Resolved*, That this Convention deems it expedient to leave the method of supporting Schools to the Trustees, with the understanding that, before such provision is introduced, the whole of the Trustees, now elected, be newly elected.

COUNTY OF ESSEX.—*Resolved*, That it is the opinion of this Meeting that Trustees in rural School Sections in the Townships should be vested with Powers similar to those possessed by Trustees in Cities and Towns.

COUNTY OF NORFOLK.—*Resolved*, That, in the opinion of this Meeting, it is extremely desirable that Trustees of Township Common Schools should be endowed with the same powers as are at present exercised by the Trustees in Cities, Towns and Villages.

UNITED COUNTIES OF LEEDS AND GRENVILLE.—*Resolved*, That it is desirable that the same power which the Trustees of Cities, Towns and Villages possess, with regard to the determining in what manner Common Schools shall be maintained, should be extended to School Section Trustees in the Townships.

RESOLUTIONS IN FAVOUR OF A PROVINCIAL SYSTEM OF FREE SCHOOLS, SUPPORTED BY COUNTY, OR TOWNSHIP, RATES.

COUNTY OF LINCOLN.—*Resolved*, That, in the opinion of this Meeting, it would be an improvement in the Common School Law if the County Councils and Township Councils were empowered by law to determine whether the Common Schools in such County, or in such Township, (as the case may be), should be Free Schools.

COUNTY OF WELLAND.—*Resolved*, That the County, or Township, Municipal Councils be empowered to pass by-laws making all the Schools in their Municipalities Free.

UNITED COUNTIES OF WENTWORTH AND HALTON.—*Resolved*, That the question of Free Schools be left for decision to the County and Township Municipalities.

COUNTY OF ESSEX.—*Resolved*, That the Legislature would promote the welfare of the people by extending the powers of the various Municipal Corporations, enabling them to adopt measures for the establishment of Free Schools, either by a general tax, or by local rate.

COUNTY OF KENT.—*Resolved*, That this Meeting would prefer to see the system of Free Schools at once established by Legislative enactment; but since the Country is not fully prepared for such a step, this Meeting is of opinion that the question should be left to be settled by the County, or Township, Councils.

UNITED COUNTIES OF MIDDLESEX AND ELGIN.—*Resolved*, That, in view of this Convention, our Public Schools should be supported by a general Provincial tax.

COUNTY OF OXFORD.—*Resolved*, That, in the opinion of this Meeting, to empower the Trustees of the various School Sections to adopt the Free School System, without consulting the people at the annual meetings, would be some improvement upon the present System (still a very slight one), as we cannot suppose that many Trustees could be found who would be willing to sacrifice their peace and comfort by adopting a course, even at the call of duty, which would embitter against them the feelings of many of their neighbours; and to authorize the various Municipalities to introduce that System into their respective limits would be a still greater improvement; nevertheless, this Meeting is deeply impressed with the conviction that nothing short of a Parliamentary provision for Free Schools for the whole Country will meet the wants and wishes of the most intelligent of the people of this Province.

COUNTY OF NORFOLK.—*Resolved*, That in the opinion of this Convention it is expedient that the Legislature of this Province should provide by law for a Universal System of Education, extending from the elementary branches to the highest departments of training for both sexes; the deficiency of public funds for the support of such a System to be made up by general assessment on property, as the only true mode of providing for public instruction.

COUNTY OF ONTARIO.—*Resolved*, That this Meeting recognizes the principle that the wealth of a Country should be chargeable with the education of the youth of that Country, and looks forward with satisfaction to the time when such principle shall obtain generally in Canada, and be introduced into our school law. (NOTE.—It was so adopted in 1871.) *Resolved*, That in view of furthering the object contemplated in the foregoing Resolution, this Convention is of opinion that the power to determine whether the Schools in any County, or Township, should be Free, might with propriety be vested in the Municipal authorities of such County, or Township, until a Provincial enactment be passed to that effect. *Resolved*, That when a Rate-Bill is imposed upon pupils in

any School Section, such Rate-Bill shall not exceed one shilling and threepence per month per pupil. (That is now the law.)

County of Hastings.—*Resolved*, That all restrictive measures in reference to the practical working of our Common Schools be rescinded, and that all our Schools be free by Legislative enactment. (Note.—This was done by the Legislature in 1871.)

County of Prince Edward.—*Resolved*, That it is the opinion of this Convention that an Assessment should be levied by the County Councils for the support of Free Schools, after all such other funds as may be available for School Purposes shall be exhausted. *Resolved*, That this Convention recognizes the soundness of the principle that the property of the Province should educate the youth of the Province, on the ground that the benefit derived from general education is enjoyed by the whole community; but it would, at the same time, express the opinion that if the community is thus compelled to pay for the support of Schools, the law should provide for the full enjoyment of the benefit paid for, by making it compulsory on all to avail themselves of the benefits of education.

United Counties of Lennox and Addington.—*Resolved*, That it is the opinion of this Meeting that it would be more satisfactory to have a Provincial Act, providing for the universal adoption of the Free School system, than the provisions of the present Act.

County of Frontenac.—*Resolved*, That the Free School system be adopted by the Legislature.

United Counties of Leeds and Grenville.—*Resolved*, That all the Common Schools be made Free by Legislative enactment.

United Counties of Lanark and Renfrew.—*Resolved*, That, in the sense of this Convention, the Provincial Parliament ought to make provision by law for a Universal System of Free Education. (Note.—The Legislature did adopt that system in 1871.)

County of Carleton.—*Resolved*, That in the opinion of this Meeting it is desirable that a Legislative enactment be passed for the general adoption of Free Schools.

County of Dundas.—*Resolved, 1st*, That we recognize the Free School System of Education as being the one best adapted to the genius of our institutions and the wants of our Country. *Resolved, 2nd*, That, for the better working of our School System, it is desirable that a law be passed at the present Session of our Provincial Parliament by which, in a manner that shall be equitable and just, all the Common Schools shall be made Free. *Resolved, 3rd*, That inasmuch as education, generally diffused, is indispensable to the security of property, true national prosperity and greatness, we therefore regard a property tax for the support of Free Schools as equitable and just. *Resolved, 4th*, That taxes imposed for the support of Schools will ever yield a greater return in the prosperity and security of a nation than those which are levied for the building of fortifications and navies, and the support of armies. *Resolved, 5th*, That this Meeting anxiously anticipates the day when the Clergy Reserves shall be made available for purposes of education.

United Counties of Prescott and Russell.—*Resolved*, That the present School Law be so altered as to make the system of Free Schools general.

Resolutions Relating to the Establishment of Public Libraries.

United Counties of Wentworth and Halton.—*Resolved*, That the Local Superintendents of the United Counties form themselves into a committee of correspondence, to ascertain the wishes of School Section Trustees in regard to the establishment of School Libraries.

United Counties of Wellington, Waterloo and Grey.—The Convention considered that the system of Township Libraries was preferable to that of County, or School Section, Libraries.

COUNTY OF PERTH.—The opinion expressed by the Convention was similar to the foregoing.

UNITED COUNTIES OF HURON AND BRUCE.—A motion was unanimously adopted in favour of Township Libraries.

COUNTY OF LAMBTON.—*Resolved*, That the plan for Township Libraries, as suggested by the Chief Superintendent of Education, be approved by this Convention.

COUNTY OF ESSEX.—*Resolved*, That it appears to this Meeting that Township Libraries would be preferable to either School Section, or County, Libraries.

COUNTY OF KENT.—*Resolved*, That it is the opinion of this Meeting that the establishment of Township Libraries would be more conducive to the general diffusion of knowledge than to have only one in each County; and this Meeting hopes that the several Municipalities will avail themselves of the application about to be made to them by the Chief Superintendent, to raise the necessary funds to meet the Legislative Apportionment for that important purpose.

UNITED COUNTIES OF MIDDLESEX AND ELGIN.—*Resolved*, That the establishment of Township Libraries appears to us far preferable to that of County, or School Section, Libraries.

COUNTY OF OXFORD.—*Resolved*, That this Meeting approves of the proposal of the Chief Superintendent to establish Township, in preference to County, School Libraries; and would recommend that, in any Regulations to be adopted for that purpose, the wants and conveniences of all such School Sections as are willing to cooperate should be attended to.

COUNTY OF NORFOLK.—*Resolved*, That, in the opinion of this Convention, the establishment of Township, City, Town, and Village Libraries would be greatly conducive to the diffusion of general knowledge, and would be preferable to County, or School Section, Libraries.

COUNTY OF BRANT.—*Resolved*, That it is the opinion of this Meeting that County Libraries, with Township Branch Libraries, will be most likely to meet the present wants of the County of Brant.

UNITED COUNTIES OF YORK AND PEEL.—*Resolved*, That, in the judgment of this Convention, a Library should be established in each Township, and distributed among the School Sections, so as to secure a systematic circulation of the whole of the Books in it, that each Section may in due time have access to all of the Books in the Township Library.

COUNTY OF ONTARIO.—*Resolved*, That whereas it is essential to provide mental food for the youth of our Country, it is the opinion of this Convention that measures should be forthwith adopted to secure this, by the establishment in each Township of School Libraries. That the several Township Municipalities shall raise for Public Libraries, say £50 or £100, which will secure the Government appropriation. That it shall be part of the duty of the Town Clerk to take charge of the Books, which shall be classed into as many divisions as there are School Sections, which Sections shall obtain their supply once per quarter, according to such rotations as shall secure the whole in turn.

UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.—*Resolved*, That it is the opinion of this Convention that the most practicable plan of rendering available the Legislative provision for Public Libraries is the establishment of Township Libraries, under the authority and management of Township Municipalities, with the School Teachers of such Townships, Cities, and Towns and Villages as Librarians.

COUNTY OF HASTINGS.—*Resolved*, That this Meeting considers Township Libraries preferable to County, or School Section, Libraries.

COUNTY OF PRINCE EDWARD.—*Resolved*, That in the opinion of this Convention the establishment of Township Libraries will better promote the objects proposed by the

formation of Public Libraries than the establishment either of County, or School Section, Libraries.

United Counties of Lennox and Addington.—*Resolved*, That this Convention approves of the establishment of Township Libraries.

County of Frontenac.—*Resolved*, That, in the opinion of this Convention, the establishment of County Libraries, embracing Scientific Works and Works of Reference, and also Township Libraries, is desirable.

United Counties of Leeds and Grenville.—*Resolved*, That this Meeting is of opinion that the cause of Education would be best advanced by the establishment of Township Libraries.

United Counties of Lanark and Renfrew.—*Resolved*, That it is the sense of this Convention that Township Libraries should be established, as being the best fitted to promote the object of diffusing information among the people.

County of Carleton.—*Resolved*, That in the opinion of this Meeting Township, City, Town, and Village Libraries are desirable.

County of Dundas.—*Resolved*, That Township Libraries are best suited to our present wants.

United Counties of Stormont and Glengarry.—*Resolved*, That it is the sense of this Meeting that it would be desirable to establish Public Libraries in every County. That these might be established on the principle of a combination of the systems of the County, Township and School Section Libraries—the County Libraries to contain merely large and expensive works, such as Encyclopædias for reference, etcetera; the Township Libraries to consist of a general selection from the List, and to be established on the circulating, or perambulatory, system among the several School Sections.

United Counties of Prescott and Russell.—*Resolved*, That it is the sense of this Convention that Township Libraries should be established, as being the best fitted to promote the diffusion of useful information among the people, but with the power of dividing and circulating the books among the different School Sections of the Township.

Miscellaneous Resolutions and Votes of Thanks.

Merrittsville, 25th January.—Moved by Mr. Thomas Burgar, seconded by Mr. Andrew Van Alstine, and *Resolved*, That a vote of thanks be tendered to the Chief Superintendent for the full and satisfactory explanations of questions this day submitted, and for his untiring zeal in behalf of the education and prosperity of the present and rising generation.

Guelph, 28th January.—Moved by Doctor Clark, Warden of the County, seconded by Mr. John Harland, and *Resolved*, That the high obligations felt by this Convention to Doctor Ryerson for the information communicated, and for the interest manifested by him in the educational prosperity of the Country, are hereby expressed, and the thanks of this Meeting tendered to him.

Port Sarnia, 2nd February.—Moved by Captain Hyde, R.N., seconded by the Reverend G. J. R. Salter, A.B., Local School Superintendent, and *Resolved*, That a vote of thanks be given to the Reverend Doctor Ryerson for the lucid and important statements with which he has this day favoured the Convention.

Sandwich, 4th February.—Moved by Colonel John Prince, M.P.P., seconded by Mr. W. D. Baby, Sheriff of the County, and *Resolved*, That the thanks of this meeting be given to the Reverend Doctor Ryerson, Chief Superintendent of Education, for the lucid and able exposition which he has made to this Meeting on the subject of Education and Schools in Upper Canada, and for the able exercise of the duties of his high office in the cause of education.

LONDON, 8th February.—Moved by the Reverend W. F. Clarke, Local School Superintendent, seconded by the Rev. Edmund Sheppard, and *Resolved*, That this Convention expresses its satisfaction with the provisions of the School Act, and the Regulations of the Provincial Council of Public Instruction, as it respects the Moral and Religious Instruction of our children and youth. Moved by Mr. John Campbell, seconded by Mr. Hamilton Hunter, and *Resolved*, That it is the opinion of this Meeting that the Chief Superintendent of Education should recommend such alterations in the School Act as will secure the appointment of Local School Superintendents whose literary qualifications render them suitable for the office.

WOODSTOCK, 9th February.—Moved by Mr. C. Goodwin, seconded by Mr. J. Izard, and *Resolved*, That this Meeting highly approves of the list of Books selected by the Reverend Chief Superintendent for the use of Public School Libraries in Canada, and desires hereby to express its admiration of the extraordinary labour he has devoted to the selection of so large and almost perfect a list, and also its gratitude for this and all his other able and long-continued efforts to advance the educational interests of the Country.

SIMCOE, 10th February.—Moved by Colonel W. M. Wilson, seconded by the Reverend Francis Evans, and *Resolved*, That the thanks of this Convention be tendered to the Reverend Doctor Ryerson for his able exposition of the School Law, for his valuable assistance at this Meeting, and for his unwearied and successful efforts in advancing the educational interests of this Province.

TORONTO, 16th February.—Moved by Mr. A. Ward, Reeve of Etobicoke, seconded by Mr. McMullen, and *Resolved*, That the thanks of this Convention be given to the Chief Superintendent of Education for the great industry and zeal which he has shown in the promotion of the educational interests of the Province, and in securing the establishment of the present Common School System.

COBOURG, 25th February.—*Resolved*, That the thanks of this School Convention Meeting are hereby presented to the Reverend Doctor Ryerson, for the able exposition he has given of the points of the School Law which have come under discussion; and also for the very great trouble he has taken in his preparatory measure for the establishment of Public School Libraries, with its cordial approval of the same.

WHITBY, 23rd February.—*Resolved*, That the thanks of this Meeting be cordially tendered to the Reverend Doctor Ryerson for the courteous manner with which he has replied to the various questions propounded; as also for the valuable information which he has offered on the different subjects under consideration.

BELLEVILLE, 26th February.—*Resolved*, That this Meeting cordially unites in offering to Doctor Ryerson, Chief Superintendent of Education in Upper Canada, their thanks for the very lucid and highly gratifying address this day delivered by him upon the subject of Common Schools and Popular Education, and for the display of his enlightened views as to the introduction of Public Libraries in connection with the School System.

PICTON, 1st March.—*Resolved*, That the cordial thanks of this Convention be presented to the Reverend Doctor Ryerson, for his attendance on this occasion and the valuable information and advice given by him; and that it is the unanimous hope of this convention that his valuable and efficient exertions as Chief Superintendent of Education may long be enjoyed by this Province, which has already received from them so much substantial benefit.

NAPANEE, 1st March.—*Resolved*, That the cordial thanks of this Meeting be presented to the Reverend Doctor Ryerson for his attendance and valuable services rendered on this occasion, as well as for his deep interest in, and the untiring efforts put forth for, the education of the youth of our Province.

KINGSTON, 2nd March.—*Resolved*, That the thanks of this Convention be given to the Reverend Doctor Ryerson, for his able and lucid exposition of the School Law; for his

prompt and satisfactory answers to the various questions propounded to him; and for his assiduous and unwearied efforts to promote the educational interests of the Country; and that this Convention has full confidence in his ability and in his patriotism.

BROCKVILLE, 4th March.—*Resolved*, That the persons composing this Meeting, having listened with much satisfaction to the lucid explanations given by the Reverend Doctor Ryerson, the Chief Superintendent of Education for Upper Canada, on the all-important subject of Education, tender to the Reverend Doctor the thanks of this Meeting for the present manifestation of the deep interest which he takes in the education of the youth of Canada, as well as for his untiring efforts in times past to encourage and prompt this good cause.

BYTOWN, 8th March.—*Resolved*, That the thanks of this Meeting be given to the Reverend Doctor Ryerson for his able and interesting Address, and for the untiring zeal in the cause of Popular Education with which he discharges the duties of his important office.

MATILDA, 10th March.—*Resolved*, That this School Convention Meeting highly approves of the course pursued by the Chief Superintendent of Education, and the efficient manner in which he has discharged his arduous duties—as also his able and patriotic defence of the cause of a liberal, enlightened and practical system of education.

CORNWALL, 12th March.—*Resolved*, That the persons attending this Meeting have listened with much pleasure to the very lucid explanations made by the Reverend Doctor Ryerson upon our Education System, as well as upon the subject of education in general, and tender to the Reverend Doctor their thanks for the unwearied efforts he is making for the advancement of the education of the rising generation in this Province.

ADDRESS TO THE REVEREND DOCTOR RYERSON ON HIS FIRST OFFICIAL VISIT TO HIS NATIVE COUNTY.

On the occasion of the Official Visit of the Chief Superintendent to the County of Simcoe,—his Native County,—to hold the County School Convention there, the Residents of the Town availed themselves of the opportunity to present to him the following congratulatory Address:—

To the Reverend Egerton Ryerson, D.D., Chief Superintendent of Education.

Reverend Sir,—The Board of School Trustees and the Local Superintendent of Schools for the Town of Simcoe have great pleasure in greeting you on this your First Official Visit, and in bidding you sincere and cordial welcome to this your Native County.

They have also great pleasure in communicating to you the unanimous feeling of respect and admiration with which the local School Authorities of this Municipality have marked your untiring zeal and long-continued exertions in the sacred cause of universal education, resulting in a highly improved System of General Education, now so prevalent throughout the length and breadth of the Province; and in the extended diffusion of that moral intelligence among the community which gives a certain guarantee of a steady progression to still higher improvements.

They have great pleasure in availing themselves of this opportunity of pointing out to you the very great change which has taken place in this community in favour of Free Schools—a change, they have no doubt, in a great measure produced by your able advocacy of the principle that Free Schools are essential to the perfect education of a people. The Schools in this Municipality are now Free, and are so by the voice of a large majority of the people themselves, deliberately declared at a protracted and keenly contested election of Trustees, of two days' duration, in January last.

Anticipating much benefit to the cause of education, and much pleasure from the interchange of views and feelings on this first visit to our highly favoured County, we

beg to tender you our best wishes that every happiness and success, with the Divine blessing of Providence, may attend you in the good work in which you are so earnestly engaged.

On behalf of the Board of Trustees and School Officers of the Town of Simcoe,

WILLIAM M. WILSON,
Chairman of the Board of School Trustees.

SIMCOE, February 10th, 1853.

NOTE.—To this Address Doctor Ryerson made a very suitable Reply.

ADDRESS AND PRESENTATION TO THE CHIEF SUPERINTENDENT BY THE DEPARTMENTAL OFFICERS ON HIS RETURN FROM HOLDING COUNTY SCHOOL CONVENTIONS IN 1853.

Reverend Sir,—The circumstance of your return from your late onerous and successful labours in the public service affords us an opportunity, of which we gladly avail ourselves, of manifesting in strong terms the feelings of respectful esteem and regard which we entertain towards you. As Officers connected with the Department of Public Instruction, to whom all its workings must be familiar, we offer you this expression of our admiration for the ability and energy you have displayed in the management of that Department, an ability acknowledged by individuals of all shades of opinions, and of which the present beautiful Structure will long remain a monument.

The present state of Popular Education in Upper Canada, which contrasts so favourably with its condition in other Countries, is mainly attributable, under the Divine Blessing, to your exertions; the very Building in which we are now assembled owes its existence to your unwearied advocacy of the cause of public enlightenment, aided by the valuable co-operation of the Council of Public Instruction, and supported by the sagacious policy which allocated, for that purpose, a generous grant of Twenty-five thousand pounds (£25,000) from the public funds. It is universally acknowledged to be one of the most elegant and convenient Buildings for its purpose on this Continent; and now that so satisfactory a result has attended your labours in promoting its erection, we cannot forbear congratulating you on their successful issue.

Trusting that the Institution has assumed a still more favourable position in public estimation during this Session of the Normal and Model Schools—the first since these Buildings were appropriated to their legitimate objects—and viewing this circumstance as an omen of future success under your guidance, equally kind, courteous and judicious, we conceive the present time to be peculiarly favourable to the expression of our sentiments; and while we cannot pass over in silence your public labours in the great cause in which we are all engaged, we respectfully request your acceptance of the accompanying tribute of our personal regard, which we offer with the warmest and most sincere wishes for your health, prosperity and happiness.

J. GEORGE HODGINS,
THOMAS HODGINS,
ALEXANDER JOHNSTONE WILLIAMSON,
Of the Education Office of Upper Canada.

THOMAS J. ROBERTSON, Head Master;
ARCHIBALD MCCALLUM,
JOHN HERBERT SANGSTER,
SAMPSON PAUL ROBBINS,
WILLIAM HIND,
DORCAS CLARK,
CATHERINE JOHNSTON,
Officers of the Normal and Model Schools.

TORONTO, 1st of April, 1853.

NOTE.—This Address to Doctor Ryerson was accompanied with a Silver Tea Set of Eight Pieces, on one Salver of which was engraved the following words:—

" Presented to the Reverend Egerton Ryerson, D.D., Chief Superintendent of Schools for Upper Canada, by the Officers connected with the Department of Public Instruction, as a Tribute of their Affectionate Esteem, and of their High Appreciation of his unceasing efforts to promote Popular Education in this Province."

J. GEORGE HODGINS,
THOMAS HODGINS,
ALEXANDER JOHNSTONE WILLIAMSON,
Officers of the Education Office, Upper Canada.

THOMAS JAFFRAY ROBERTSON,
ARCHIBALD MCCALLUM,
JOHN HERBERT SANGSTER,
SAMPSON PAUL ROBBINS,
WILLIAM HIND,
DORCAS CLARK,
CATHERINE JOHNSTON,
Officers of the Normal and Model Schools.

The Reverend Doctor Ryerson replied as follows:—

I thankfully accept this handsome expression of your remembrance and affection. It is a touching and unexpected welcome on my return from a two months' Tour, during which I have visited the various County Municipalities of Upper Canada, and conferred with many thousands of persons on the vital question of educating and providing useful knowledge for all the youth of our Country. Though during that tour I have witnessed almost every variety of condition amongst the inhabitants, from the hardships and privations of the new Settlers along the shores of Lake Huron to the comforts and advantages of the citizens of our oldest Cities and Towns, and have experienced equal variety in modes of travelling—at one extremity of the Province making my way through deep mud, and at the other over snow four feet deep, yet I found everywhere a kind appreciation of my humble labours, and a noble and intelligent zeal and co-operation to impart the priceless blessings of Education and Knowledge to all the children in Upper Canada, and to make Upper Canada worthy of the patriotic pride of all her children.

But to the beautiful testimonial which you this day present there attaches a peculiar interest from the circumstance of its being the spontaneous offering of those whose position and duty it has, in so large a degree, devolved on me to determine and oversee. It is a great satisfaction and alleviation of official responsibility and labour to know that, while compelled, by necessity and duty, to observe the most rigid economy and require the strictest vigilance in all branches of this complex Department, I am permitted to enjoy the respect and sympathy of all of its Officers, and to witness mutual goodwill and cordial harmony prevailing amongst them.

I need not say how little any effort of mine would have availed in producing the results to which you refer had it not been for the ever-ready and efficient labours of the various Officers of the Establishment, and the cordial support of successive Governments and Parliaments.

In every County of Upper Canada I have heard gratifying testimony to the useful labours and salutary influence of the Normal School, as also to the facilities which have been provided for furnishing the Schools with Maps and Apparatus, and for improving School Architecture, and for diffusing Education and General Knowledge; and during my visit last week to the seat of Government I found every disposition that the most sanguine mind could desire, both amongst the responsible Ministers of the Crown and

the Members of the Legislature generally, to aid us in our work and increase our means of usefulness. And in no instance was this feeling more strongly expressed than by Her Majesty's representative, the Earl of Elgin and Kincardine, who has at all times so cordially and eloquently fostered and commended our system of Normal and Elementary instruction.

What we have thus far done has been but laying the foundation. We are but commencing to raise the superstructure. Our Educational System has only begun to be developed. The facilities as well as the fruits of the Normal School are yet immature. The Buildings we now occupy are at length completed, so as to afford all the conveniences we could desire for Lectures, Teaching and other purposes of the Department of Education; but I trust that in the course of the present year we shall make the surrounding Grounds tributary to the same objects,—illustrating the teaching of Agricultural Chemistry and Vegetable Physiology by what may be witnessed on a limited scale, (but sufficiently large for the purposes of teaching), in the culture and productions of a Botanic, Fruit and Vegetable Garden, a rotation grain and grass Farm, as well as a small Arboretum of native and foreign specimens.

This year also we shall be able to commence the system of Public Libraries, for which the whole Country is impatiently waiting. By the enlightened liberality of the Government and the Legislature I trust also to be able to add Four thousand pounds, (£4,000), to the Apportionment of the Legislative Grant in aid of Common Schools in Upper Canada, besides furnishing the *Journal of Education* gratuitously to all the School Corporations and Superintendents. And I venture to hope we shall be able to commence a Public Museum and Library, and also form the nucleus of a fund towards the support of Superannuated, or worn-out, Teachers.

I think that while the future presents demands for no ordinary labour, it is also full of hope both to the Teacher and to the philanthropist, the parent and the child.

It remains for us to be impressed with the greatness of our mission and the sacredness of our obligations,—to do what in us lies to fulfil public expectations, and to perform our duties faithfully, ever imploring and relying upon the blessing of Him in whom is all our strength, and wisdom, and sanctity, and whose blessing maketh rich without the increase of sorrow.

After reading the foregoing Reply to the Address, Doctor Ryerson spoke as follows:

That while there was nothing more lowering to a man's dignity and self-respect than to take all of his opinions, and regulate his conduct by the opinions, and, it may be, the prejudices of others, yet there was nothing more encouraging,—next to the approbation of Him in whose hands we are, and through whose mercy we hope for salvation,—nothing more encouraging than the respect, the approbation, the confidence, and the sympathy of those with whom we are associated in our labours; and especially nothing more encouraging that the confidence and good-will of that portion of the people who are interested in the progress and general diffusion of knowledge. Never, during the whole course of my life, have I experienced so numerous, so strong, and affecting expressions of this confidence and sympathy as during the last three months in making a tour through the Province. He (Doctor Ryerson) felt very much gratified by the large attendance on the present occasion, (including the Members of the Council of Public Instruction, the Master, Teachers and Officers of the Department, the Students and Pupils of the Normal and Model Schools and numerous friends), as there was nothing lay nearer his heart, in connection with the great work in which he was engaged, than to see all the Teachers that came under his charge placed in circumstances to command the respect and promote the usefulness of the community. He was astonished and delighted during his recent tour at the very high estimate in which Teachers were held generally to that in which they were held five years ago, and also to the very different feelings as to the standard of their qualifications from that which

existed some years ago. Had he on his list, during his Tour, the name of five hundred Teachers, he would venture to say he would have got Schools for them all, for applications without number were made to him. But it was not possible for them, within any given period, to train a sufficient number of Teachers to supply all the Schools of Upper Canada.

There are at present nearly Thirty-five hundred Schools, and the utmost that we can do is to send forth two hundred Teachers a year, and at that rate it would take many years to supply a sufficient number of Teachers for all of the Schools! There is not a Town, or Village, in Upper Canada in which they are not applying for Teachers from the Normal School; so that those worthy young men who prepare themselves for more extensive usefulness will have the most encouraging assurance of success. The Reverend Superintendent further expressed his delight at seeing so many children present, and said that the advantages which these children enjoyed in the Model Schools, where there were so many able Teachers, were more than could be enjoyed by children in any Common School in the City, for there it was impossible to supply a sufficient number of Teachers to give the same amount of instruction that was given in the Model School. He hoped these Model School children would be model children for all the City for their intelligence, civility and good conduct generally.

The Reverend Doctor Ryerson concluded his Address with these words:—

My earnest prayer to Almighty God is that all the Teachers by whom I am surrounded, and those Friends who have met to do me the honour this day, may live to witness such an unprecedented progress of civilization as to make them regard our own Country as the pride of North America generally, and Upper Canada as the pride of all the British Colonies.

The Reverend Adam Lillie, in the name of the Council of Public Instruction, then said:—

It affords us, Doctor Ryerson, the greatest possible pleasure to witness this kind expression of sympathy with you in your labours for the elevation of the interests of the Country. We go very heartily into the feelings which led these Friends to present this testimony of their respect. My own feelings, and I believe the feelings of those with whom I am associated, are that, by the blessing of God on your labours, you are rendering the Country a very great service, and our hope is that He will spare your life very long in His service, and will enable you to realize to the fullest extent the desires with which your heart is so filled.

We are delighted to see that you have been making further plans for the future, and specially pleased in the interest manifested in relation to the well-being of the Teachers by the proposal of some provision for their sustenance when they have laboured as long as the gratitude and good-feeling of the community should think consistent and honourable they should do. This proposal will meet with the fullest co-operation on the part of the Council of Public Instruction.

To those connected with the Education Department and the Normal and Model Schools, by whom this testimony of affection and respect has been presented, I would say that we congratulate you quite as much as we do him to whom this presentation has been made. To you it is delightful to have been placed in the position that has enabled you to come forward warmly and heartily to present this Memorial. It would matter very little, indeed, what your wishes and determinations were to perform your duty if you were met in your attempt to discharge that duty by anything either like indifference, or intermeddling, or unkindness. We know it has been far otherwise—that you have felt yourselves free, and have been animated by the kindness and interest taken in all your endeavours, and we rejoice that you have been enabled to conduct yourselves so honourably. We do feel that the whole educational interests of the Country have been most fortunately prosecuted—promoted, on the one hand, by the earnestness

with which the Chief Superintendent of Education has laboured, and, on the other, by the zeal and intelligence which the Officers and Teachers have manifested.

The interesting proceedings were then closed with the Benediction by the Reverend John Jennings.

Death of Mr. Hugh Scobie, a Member of the Council of Public Instruction.

On the death of Mr. Scobie the Reverend Doctor Ryerson addressed the following Letter to Mrs. Scobie:—

It affords me a sorrowful satisfaction to be the medium to transmit you herewith a copy of a Minute which the Council of Public Instruction for Upper Canada this day ordered to be entered upon its records, and a copy to be enclosed to you, expressive of their feelings in regard to the removal of one of their number, and their sympathy with you in an event which none can feel, or conceive, as you do. As some further expression of respect the Council, Officers and Students of the Normal School will join in the Funeral procession.

I have personally derived great advantage and pleasure during several years past from Mr. Scobie's valuable advice and assistance; in his removal I feel that I have lost a friend, while you are bereaved of a husband. But the Lord hath done it. He cannot but do all things well. His Providence cannot be more severe than His love is tender. He hath said it, and it cannot be otherwise—"All things work together for good to them that love God."

Humbly beseeching Almighty God that He will comfort you with all consolation, and "Supply all your need according to His riches in glory by Jesus Christ our Lord," I remain, my dear Madam, with feelings of deepest respect and sympathy, your affectionate friend,

Toronto, 6th of December, 1853. Egerton Ryerson.

Ordered, That the Council, Officers and Students of the Establishment attend the Funeral of Mr. Scobie at two o'clock to-morrow:—that the exercises be suspended for that purpose, and that two Carriages be ordered for the conveyance of Members of the Council and Officers.

CIRCULARS FROM THE CHIEF SUPERINTENDENT.

Circular to Clerks of Counties, notifying them of the large increase to the Legislative School Grant and its apportionment for the year 1853.

I have the honour to transmit herewith a certified copy of the Apportionment of the Legislative School Grant for the current year to the several Townships of the County Municipality of which you are Clerk. You will please lay this Communication before your County Council at its next meeting, and notify each Local Superintendent of Schools in your County of this Apportionment, so far as it relates to his charge, as provided in the School Act of 1850.

£4,000 Added to the Legislative School Grant of 1853.

I have delayed the making of this Apportionment . . . as it was not until last week that the Legislature decided upon a proposition, which I submitted to the favourable consideration of the Government some months since, to increase the Legislative

Annual School Grant. I am happy to say that, by the enlightened liberality of the Government and Legislature, I am enabled to apportion an aggregate sum of Four thousand pounds (£4,000) more this year than I did last year to the several Municipalities of Upper Canada in aid of Common Schools, besides an additional sum of Five hundred pounds (£500) in "special aid of Common Schools in New and Poor townships," and besides an appropriation of One thousand pounds (£1,000) per annum in further aid of the Normal and Model Schools, and for supplying gratuitously a copy of the *Journal of Education* to each School Corporation and Local Superintendent in Upper Canada, and Five hundred pounds (£500) per annum towards the establishment of a Provincial Museum and Library, and Five hundred pounds (£500) per annum towards forming a fund for the support of Superannuated, or worn-out, Common School Teachers in Upper Canada. I am sure every friend of education will rejoice with me at these increased means and facilities for sustaining and extending our School System, and placing our beloved Country in the first rank of educating and educated countries on the face of the Globe.

The last General Census of the population, recently revised and corrected in the Statistical Department of the Government, is the basis on which I have made the School Apportionment for the current year. . . .

I have great pleasure in referring to the Supplementary School Act, which has just been passed by the Legislature, and the provisions of which remedy nearly all the defects which the experience of three years, and a tour of consultation to the several Counties of Upper Canada at School Conventions, have pointed out in the School Act of 1850, without changing any of the organic principles, or general provisions, of that Act. I have no doubt that the provisions of the Supplementary School Act will greatly contribute to the removal of doubts and embarrassments, the lessening of disputes, the increase of facilities, in the administration of the School Law, and the rapid diffusion of education and general knowledge throughout Upper Canada.

TORONTO, June 18th, 1853. EGERTON RYERSON.

CIRCULAR TO LOCAL SUPERINTENDENTS OF SCHOOLS ON THE APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR 1853.

I have notified your County Council and Treasurer, through the County Clerk [in the preceding Circular] of the increased Apportionment to the several Municipalities of Upper Canada, of the Legislative School Grant for the current year. Your County Clerk will forthwith notify you of the amount of this Apportionment. On your being notified of this Apportionment, you will distribute it to the several School Sections under your charge entitled to share in it.

The Supplementary School Act of this year provides for the expenditure of a sum not exceeding Five hundred pounds (£500) per annum, "in special aid of Common Schools in New and Poor Townships." The Local Superintendent of any such Township is requested to communicate to me any cases of peculiar need and desert, and the circumstances connected with the case, and I will make the best distribution in my power of the Five hundred pounds (£500) in question.

The provisions of the Supplementary School Act of 1853 will greatly facilitate the discharge of your duties, will greatly reduce the occasions of difference and disputes in School Sections, and will, I think, greatly promote the interest of Schools throughout Upper Canada. We can all unite with renewed confidence and zeal in this great work, assured that our labours will not be in vain.

TORONTO, 22nd June, 1853. EGERTON RYERSON.

Circular to Boards of School Trustees in Cities, Towns, and Incorporated Villages in Upper Canada, Explanatory of the Supplementary School Act and Referring to the Increase of the School Grant.

By the First Section of the Supplementary School Act of 1853 each Board of School Trustees in Cities, Towns and Villages is invested with authority to levy and collect Rates for any School Purposes whatever. This provision does not lessen the obligation of the Municipal Council of any City, Town, or Village, to provide, from time to time, such sum, or sums, in such manner and at such times as the Board of School Trustees shall require; and the Court of Queen's Bench has decided that such is the duty of each Municipal Council referred to.

As all the Schools in each City, Town, or Incorporated Village are under the management of one Board of School Trustees, they will exercise their own discretion in regard to the sum, or sums, they may expend in support of each School under their charge.

The provisions of the Supplementary School Act, while leaving the applicants for Separate Schools not the slightest pretext for complaint, or agitation, against the School System, will not in the least embarrass you in your proceedings, or retard the noble and successful endeavours which are being made to provide School Accommodation and Good Schools for all the children in our Cities, Towns and Villages in Upper Canada.

Toronto, June 27th, 1853. Egerton Ryerson.

Circular to Trustees of Rural School Sections in regard to the Supplementary School Act and the Increased School Grant of 1853.

In order to aid you in the discharge of your important duties, I address you a few words respecting the provisions of the Supplementary Common School Act, which has just been passed by the Legislature—an Act which, while it leaves unchanged the General Provisions of the School Act of 1850, remedies defects which the experience of the last three years has detected.

My first remark is that, as enacted in the Twenty-seventh Section, the Supplementary Act applies to all School affairs of the current year; all the School proceedings, therefore, which have taken place since the First of last January are subject to the provisions of this Act.

By this Act no Rate-Bill can be imposed exceeding One shilling and three pence per Month for each pupil attending school. All other expenses of each School must be provided for by Voluntary Subscription, or a School Rate upon Property. Reducing the maximum of all School Rate-Bills to One shilling and three pence per Month for each pupil, all the hitherto agitating questions at School Meetings as to the mode of providing for the support of Schools are now narrowed down to the simple question as to whether a Rate-Bill of One shilling and three pence (or less, or nothing) per Month for each pupil, shall be imposed. This provision will vastly lessen the topics and causes of differences and disputes at School Meetings, and will render the duties of School Trustees more simple and easy to discharge, and the salaries of School Teachers more uniform and secure.

The real design of this noble provision of the law, and the legitimate inference from it, ought never to be forgotten by Trustees. A law providing that a School should be supported wholly, or mostly, by the property of all, could not have been enacted, except with the design that a Teacher should be employed who is qualified to teach the children of all of the Ratepayers,—that is, the several branches of an English education to all pupils of legal School Age residing in the Section. If each man contributes according to his property to support a School, each such man's child has a right to be taught in such School. Should Trustees employ a Teacher (for the sake of getting a "cheap" one) who is not qualified to teach all of the children of their Section the subjects required to be taught in Common Schools, they would thus virtually exclude a

portion of the children of their Section from the benefits of the School; they would abuse the principle, and pervert the great objects, of the Free School System. All Trustees should bear in mind that the principle of Free Schools aims as much to improve the quality of teaching and to elevate the character of the Schools, as it does to render them accessible, without let or hindrance, to all the children of the land.

This Act invests the Trustees of each School Section with the same authority to assess and collect Rates for the purpose of purchasing School Sites and the erection of School Houses as they are invested with by law to assess and collect rates for other School Purposes; so that the Trustees need not, unless they choose to do so, apply to a Municipal Council for any purpose whatever, except in reference to the boundaries of their School Section; nor has any Municipal Council a right to interfere in the affairs of a School Section (except in altering its boundaries) unless at the request of such Section, made through its Trustees.

They, and they only, are authorized by law to determine the sum, or sums, that shall be raised, and when, and how, paid for all School purposes, whether it be for the procuring of a School Site, the erection, repairs, or furnishing of a School House, the payment of a Teacher, the purchase of Apparatus, Text-Books, Library Books, or for any other School Purpose whatever.

With these almost unlimited powers, School Trustees will be the responsible and blamable parties in every case in which there is not a good and well-furnished School House, and a School kept open by a qualified Teacher. If, therefore, a School is not kept open in each Section six months of each year by a legally qualified Teacher, the Trustees of such Section will be personally liable, on the complaint of any one of their constituents, for the payment of the amount of the School Fund forfeited through their neglect of duty.

There are other provisions of the Supplementary Act, relative to Trustees, which are designed to increase the efficiency of the Office of Trustee. The Act confers upon School Arbitrators full powers to give effect to their decisions, and prohibits from being brought before a Court of Law any question of dispute between Trustees and Teachers, which may be referred to arbitration. The office of School Trustee being now one of great power, as well as of great responsibility, I trust you will earnestly labour to fulfil its high objects, and thus become instruments of unspeakable good to the rising and future generations of our Country.

TORONTO, 25th of June, 1853. EGERTON RYERSON.

THE PRINCIPLE OF SUPPORTING SCHOOLS BY A RATE ON PROPERTY, AND THE EQUITABLE MODE OF APPORTIONING THE "SCHOOL FUND" EXPLAINED.

The following, being a typical case, which was frequently brought before the Education Department in the early fifties, I select it for insertion here. The particulars in this case were as follows:—

The Ratepayers, at a Public School Meeting, having refused to authorize the imposition of a rate upon Property, but decided to direct the Trustees to charge an excessive Rate-bill for each Pupil sent to the School, the Local Superintendent called another Meeting to reconsider the matter. The result was that the following Resolution was passed, as explained in a Letter from the Trustees to the Chief Superintendent:—

Resolved, "That the Parents or Guardians of each Pupil be required to pay at the rate of Seven shillings and six pence currency, per quarter, for each child attending School, and such further sum as may be necessary to pay the Teacher's salary. And that no part of the Teacher's salary be raised by general assessment."

In the Letter to the Chief Superintendent of Education the Trustees further stated that:—

The promoters of the foregoing Resolution maintain that they have made ample provision for the maintenance of the School, and that their proceedings are strictly in accordance with that part of the School Act of 1852 which provides for the guidance of Annual School Meetings. They further assert that they are acting under the direction of the Reeve of the Township, who, being a Magistrate, likewise is, in their opinion, fully competent to advise in the matter.

Our object in now troubling you is to ascertain whether we can act upon the foregoing Resolutions, and collect an indefinite Rate-Bill, or fall back on the Rate-Bill formerly charged, which was Five shillings per quarter; or, in short, what would be the best course to pursue under the circumstances?

We may further add that the Meeting was made fully aware of the nature and provisions of the School Act of 1852, and of the tenor of the Second Section of that Act, which was passed on the tenth of November last.

This School Section has suffered severely from the change in the distribution of the School Fund by the Local Superintendent. We do not receive from that Grant and Equivalent Assessment combined as large a sum as the direct School Tax paid by the property in the Section amounts to. This arises from a paucity of children within the school age, and this fact makes the people more determinedly hostile to any voluntary and further Tax for School Purposes. The great proportion of the School Fund in this Township is absorbed by the non-incorporated Villages, which, comparatively, pay very little School Tax.

The following is the reply of the Chief Superintendent to the foregoing Letter:

In reply I have to state that you are bound to comply with the Resolution of the Meeting, which you enclose, as far as it is practicable for you to do so. You can charge even at the excessive rate per quarter specified for each child attending the School; and then at the end of the year avail yourself, if necessary, of the authority invested in you by the latter part of the Seventh clause of the Twelfth Section of the School Act of 1850. The latter part of the Resolution enclosed, forbidding the exercise of that authority by the Trustees, is null and void, being illegal in every respect. No Public Meeting, of any description whatever, has authority virtually to repeal, or set aside, any portion of an Act of the Legislature, for none but Parliament itself can step in and forbid the exercise of a right which it alone confers.

It will be obvious, upon reflection, that no principle, more just and equitable in itself, can be adopted upon which to base the distribution of the School Fund among the different School Sections than that of the "average attendance of pupils at the School"; but if School Sections themselves will persist in adopting arbitrary Resolutions, (such as the one you enclose), and otherwise prevent the legitimate operation of that principle, they alone are to blame, and not the School Law. Small School Sections, together with such a Resolution as that which you enclose, must inevitably have the effect of reducing the allowance to your Section from the School Fund to a merely nominal sum; while School Sections which adopt a more generous system of management for their Schools enjoy that which your own constituents' want of enterprise and zeal prevents you from obtaining; but you should not charge that deficiency upon the School Act, when your Section has deliberately done all in its power to defeat its beneficial operation, and to bring about the very result which you, as well as this Department, must deplore. The School Law was designed to assist those who educate most and longest, and sustain their Schools generously and continuously, and not those who pursue an opposite course; in other words, it "helps those who help themselves."

If the number of Pupils between the ages of five and twenty-one years resident in your Section is small, you should endeavour to extend the boundaries of your School

Section so as to include a large number, and thus lessen the necessary School Tax by increasing your capabilities of obtaining a larger proportion of the School Fund than now falls to your share.

TORONTO, 8th July, 1855. EGERTON RYERSON.

EDUCATIONAL PROGRESS OF UPPER CANADA, 1853.

The following sketch of the progress of the Public School System in 1853 was written by Doctor Ryerson, as a Summary of the educational events of that year.

The year 1853 will always constitute an important epoch in the educational history of Upper Canada. The events to which it has given birth will form essential elements of influence and power in moulding the institutions, forming the character, and promoting the happiness and prosperity of the Country. The abundant harvests of the year, and the ready and advantageous disposal of the various products of the Country, have rewarded and prompted enterprise in every department of human industry, have created an unusual demand and value for labour, have given an unwonted impulse and importance to our Commerce, and diffused throughout the land the joyous consciousness of plenty and increase. . . . When, therefore, we speak of 1853 as a memorable epoch in the history of Upper Canada, we refer to events which will leave a deep and indelible impress upon the Institutions, character, and progress of the people, apart from the bounteous gifts of a productive season and the large accumulations of a prosperous commerce.

1. The magnificent system of internal railroad communication which has been matured and commenced will lay the foundation for developing the latent resources of the Country, and promoting its foreign and domestic trade to an indefinite extent. . . .

2. Another event of the year, which will perhaps be regarded by the future Canadian annalist as second to none in importance, is the unrestricted right of local self-government which has been so cordially and handsomely conceded to Canada by the Queen and Parliament of the mother country. . . .

3. The completion of our Municipal System, by important amendments and improvements, must exert a most potent influence upon the future character and interests of the Country. The principle of self-government in all purely local affairs, applied not only to the Country at large, but separately and fully to every few square miles of it, is an agency of almost unlimited capacity and power in opening up throughout the land the channels of local communication and enterprise, in regulating all affairs of neighbourhood interest, and providing the means of education and knowledge. . . .

4. In regard to the General System of Public Instruction, the year now closing has been a most eventful one. An Act has been passed creating a University, unconnected with any one College, but regulating the System of Public Collegiate Education, and invested with authority to confer Degrees and Honours in the Arts and Sciences; another Act has been passed to establish a System of Grammar Schools; and a third Act has been passed defining unsettled questions in the Common School law, and remedying its defects. The Legislative Grant in aid of Common Schools has been increased; the amount raised by local municipalities for the payment of Teachers and the furnishing of Schools, the number of noble School Houses erected, (especially in Cities, Towns and Villages), and the number of pupils attending the Schools, are largely in advance of any previous year.

5. The System of Public Libraries, which has been brought into operation during the year, will pre-eminently form an era in the intellectual history of Upper Canada. It is a System which has been a subject of inquiry, consideration and preparation for years; which has been a matter of free and public consultation in every County: which

leaves the people free to act as Counties, Townships, Cities, Towns, Villages, or School Sections, as they please; which combines all the resources of each Municipality to provide useful and entertaining reading for the whole population, and renders accessible to the remotest Municipality of the Country, and at the lowest prices, the best Books for popular reading that are published, either in Great Britain or in the United States. Through the medium of these Books the sons and daughters of our Land may contemplate the lives of the good, the wise, and the great of both sexes and of all ages, survey the histories of all nations, trace the rise and progress of all sciences and useful arts. . . .

TORONTO, January, 1854. EGERTON RYERSON.

THE GOVERNOR GENERAL-IN-COUNCIL OBJECTS TO THE GRAMMAR SCHOOL REGULATIONS, RELATING TO THE OPENING AND CLOSING EXERCISES OF EACH DAY.

In consequence of representations which were made to the Government, on the subject of certain Grammar School Regulations, the following Letter was addressed by the Provincial Secretary to the Chief Superintendent of Education:—

I have the honour to inform you that the attention of His Excellency has been called to the fact that, amongst the Rules and Regulations relating to Grammar Schools there are contained certain Exercises and Forms of Prayer, the adoption of which is recommended by the Council of Public Instruction.

His Excellency observes that as these Forms and Exercises are inserted in the positive By-laws and Regulations it might lead to the belief that it was meant to enforce upon the Trustees and Teachers of the Schools conformity thereto.

With a view, therefore, to prevent any misunderstanding on this head, His Excellency-in-Council has thought it right to cancel his approval of so much of the said Programme of Studies and Rules and Regulations as has reference to Forms of Prayer and Exercises.

QUEBEC, 10th of April, 1855. GEO. ET. CARTIER, *Secretary.*

NOTE.—Instead of drawing up a series of Resolutions, to be sent to the Government, on the subject of the withdrawal of the sanction of certain of the General Rules and Regulations relating to Grammar Schools, the Chief Superintendent prepared the following comprehensive Memorandum on the subject:—

MEMORANDUM BY THE CHIEF SUPERINTENDENT OF EDUCATION ON THE WITHDRAWAL OF THE SANCTION OF THE GOVERNOR GENERAL-IN-COUNCIL TO CERTAIN RULES AND REGULATIONS RELATING TO GRAMMAR SCHOOLS.

At a Meeting of the Council of Public Instruction for Upper Canada, held on Thursday, the 19th of April, 1855, two letters addressed by the Provincial Secretary to the Chief Superintendent of Education were read—the one dated the 9th of February, conveying the approval by His Excellency the Governor General-in-Council to the Programme of Studies and the Grammar School Rules and Regulations, which was adopted by the Council on the 25th day of December, 1854, and submitted to His Excellency, as required by Law; the other Letter was dated on the 10th of April, 1855, and concluded with the intimation that His Excellency-in-Council has thought it right to cancel his approval of so much of the said Programme of Studies and Rules and Regulations as has reference to Forms of Prayer and Exercises. "After a lengthened conversation on

the subject the Council, after careful consideration, adopted the following Resolutions on the subject:—

The Council regrets the position of embarrassment and difficulty in which the cancelling of a portion of the Grammar School Rules and Regulations places them.

The Council, in preparing a Code of Rules and Regulations for the Grammar Schools, felt that it would be essentially defective without a recognition of Christianity, which had already been so explicitly made in the Rules and Regulations for Common Schools, adopted in 1850, and the single point of difference on this subject between the recent Regulations, in respect to the Seventy Grammar Schools in Upper Canada, and the former Regulations in respect to the three thousand Common Schools, was the suggestion of certain Forms of Prayer for those Trustees and Masters of Grammar Schools who might wish to avail themselves of them.

The Council felt that it had performed its duty in recommending the acknowledgment of God and His Commandments in the Grammar Schools, and providing facilities for doing so; but never assumed, or desired to assume, the power to enforce upon the Trustees and Masters of Grammar Schools, or even to dictate to them, conformity on a subject in which all ranks and classes of men are equal before God.

That in reference to the paragraph of the Provincial Secretary's Letter of the Tenth of April, which says:—

"His Excellency observes that the adoption of the Forms and Exercises is left discretionary with the Trustees and Teachers; the fact, however, of their being inserted in the body of the positive By-laws and Regulations might, it appears to His Excellency, lead to the belief that it was meant to enforce upon the Trustees and Teachers of the Schools conformity thereto,"

the Council rejoices to observe that its intentions and its motives are appreciated by His Excellency, and recognized. It freely admits the possibility of their erroneous interpretation under the circumstances, although they had, they believed, carefully guarded against the supposition that they desired in any way to infringe upon the Religious Liberty of either Trustees, or Teachers, as to the Opening or Closing Prayers.

. . .

On the 2nd of May, 1855, the Council met, and on consideration of the whole subject as set forth in the foregoing Memorandum of the Chief Superintendent, adopted the following Explanatory Minute:—

The Council of Public Instruction, in preparing a General Code of Regulation for the Grammar Schools, felt that it was highly desirable to secure, as far as they could, without infringing on religious liberty, such a recognition of Christianity, by Prayer and the Reading of a portion of the Scriptures, as would impress upon the Pupils a due appreciation of the importance of Religious Duties, and becoming reverence for the Word of God. They did not, however, think it to be their duty to render conformity to their recommendation on these subjects in any way compulsory. They deeply regret to find that their object has been misunderstood; and that His Excellency the Governor General-in-Council has consequently deemed it necessary, "with a view to prevent any misunderstanding on this head," to revoke the sanction which he has been pleased previously to give to them. Under the circumstances, the Council leave the arrangements relative to the Daily Religious Exercises of each Grammar School to the judgment of each Board of Grammar School Trustees.

TORONTO, July, 1855. EGERTON RYERSON.

CIRCULAR TO THE CLERKS OF COUNTY MUNICIPALITIES IN UPPER CANADA, ON THE APPOINTMENT OF GRAMMAR SCHOOL TRUSTEES, 1854.

According to the provisions of the new Grammar School Act of 1853, which came into force on the beginning of the current year, the County Municipal Councils are authorized to appoint the Trustees of the Grammar Schools throughout Upper Canada; and I address you this Circular, (which you will please lay before the Council in order to draw the attention of your Council to the Act, which provides that:—

"The several County Municipalities in Upper Canada, at their first sittings to be held after the said First day of January, 1854, shall select and appoint three fit and proper persons to be Trustees for each of the Grammar Schools within their Counties, or Union of Counties, and shall decide the order in which the said persons so chosen shall retire from the said Board."

Before adverting to the duty of County Councils under this Clause of the Act, I may remark, that among other points of difference between the new and former Grammar School Acts, are the following:—

First, Instead of there being one Board of Trustees for the management of all the Grammar Schools in a County, there is to be a Board of six Trustees for each Grammar School.

Second, All the Trustees of Grammar Schools are to be appointed by the County Councils, instead of by the Crown.

Third, One-third ofthe Members of each Grammar School Corporation retires from office annually, and the places of the retiring Members, as well as all other vacancies, are to be filled up by the County Councils, as provided in the Ninth Section of the Act.

Fourth, All Trustees of such Grammar Schools, as may be hereafter established, are to be appointed by the County Municipalities, as provided by the Tenth Section of the Act of 1853.

Fifth, The Board of Trustees of each Grammar School has the appointment and removal of all the Officers and the entire management of the School.

Sixth, In each Grammar School certain subjects are to be taught and certain Regulations are to be observed, as presented by the Council of Public Instruction.

It will, therefore, be seen that the success and usefulness of each Grammar School will be very much affected by the character and qualifications of the Trustees appointed; and their character and qualifications will altogether depend on the appointments by the County Councils.

In each County Grammar School provision shall be made for giving instruction, by a Teacher, or Teachers, of competent ability and good morals, in all the higher branches of a practical English and Commercial Education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek Languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a Programme of Studies and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General-in-Council;

Provided always, that no Grammar School shall be entitled to receive any part of the Grammar School Fund, which shall not be conducted according to such Programme, Rules and Regulations.

I would also call your attention to the important provision in the Common School Act of 1850, which constitutes the County Grammar School Trustees and the Local Superintendents of Schools a Board of Public Instruction for the Examination and licensing of Common School Teachers in the County.

TORONTO, January 14th, 1854. EGERTON RYERSON.

Circular to the Boards of Grammar School Trustees.

I have the honour to transmit herewith the Regulations which have been adopted by the Council of Public Instruction and approved by the Governor General-in-Council, for the better Organization and Government of Grammar Schools in Upper Canada—including Rules as to the Qualifications of Pupils for admission to each Grammar School, the Exercises and Discipline to be observed, the Programme of the Course of Studies to be pursued, and the Text-Books to be used. These Regulations have been very carefully considered; and they will, I am persuaded, contribute much to the improvement of the Grammar Schools, and greatly facilitate their Management on the part of Boards of Trustees and Head Masters. . . .

In respect to the Course of Studies and the order of subjects prescribed by these Regulations, it is important that the Boards of Trustees and Head Masters should exercise a philosophical, as well as parental, discretion in recommending, or sanctioning, the selection and pursuit of Optional Subjects by Pupils. In preparing the following Programme of Studies, (which I shall insert), it has been sought to keep the two following educational axioms in view:—

First, That a Course of Studies should be adapted to exercise and improve the various intellectual powers of Children, according to the natural order of their development.

Secondly, That the subjects of Study should be so arranged that the knowledge of the first prepares the mind of the Pupil for the acquisition of the second, the second for attaining the third, and so on, in regard to all the subjects of the course.

In the exercise of "Options" in regard to one, or more, subjects of study, (as is allowed in the accompanying Programme), Trustees and Head Masters cannot too sedulously exert their influence upon parents and pupils to direct their preferences in harmony with the foregoing axioms, and to that which is most practical and useful in ordinary life.

In giving practical effect to the accompanying Programme of Studies and Regulations, I beg to offer, for the consideration of the Boards of Trustees and Head Masters, two, or three, Remarks on the objects and methods of teaching, which, I think, should be insisted upon and pursued in every Grammar School.

As the office of the Grammar School is that of a Preparatory School to the University for one class of Pupils, and that of Finishing School to another, and larger, class of Pupils, thoroughness should characterize the teaching of all subjects of the Course of Studies. Every Pupil should be taught the language of his own Country,—should be able to read it with accuracy, intelligence and grace,—should know the Orthography and the Meaning of its more difficult, as well as of its more easy, words,—should understand its Grammatical Structure, and should learn to use it with skill, and to appreciate its excellences, by the practice of speaking it accurately in ordinary conversation, by frequent Composition in Writing, and by the Critical Reading and Analysis of portions of the English Classic Authors, in both Prose and Poetry. The foundation of sound scholarship in Foreign Languages can only be laid in an accurate knowledge of their grammatical forms and principles, their proper pronunciation, and a clear perception of their differences of structure and idioms from the English, and from each other,—objects which cannot be accomplished without the practice of Oral and Written Exercises and Composition in the Languages taught, as well as of accurate and free translation of their Standard Authors. In Mathematics the Pupil should be familiar with the Definitions, should perfectly understand the reason, as well as the practice, of each step of the process in the solution of every question, from simpler cases in Arithmetic to the more difficult problems of Algebra and Propositions of Geometry. In teaching all the other subjects of the course, there should be like accuracy and thoroughness. No Pupil should be allowed to advance from one Rule, or subject, to another in any of the Branches taught, without a thorough knowledge of that which precedes it. The

progress of the Pupils should be judged, (and will be judged in practical life), not by the number of pages of Books they may have gone through, but by the nature and number of the subjects they have mastered; and the thorough teaching and study of a few subjects is better for the purposes of mental discipline, solid learning, and success in life, than the superficial teaching and study of many subjects.

The success and efficiency of the Grammar Schools must now chiefly depend upon the manner in which you, Gentlemen, discharge your duties in the selection of Masters and Teachers, and in the oversight and provision for the furnishing and support of the Schools. All the Text-Books, Maps and Apparatus required can be procured at the Educational Depository connected with this Department, at the cost prices. I had hoped that before the adjournment of the Legislature in December a Bill would have been passed amending the "Grammar School Act," so as to facilitate the discharge of their duties by Boards of Trustees, and greatly contribute to the interests of Grammar Schools. I think we may now anticipate the passing of such a Bill shortly, as I believe there is a no less ardent desire on the part of the Government and Legislature, than throughout the Country, to do all in their power to promote the success and usefulness of all our Educational Institutions.

TORONTO, February 17th, 1855. EGERTON RYERSON.

INSTRUCTION TO INSPECTORS OF GRAMMAR SCHOOLS, BY THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA.

It shall be the duty of the Inspectors of the Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination, in such manner as they shall think proper, into all matters affecting the character and Operations of the School, and especially in regard to the following things:—

1. *Mechanical Arrangements.*—The tenure of the property; the materials, plan and dimensions of the School Buildings; when erected, and with what funds built; how lighted, warmed and ventilated; if any Class-rooms are provided for the separate instruction of part of the Pupils; if there is a Lobby, or Closet, for hats and cloaks; Book-presses, etcetera; how the Desks and Seats are arranged and constructed; what arrangements for the Teacher; what Playground is provided; what Gymnastics Apparatus—if any; whether there be a Well, and proper Conveniences for private purposes.

2. *Means of Instruction.*—The Books used in the several Classes, under the Heads of Latin, Greek, English, Arithmetic, Geography, etcetera, the Apparatus provided, as Maps, Globes, Black-boards, Models, Cabinets, Library, etcetera.

3. *Organization.*—Arrangement of Classes; whether each Pupil is taught by the same Teacher; if any Assistant, or Assistants, are employed; to what extent; how remunerated; how qualified.

4. *Discipline.*—Hours of attendance; usual ages of Pupils admitted; if the Pupils change places in their several Classes; or whether they are marked at each Lesson, or Exercise, according to their relative merits; if distinction depends on Intellectual Proficiency, or on a mixed estimate of Intellectual Proficiency and Moral Conduct, or on Moral Conduct only; what Rewards, if any; whether Corporal Punishment is employed —if so, its nature, and whether inflicted publicly or privately; what other Punishments are used; management in play hours; whether attendance is regular; what Religious Exercises are observed, and what Religious Instruction is given, if any.

5. *Method of Instruction.*—Whether Mutual, or Simultaneous, or Individual, or Mixed; if Mutual, the number of Monitors, their attainments, how appointed, how employed; if Simultaneous, that is by Classes, in what subjects of instruction; whether the Simultaneous method is not more, or less, mingled with Individual teaching, and on what subjects; to what extent intellectual or the mere Rote method are pursued, and on what subjects; how far the interrogative method only is used; whether the sug-

gestive method is employed; whether the Elliptical method is resorted to; how the attainments in the Lessons are variously tested,—by individual oral interrogation,—by requiring written answers to written questions, or by requiring an abstract of the Lesson to be written from memory.

6. *Attainments of Pupils.*—(1.) Reading; whether they can read with ordinary facility only, or with ease and expression. Art of Reading, as prescribed in the Programme,—meaning and Derivation of Words. (2.) Writing; whether they can write with ordinary correctness, or with ease and elegance. (3.) Drawing,—Linear, Ornamental, Architectural, Geometrical; whether taught, and in what manner. (4.) Arithmetic; whether acquainted with the Simple Rules, and skilful in them; whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them; whether acquainted with the Compound Rules, and skilful in them; whether acquainted with the Higher Rules, and skilful in them. (5.) Bookkeeping. (6.) English Grammar; whether acquainted with the Rules of Orthography, Parts of Speech, their nature and modifications, Parsing and Composition; whether acquainted with the Grammatical structure and excellences of the Language by frequently composition in writing, and the critical reading and analysis of the English Classic Authors, in both Prose and Poetry. (7.) Geography and History; whether taught as prescribed in the Official Programme, and by questions suggested by the nature of the subject. (8.) Outlines of English Literature; how far taught, and in what manner. (9.) The Languages—Latin, Greek and French; how many Pupils in each of these Languages; whether well grounded in an accurate knowledge of their grammatical form and principles; their proper pronunciation, peculiar structures and idioms, and whether taught by oral and written Exercises and Compositions in these Languages, as well as by accurate and free translation of the Standard Authors. (10.) Algebra and Geometry; how many Pupils and how far advanced in; whether they are familiar with the Definitions, and perfectly understand the reason, as well as the practice, of each step in the process of solving each Problem and demonstrating each Proposition. (11.) Elements of Natural Philosophy and Chemistry, as prescribed in the Programme; whether taught, what Apparatus is used for teaching them; how many Pupils in each subject. (12.) Vocal Music; whether taught, and in what manner.

7. *Miscellaneous.*—(1.) How many Pupils have been sent from the School to, (and how many are preparing to matriculate in), some University College. (2.) Whether a Register and Visitors' Book is kept, as required by the Regulations, and whether the Trustees visit the School. (3.) Whether the Pupils have been examined before being admitted to the School, and arranged in Forms and Divisions, as prescribed by the Regulations; and whether the required Public Examinations have been held. (4.) What Prizes or other means are offered, or employed, to excite Pupils to competition and study. (5.) How far the course of Studies and method of Discipline, prescribed according to law, have been introduced and are pursued in the School; and such other information in regard to the condition of the Schools as may be useful in promoting the interests of Grammar Schools generally.

Meteorological Stations Established at the Grammar Schools, 1855.

On the reorganization of the Grammar Schools in Upper Canada, it was thought to be very desirable to establish, in connection with them, a series of Meteorological Stations, with a view to promote habits of observation at these local "seats of learning." Accordingly, the views on the subject of Captain (afterwards Sir J. H.) Lefroy, then the Director of the Meteorological, or Magnetical, Observatory at Toronto, were sought. He entered cordially into the matter and promised all the assistance in his power to promote a public object so practical and so useful in many ways.

In connection with this matter, the following Letter was addressed by the Chief Superintendent of Education to Professor J. B. Cherriman,—then in temporary charge of the Provincial Observatory.*

1. At the suggestion of your Predecessor in the Provincial Observatory, Captain Lefroy, the following Section was introduced into the Grammar Schools' Amendment Act of 1853:

Whereas it is desirable, at Seminaries and places of Education, to direct attention to Natural Phenomena, and to encourage habits of Observation;

And whereas a better knowledge of the Climate and Meteorology of Canada will be serviceable to Agricultural and other pursuits, and be of value to Scientific Enquirers;

(1) Be it, therefore, enacted, That it shall be part of the duty of the Master of every Senior County Grammar School to make the requisite observations for keeping, and to keep a Meteorological Journal, embracing such observations; and kept according to such Form as shall, from time to time, be directed by the Council of Public Instruction; and all such Journals, or Abstracts of them, shall be presented annually by the Chief Superintendent of Education to the Governor with his Annual Report;

(2) Every Senior County Grammar School shall, on or before the last day of November, one thousand eight hundred and fifty-four, be provided, at the expense of the County Municipality, with the following Instruments: One Barometer; One Thermometer for the temperature of the air; One Daniel's Hygrometer, or other Instrument for showing the Dew-Point; One Rain-gauge and Measure; one Windvane;

And it shall be the duty of the Chief Superintendent of Education to procure these Instruments at the request and expense of the Municipal Council of any County, and to furnish the Master of the Senior Grammar School with a Book for registering Observations, and with Forms for Abstracts thereof, to be transmitted to the Chief Superintendent by such Master, who shall certify that the Observations required have been made with due care and regularity.

2. Captain Lefroy promised me his assistance in the selection of the Instruments, which the above quoted Section of the Act requires me to procure; also in preparing the Forms and Instructions necessary for making required Observations,—so that the Instruments employed and the method of making the requisite Observations and keeping a Meteorological Journal by the Master of each Senior County Grammar School might agree with those employed in the Provincial Observatory.

3. Some weeks since I procured specimens of the Instruments mentioned in the Statute; and now I take the liberty of requesting that you will have the goodness to afford me your valuable assistance in giving effect to the intentions of the Legislature by examining the specimens of the Instruments I have procured, and by preparing the Forms and Instructions necessary for making, registering and reporting the Observations required by the Statutes.† . . .

TORONTO, February 2nd, 1855. EGERTON RYERSON.

*As it was in contemplation, in 1853, to remove the Magnetical Observatory from Toronto, the Senate entered into correspondence with the Provincial Government on the subject. The possibility of its removal suggested the idea of promoting the taking of meteorological observations at certain important localities in the Province, to be selected, where Grammar Schools might be established. These local Stations were selected in the following year, and the "results" were sent to the Provincial Observatory and to the Smithsonian Institution at Washington.

†These Forms, etcetera, were subsequently prepared and were in 1857 issued in a Bound Book of 22 pages, under the following title: "General Instruction for Making Meteorological Observations at the Senior County Grammar Schools in Upper Canada." Authorized and required by the Grammar School Act of 1853, 16th and 17th Victoria, Chapter 186, Section XVI. Prepared under the authority of the Chief Superintendent of Education. By the Director of the Magnetical Observatory, Toronto. Approved by the Council of Public instruction for Upper Canada, 14th of July, 1857. With Frontispiece.

FUND FOR THE SUPERANNUATION OF WORN-OUT COMMON SCHOOL TEACHERS IN UPPER CANADA, 1854.

Regulations for the Granting of Pensions to Superannuated Common School Teachers.

The following is an Extract from the Law authorizing the payment of pensions to Superannuated School Teachers in Upper Canada, in which it is enacted that:—

A sum not exceeding Five hundred pounds, (£500), per annum, shall be applied towards forming a fund for the support of Superannuated, or Worn-out, Common School Teachers in Upper Canada, under such Regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor General-in-Council;

Provided always that no such Teacher shall be entitled to share in the said Fund who shall not contribute to such Fund, at least, at the rate of One pound, (£1), per annum, for the period of his teaching School, or receiving aid from such Fund, and who shall not furnish satisfactory proof to the Council of Public Instruction, of inability, from age, or loss of health in teaching, to pursue that profession any longer;

Provided, also, that no allowance to any Superannuated, or Worn-out, Teacher shall exceed the rate of One pound Ten shillings, (£$1.10.0), for each year that such Teacher shall have taught a Common School in Upper Canada.

The following are the Regulations which were adopted by the Council of Public Instruction for Upper Canada, pursuant to the foregoing provisions of the School Act of 1853, on the Twentieth day of April, 1854.

1. Old Teachers, who have become superannuated on, or before, the first day of January, 1854, and who produce the proofs required by law of character and services as such, may share in this Fund, according to the number of years they have respectively taught a Common School in Upper Canada, either by depositing with the Chief Superintendent of Education the preliminary Subscriptions to the Fund required by Law, or having the amount of such Subscriptions deducted from the first year's Pension payable to such superannuated Teacher.

2. Every Teacher now (1854) engaged in teaching, in order to be entitled, when he shall have become superannuated, to share in this Fund, must contribute to it at the rate of One pound, (£1), per annum; and no Teacher, now engaged in teaching, shall be entitled to share in this Fund who shall not thus contribute to it annually. But the amount of the Annual Subscriptions for the years during which such Teacher may have taught, before the First day of January, 1854, and for which he may hereafter claim as a Superannuated Teacher, may be deducted from the first year's Pension to which such Teacher may be entitled.

3. Should any Teacher (having a Wife and Children) subscribe to this Fund, and die, without deriving any benefit from it, the amount of his Subscriptions, and whatever interest may accumulate thereon, shall be paid to his Widow, or Children, as soon as satisfactory proofs of his decease, and the relationship of the claimant, or claimants, to him shall have been adduced.

4. No Teacher shall be eligible to receive a Pension from this Fund who shall not have become disabled for further service while teaching a Common School, or who shall not have been worn out in the work of a Common School Teacher.

5. Applications, accompanied by the requisite Certificates and proofs, must be made each year before the First day of April, in order to entitle the applicants to share in this Fund for such year.

6. In case the Fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the Fund shall be equitably divided among the several Claimants, according to their respective periods of service.

7. The amounts of all Subscriptions to this Fund, and of any unexpended balances of Legislative Grants made to it, shall be invested, from time to time, under the direction of this Council, and the interest accruing thereon shall be expended in aid of Superannuated Teachers of Common Schools in Upper Canada, according to these Regulations. All annual subscriptions to this Fund must be made before the end of the year for which they are entitled; and all—

8. Communications and Subscriptions in connection with this Fund must be made to the Chief Superintendent of Education for Upper Canada.

Approved by His Excellency the Administrator of the Government-in-Council, as notified to the Chief Superintendent of Education on May the Twentieth, 1854.

J. George Hodgins,
Deputy Superintendent of Education for Upper Canada.

Toronto, May 23rd, 1854.

N.B.—No Certificate, in favour of an Applicant, should be signed by any Superannuated Common School Teacher already admitted as a Pensioner on the Fund.

Toronto, 5th of November, 1855. J. G. H., *Deputy Superintendent.*

DIVISION OF THE LEGISLATIVE SCHOOL GRANT, 1841-1855.

Chiefly through the efforts of the Honourable Isaac Buchanan, a Grant, in aid of Common School Education of Fifty thousand pounds (£50,000=$200,000) a year was made by the Legislature of United Canada in 1841. For many years this annual Grant was divided between Upper and Lower Canada on the basis of Population, as required by the Special Act on the subject of 1843,—the amount coming to Upper Canada, on this basis, was Twenty-one thousand pounds £21,000=$84,000), and to Lower Canada, Twenty-nine thousand pounds (£29,000=$116,000).

In 1848 the Chief Superintendent, in a Letter to the Provincial Secretary, appealed against the continuance of this division, as, in the meantime (between 1841 and 1848), the population of Upper Canada (710,000) had increased in a larger proportion than that of Lower Canada (700,000). He, therefore, proposed that, for the present, the share of the Grant coming to Upper Canada should be Twenty-four thousand pounds (£24,000=$96,000), and that to Lower Canada, Twenty-six thousand pounds (£26,000=$104,000. The request that this equitable division be made was not granted.

Again, in March, 1849, the Chief Superintendent called the attention of the Government to the subject and to the continued inequality of the division of the Legislative Grant, but still without effect. In December of the same year another effort was made by the Chief Superintendent (in a Letter to the Inspector General), to have this continued inequality in the division of the Grant removed, and that the division be made on the basis which he had proposed in his Letter to the Provincial Secretary of the 17th of October, 1848. The basis proposed was regarded by the Inspector General as equitable; but no Order-in-Council was passed to give it effect. This state of things continued until 1851, when the Editor of this Volume (as Deputy Superintendent), during the Chief Superintendent's second official visit to Europe and the United States, wrote a Letter to the Pro-

vincial Secretary in March, 1851, requesting that the Department be informed of the decision of the Governor General-in-Council on the subject of the division of the Parliamentary Grant. In reply, the Provincial Secretary stated that an Order-in-Council had been passed, making an equal division of the Legislative Grant between the Provinces, giving to each one Twenty-five thousand pounds (£25,000=$100,000).

NOTE. The amount thus lost to Upper Canada by not making an equitable division of the Grant as required by law, and as requested, was at the rate, at least, of Three thousand pounds (£3,000=$12,000) a year.

THE PUBLIC SCHOOL LIBRARIES OF UPPER CANADA, 1867.

Although the Educational Depository commenced operations in 1850, it was not until 1853 that the Legislature made provision for the supply by it of Public School Libraries. During each successive year an effort was made, by Circulars and otherwise, to prompt Municipalities and Boards of School Trustees either to replenish existing Libraries, or to establish new ones, where none hitherto existed.

A General Catalogue of suitable Books, as approved by the Council of Public-Instruction, was prepared and freely circulated with that object in view. As new Books were approved by the Council, Supplements to the General Catalogue were issued. From time to time a new and revised General Catalogue was prepared, embodying these Supplements and also the names of newly approved Books.

At first, works of fiction were not included in these Catalogues, but, as time went on, the demands that the names of a choice and select list of standard works of fiction should be added to the Books already approved, were so numerous, that I prepared the following Memorandum on the subject for the Chief Superintendent, so that he might bring the matter before the Council of Public Instruction.

MEMORANDUM ON STANDARD OF WORKS OF FICTION, FOR THE CHIEF SUPERINTENDENT OF EDUCATION.

The Regulations of the Council of Public Instruction respecting the selection of Library Books states that, within certain 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. In June, 1863, it was—

Ordered, That the Chief Superintendent be requested to examine, on behalf of the Council, such Books as he has selected for Public Libraries in Upper Canada, and present his Report thereon, from time to time, as he may find it convenient.

With respect to minor Works of Fiction, it may be observed that there are a great number of them on the Catalogue, and have been from the beginning, particularly in the department of "Practical Life," which is made up of Tales and Stories chiefly for youthful readers. A wish has, however, been frequently expressed by ratepayers who have interested themselves very greatly in the establishment of Public Libraries in various localities, that the Catalogue issued by the Department should contain a more copious selection of the approved and choice standard works of fiction.

In 1865 such an application was made by Colonel Wilson on behalf of the Trustees of the Schools at Simcoe, including some of Sir Walter Scott's and Sir Edward Bulwer's, as well as of other standard works, and they were sent as a special selection at their request.

The Reverend George Blair, Local Superintendent of the County of Durham, is now making an effort to introduce Libraries in every School Section in his Municipality, and

finds that the want of books of the character mentioned is a great obstacle to his success in this direction. He states that the people generally, and especially the rising generation, read the Tales and Stories of "Practical Life" with satisfaction, and that this taste, if rightly directed, will have a refining and elevating influence. Mr. Blair strongly recommends that a judicious selection of the best and most entertaining standard Novels of fine tone should be added to the Catalogue, and that, if it be done, he predicts a very great impetus will thus be given to the Library system, and a great benefit be conferred upon the Country at large.

The following selection of Standard works of Fiction is suggested, in accordance with the foregoing Memorandum:—

Tales and Stories of Christopher North, videlicet:—
Lights and Shadows of Scottish Life. The Foresters.
Trials of Margaret Lindsay.

The whole of the works of Sir Walter Scott.

Selections from Lord Lytton's Novels, as follows:—

The Last of the Barons.	Siege of Granada.
Harold.	De Caxtons.
Rienzi.	My Novel.
Last Days of Pompeii.	Zanoni.
Pilgrims of the Rhine.	What will he do with it?

Charles Dickens' Works:—

The Pickwick Papers.	Little Dorrit.
Nicholas Nickleby.	Our Mutual Friend.
Sketches by Boz.	Dombey and Son.
The Old Curiosity Shop.	David Copperfield.
Christmas Carols.	

Wilson's Tales of the Borders.

John Galt's Tales, as follows:—

Annals of the Parish.	The Entail.
Sir Andrew Wylie.	The Steamboat.

Cooper's Leatherstocking Tales, as follows:—

Last of the Mohicans.	The Pathfinder.
The Pioneers.	The Prairie.
The Deerslayer.	

J. G. Lockhart's Tales.

Tales from Blackwood's Magazine, Twelve Volumes.

Blackwood's Standard Novels.

Doctor Warren's Diary of a Late Physician.

Ten Thousand a Year.

Disraeli's Novels (a selection to be made).

Judge Haliburton's Stories:—

The Clock Maker.	Sam Slick in England.

Miss Mulock's Stories, as follows:—

John Halifax, Gentleman.	Agatha's Husband.
A Noble Life.	Head of the Family.
Two Marriages.	The Ogilvies.
Mistress and Maid.	

Miss Charlotte M. Yonge's Stories (a large variety).

The George Eliot's Stories (quite a variety).

Schomberg-cotta Series:—
Chronicles of the Schomberg-Cotta Family.
Sketches of the Olden Time in England.
The Draytons and the Davenants.

Henry Kingsley's Stories (quite a variety).

Anthony Trollope's Works:—
Small House at Allington.
Doctor Thorne.
Framley Parsonage.
Can You Forgive Her?
The Belton Estate.
Orley Farm.
The Bertrams.
Last Chronicle of Barnet.
Kellys and O'Kellys.
Castle Richmond.

Thackeray's Works, as follows:—
The Newcomes.
Pendennis.
The Virginians.
Henry Esmond.

G. R. R. James:—
Philip Augustus.
De L'Orme.
Attila.
Mary of Burgundy.
Castle of Ehrenstein.

Kingston's Sea Stories, a Series.

Lever's Knight of Gwynne. The Dodd Family. Lever's Irish Stories and Legends. Second to None. Grant's Romance of War. Tales of the Scottish Cavaliers. Aide de Camp. Bothwell. Legends of the Black Watch. Jane Sexton. King's Own Borderers. Cavaliers of Fortune. Gleig's Hussar. County Curate. The Heir of Redclyffe. Clever Woman of the Family. Lances of Lynwood.

Toronto, December, 1867. J. George Hodgins.

Note.—This selection was approved by the Council of Public Instruction.

The Establishment and Management by Municipal and School Corporations of Public School Libraries in Upper Canada.

The Common School Act of 1850 enacts:—

1. *Legislative Grant.*—That it may and shall be lawful for the Governor-in-Council to authorize the expenditure annually, out of the share of the Legislative School Grant coming to Upper Canada, of a sum not exceeding Three thousand pounds, (£3,000), for the establishment and support of School Libraries, under such Regulations as are provided for by this Act.

2. *Chief Superintendent.*—That it shall be the duty of the Chief Superintendent of Education to employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading in the several Counties, Townships, Cities, Towns and Villages; to provide and recommend the adoption of suitable Plans of School Houses, with the proper Furniture and Appendages; and to collect and diffuse useful information on the subject of Education generally among the people of Upper Canada. To submit to the Council of Public Instruction all Books, or Manuscripts, which may be placed in his hands, with a view of obtaining the recommendation, or sanction, of such Council, for their introduction as Text-Books, or Library Books; and to prepare and lay before the Council of Public Instruction for its consideration, such General Regulations for the Organization and Government of Common Schools, and the management of School

Libraries, as he shall deem necessary and proper. To apportion whatever sum, or sums, of money shall be provided by the Legislature for the establishment and support of School Libraries: *Provided always*, That no aid shall be given towards the establishment, or support, of any School Library unless an equal amount be contributed and expended from local sources for the same object.

3. *Council of Public Instruction.*—That it shall be the duty of the Council of Public Instruction to examine, and at its discretion recommend, or disapprove of, Text-Books for the use of Schools, or Books for School Libraries: *Provided always*, That no portion of the Legislative School Grant shall be applied in aid of any School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval.

4. *Local School Superintendents.*—That it shall be the duty of each Local Superintendent of Schools to make an Annual Report to the Chief Superintendent of Education, which, among other things, shall state the number of Libraries, their extent, how (and when) established and supported. (See also Paragraphs Numbers Six and Fifteen of this Series.)

5. *School Visitors.*—That School Visitors shall have authority, at any lawful meeting, to devise means, as they may deem expedient, to promote the establishment of Libraries and the diffusion of useful knowledge.

6. *County Boards of Public Instruction.*—That it shall be the duty of each County, or Circuit, Board of Public Instruction, *Fourthly*, To adopt all such lawful means in their power, as they shall judge expedient, to promote the establishment of School Libraries, and to diffuse useful knowledge in such County, or Circuit.

7. *County Municipal Councils.*—That it shall be the duty of the Municipal Council of each County, *Secondly*, To raise by assessment such sum, or sums, of money as it shall judge expedient for the establishment and maintenance of a County Common School Library.

8. *Township Municipal Councils.*—That it shall be the duty of the Municipality of each Township in Upper Canada, *Secondly*, To levy, at its discretion, such sum, or sums, as it shall judge expedient for purchasing Books for a Township Library, under such Regulations as shall be provided according to law.

9. *City and Town Municipal Councils.*—That the Council, or Common Council, of each City or Incorporate Town in Upper Canada shall be, and is hereby, invested, within its limits and liberties, as prescribed by law, and shall be subject to the same obligations as are the Municipal Councils of each County, and the Municipality of each Township, by the Eighteenth and Twenty-seventh Sections of the School Act of 1850.

10. *Village Municipal Councils.*—That the Municipality of every Incorporated Village shall possess and exercise all the power, and be subject to all the obligations with regard to the levying and raising of moneys for the establishment and maintenance of School Libraries within the limits of such Incorporated Village as are conferred and imposed by this Act upon the Municipal Corporations of Cities.

11. *Boards of School Trustees in Cities, Towns and Villages.*—That it shall be the duty of Boards of School Trustees in Cities, Towns, and Villages, *Thirdly*, To do whatever they may judge expedient for procuring suitable Apparatus and Text-Books, and for the establishment and maintenance of a School Library, and the appointment of a Librarian to take charge of the Library when established.

Circular to Municipal and School Corporations in Upper Canada.

The Legislature having increased the Grant in aid of Public Libraries, the Chief Superintendent of Education will, until further notice, apportion One hundred per cent. upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment, or increase, of Public Libraries in Upper Canada, under the Regulations provided according to law. . . .

Toronto, June 18th, 1855. Egerton Ryerson.

ESTABLISHMENT OF PRISON LIBRARIES IN UPPER CANADA.

Soon after the establishment of the Public Library System in 1855, it was considered desirable to endeavour to get Library Books of an interesting and appropriate character introduced into the Provincial Penitentiary and into the County Jails. A proposal to that effect was made to the Authorities of these Institutions by the Education Department, and was cordially responded to. Libraries for the Prisoners were, therefore, established with good and beneficial effect, in the Penitentiary and in the County Jails. The following Circular was sent to the Warden of the Penitentiary and to Wardens of Counties.

Circular to the Warden of the Penitentiary, and to Wardens of Counties.

This Department having made an Apportionment from the Public School Library Fund towards the establishment of a Library in the Institution over which you are placed, I will thank you to let me know whether the Books sent have been applied for by the Prisoners, and, if so, to any great extent, and what, in your opinion, have been the general effects of the Library upon the Prisoners.* I have also written to the Wardens of Counties on this subject, as I am anxious to obtain the fullest information in regard to this interesting matter, in order that, if satisfactory, I might take steps to have the other Jails supplied with Libraries in like manner.

Toronto, December 7th, 1857. Egerton Ryerson.

Reply from the Chaplain of the Provincial Penitentiary.

The Reverend Hannibal Mulkins, Chaplain of the Provincial Penitentiary, Kingston, in transmitting his Report upon the operation of the Library in the Provincial Penitentiary, thus ably discusses the whole question of Prison Reform, and the means of accomplishing it by personal efforts, and by moral and other effective influences:—

I. The Chief Intention and Object of all Reformatory Prisons.

1. The improvement of Convicts, mentally and morally, so as to make them good subjects, and, if possible, good Christians, is, or ought to be, it is reasonable to assume, the first and highest purpose of all Penitentiaries and Reformatory Institutions. Although other important purposes may be accomplished by such Establishments, as, for instance, the safe custody of the Offender, the prevention of Crime, punishment for the Offence, and the safety, in the meanwhile, of society at large, yet unquestionably the State has a nobler intention still in placing its criminal members in Institutions of Reform. It intends to give them an opportunity for reflection and repentance; to effect a separation between them and their evil companions, and to withdraw them from bad and corrupting influences; to place their wicked passions and dispositions under restraint, that thereby they may become less powerful; to draw forth and invigorate the better feelings of their nature, that these better feelings may become stronger and more prevalent in life; to show them that society seeks not so much to revenge itself upon them for crimes in the past, as to provide for them such mental and moral culture as shall prevent all crimes in the future; in short, that the State evidently intends carrying into effect the Christian principle of rendering good for evil, of giving to its criminal children such means of improving, such increase of knowledge, such habits of industry, such moral training and Religious Instruction, that thereafter they may become good Citizens, useful and happy men, and albeit great sinners yet effectually converted from the errors of their ways.

*Many of the Books selected to be sent to the Prison Libraries consisted of Tales and Stories of Practical Life. These, and Books of Travels, Natural History and kindred works formed the staple of the Books sent.

II. The Most Effectual Means to be Used to Accomplish this Purpose.

2. With this purpose in view, the inference is undeniable that the agencies acting upon Convicts, the influence surrounding them, the discipline for their government, the instruction given and the Books in use among them, should have a direct bearing upon their moral and intellectual nature, to the end that they may see and know that society in their imprisonment intended not to degrade, to deprave, or to destroy, but to raise them up, when fallen, to purify and to save; not to convert them into instruments for enticing men, but into instruments of future righteousness and usefulness.

3. As Institutions for the Blind are intended to supply the best means of removing the defects of the Eye, and for the restoration, or improvement, of vision; and those for the Deaf, the best means for removing the defects of the Ear, restoring, or improving, its discernment of sound; so should Institutions for the moral reformation of Criminals possess the most effective instrumentalities for removing all defects, moral or otherwise, from the minds of Convicts, by supplying the deficiencies of nature and the wants of early education and training, by driving out of their hearts base ideas and vicious feelings, which, like so many demons, had entered in and dwelt there; and, by implanting in their stead useful knowledge, sound principles, virtuous morals and pure Religion. Such undoubtedly should be the Christian aim of Penitentiaries and all other Prisons for the reformation of the guilty Criminal, although indeed in practice it has never been completely attained. It seems the destiny of man here to see before him in all things a dazzling ideal of theoretical perfection, a prize which he may view at a distance, as the Prophet of Israel from the mountain top saw the Promised Land, and towards which he may approximate nearer and nearer, but which he is not permitted fully to realize on earth. But these Institutions, to fulfil their double mission of justice and mercy, ought to combine the advantages of a School, for teaching the ignorant; of a Family, for moral discipline and training; of a Library, for the diffusion of useful knowledge; and of a Church, for Religious devotion. Within the walls of a Prison, as well as beyond them, the means should be adapted to, and competent to achieve, the desired end. The reformation of Convicts may be looked upon as an exceedingly difficult, if not hopeless, task, but for that very reason the fullest and most efficient means should be used in their behalf, and those fitted to their peculiar wants; the Convict possesses an intellect capable of being made radiant by intelligence and knowledge, a soul that may be made holy by the presence of Religion. The moral amelioration of Convicts, therefore, for which the State provides is a weighty trust, a sacred responsibility in which society is vastly interested, and with which all concerned, even the Convicts themselves, ought to be solemnly impressed.

III. The Importance of the Library in the Improvement of Convicts.

1. Among the essential means for achieving the great moral ends of penitential Institutions must undoubtedly be ranked as very prominent and efficient the use of good books—the Prison Library. It would be folly to deny the importance of the secular and moral teaching imparted to Convicts in the School of a prison, without which, in many cases, the Books of the Library could not be read, and would consequently be useless. It would be the height of folly to undervalue the advantages of the sacred teachings of the Bible, or the invaluable instructions of the Church. Each of these has its own theatre and mode of action, both performing important functions in the reformation of the Convict. Secular and sacred Science, like nature and revelation, are always, in virtue of their author and being, harmonious, and never even appear to clash, or contend, with each other, except only when their respective forces are marshalled by ignorance on the one hand, or fanaticism on the other. Wisdom and Virtue—Knowledge and Religion—the well-balanced cultivation of man's spiritual nature are so important to him, that they constitute the very elements of happiness to himself and usefulness to others, and the essential character of him who loves his neighbour as himself, and

God with all his heart. The importance of a Prison Library in aiding in the reformation of so desirable a character among Convicts is manifest.

2. The Library has a double, or twofold, effect, intermediate between the Secular and Religious Instruction, uniting and cementing the advantages of the School and the Church, adding to the knowledge of things secular and useful the knowledge of things moral and divine. It improves the instruction given in School in its elevation and tone, in the scope and duration of the knowledge it conveys, while, at the same moment, it enlightens the understanding, and sharpens its faculties for the keener perception and better appreciation of that divine spirit which is life and truth and all things to the soul of man. The Prison Library, therefore, comes in as "the Crown and Glory" of the secular, and as the humble and zealous Minister of the moral teaching.

3. The Prison Library acts with many Convicts as a powerful stimulus in learning to read, or for the improvement of those who otherwise might not care to learn, since it presents before them so vast a field and so goodly a land for their use, their improvement, and enjoyment, when once they are in possession of the key which unlocks and lays their treasures at their feet.

4. It also operates with them as a powerful inducement to good behaviour, not only in order to obtain a Book, but while they are reading it, thus aiding the Convicts in the acquisition of habits of self-government, conferring upon them a real moral benefit, and at the same time supplying an effectual auxiliary means for the maintenance of order and discipline among them.

5. A further advantage of the Prison Library is that it affords instruction to hundreds, and in the course of years to thousands, of Convicts to whom the School is not open, and to whom the Library must become, as it were, both Teacher and tuition, without which no instruction, except of a Religious nature, could possibly be received by them. The School is only intended for Convicts almost wholly defective in the very first principles of education, and more particularly for the younger portion of these. But the Library Book opens its pages and offers its advantages to all, circulating freely among all classes and origins and races, and renewing its supplies to them, from time to time, as their needs require. Since the establishment of this Penitentiary the large number of Four thousand eight hundred and seventy-one Prisoners have been confined within its walls. Of these probably not more than one-tenth required School instruction, but a good Library among so many persons, and during a period, since its establishment, might have communicated an incalculable amount of useful knowledge to thousands of Readers.

6. The Library supplies a source of instruction to the Convict available at almost all times and places in Prison. The School must of necessity be limited to few in number, and chiefly to one place; but the Library sends out its volumes of Books to all parts of the Prison, and they are at all times at hand. At the intervals of his work the Convict can frequently snatch a moment for reading; in his Cell, in the Summer Season, he may devote hours to its study each day; when he walks back and forward to his meals his Book is sometimes in his hands; after each meal he can apply himself to reading for nearly a half-hour; even in Chapel, during the few moments before service, almost every Convict may be seen with a Volume in his hand, which he peruses with earnest attention. There is scarcely a moment during the light of day but what, in some place, in the Prison Wings, or Wards, in the Work Shops, or Sheds, in the Halls, or Hospital, the Library will be communicating its spirit and intelligence to some of the Prisoners.

7. The Library promotes a profitable occupation of time by the Convicts, which otherwise would be wasted in idleness, the nearest akin to vice. At the same time the knowledge gained in devoting their few unoccupied moments to reading, and the cultivation of their faculties, so greatly promoted by good Books, makes them more active, industrious, contented and intelligent in their work, and more useful to the Institution—contributing at once to the improvement of the Convict, the discipline of the Prison, and the value of the convict-labour.

8. The Library is the source of relief and the "minister of consolation" to the Convict in some positions, and on some occasions, which otherwise would peculiarly embitter his incarceration. The Prison is closed in the Summer Season at six o'clock P.M. each day, leaving the Convict nearly three hours before darkness sets in for reading. But, without a Library, these hours would be hours of haunting terror and bitterness to the Convict. Some may probably have spent them in meditating upon plans of escape; others upon schemes of future depredations; many looked upon them as a period of memory's terrible mental suffering; to all it was a time of solitude and misery. The Library has put an end to this, and converted those hours of idleness and misery into a period of profit, enjoyment and comparative happiness.

9. The Library, moreover, is a fountain of continuous instruction to the Convicts. There are moments every day, hours of every week, and days of every month, which, without useful Books, would run to waste, or, what is worse, to vice; but which, by means of the Library, may perpetually add to the extent and variety of the Convict's knowledge, tending to his improvement in the contentment which it brings in its beneficent tenor, and increasing his capacity to receive it, his relish in its enjoyment, and his ability for usefulness.

10. The Library stimulates and keeps alive in the hearts of many Convicts—Fathers, Husbands, Brothers and Children—hopes of future happiness and usefulness amongst their Friends, and in a degree qualifies them for the realization of their hopes. The desire to be useful may always be contemplated with pleasing emotions; but it is especially pleasing to think that even the iron foot of crime cannot utterly crush that desire from the human soul. There are many Convicts here who read and study diligently, with the hope that it may add to their usefulness when they are once more free, and enable them to make some amends in the future for their errors in the past.

11. Finally, whether we consider the fund of knowledge which a Library supplies as food for the Convict's mind; or the stock and variety of new ideas which it has afforded; whether we consider the exercise and invigoration of his faculties it has given; the employment to his thoughts, the habits of industry and beneficial occupation of time it has inculcated; or whether we consider the contentment afforded, or its contribution towards order and discipline, or that its truths, like all other truths, are, in their nature, on the side of virtue and morality,—and, therefore, beneficent—it seems impossible not to recognize the utility and importance, if not the absolute necessity, of the Library as an essential means of order and improvement in all Prisons of Reform,—a central agency which, like the heart impelling the blood to all parts of the system charged with the constituents of nutrition and new strength, send forth through all parts of this Institution to the Convicts the elements of a new and intelligent life, depositing in their hearts the seeds of virtue, or the principle of Religion.

IV. The Origin and Operation of the Library in the Provincial Penitentiary.

1. *Its origin.*—From the first establishment of this Prison a copy of the Holy Scripture has been supplied to each Convict, for the purpose of Religious Instruction. But no step was taken to provide a Library until 1844, when Sir Charles Metcalf gave to the Prison about one hundred and seventy Volumes of Books. These Volumes were not large, but their contents were sound and good, and they constituted the only Library for the Convicts up to the year 1850, or for a period of six years. Lord Metcalf's benevolence was also most universal in Canada, and this contribution to the moral improvement of the Convicts was timely, as it was a much needed charity, and perhaps more fruitful than many other acts of his benevolence—an act of goodness which for years was the source of instruction and happiness to hundreds of criminal men, and which it is a pleasure here to acknowledge with gratitude.

2. In 1850 the Chaplain called the attention of the Board of Commissioners to the necessity of a more general and extensive Library for the Convicts—a necessity the more pressing from the fact that many of the Books given by Lord Metcalf were worn

out, or lost, and the number of Convicts had considerably increased. The Commissioners very willingly responded to the call, and a small addition was made to the Library. Since then, from year to year, the Inspectors continued to make an appropriation for this purpose; but the Books procured, however, up to 1856 were not adapted to general distribution among the Convicts. In 1854 the Chaplain had some conversation in Quebec with the Chief Superintendent of Education for Upper Canada on the subject of Prison Libraries. The Chief Superintendent took a lively interest in the matter, and said he would endeavour to obtain such arrangements as would enable him to aid in the same way and in like proportion in forming Prison Libraries as he did in Public School Libraries. He succeeded, and in 1857 about One hundred and seventy volumes, and in 1858 Two hundred and fifty-three more, were obtained at the Educational Depository. It is due to the Chief Superintendent to state here that he has shown every disposition, in the midst of his manifold duties, to assist this Institution in the formation of a Library, which now contains Seven hundred and twenty-three volumes, a large proportion of which were procured at the Educational Depository at Toronto, is composed of very valuable books, and to which it is intended to add from the same source Two hundred volumes every succeeding year. It may also be noted, as a matter of just commendation, that in his zeal and exertions to supply the people of Upper Canada with Libraries of useful knowledge, the Chief Superintendent has not forgotten even "the Prisoners and Captives."

3. *The Extent and Nature of the Library.*—Including the Convicts discharged during the year, and those in prison at its close, the advantages of the Library have been accessible to one thousand and thirty-eight prisoners, with the exception of fifty, or one in twenty, who were unable to read. The daily average of Convicts during the year has been seven hundred and fifteen, and there were seven hundred and thirty-eight at its close. Eighty-four of these were women, and one thousand and four men, gathered here from eighteen different Countries, speaking many different tongues, and professing fourteen different Religions. Among these Convicts, of almost every degree of age, from ten to eighty, of every grade of moral status, of natural capacity and mental culture, the Library Books have been kept in constant circulation.

4. *Distribution of the Library Books and Amount of Reading Done by the Convicts.*—The whole number of Convicts in the Provincial Penitentiary in 1853 has already been stated to have been ten hundred and thirty-eight, the daily average number seven hundred and fifteen. The average daily number capable of reading may be set down at six hundred and eighty. The number of Volumes seven hundred and twenty-three. The distribution of these Books is made monthly by the Librarian. The amount of regular monthly reading has, therefore, been equal to one Volume a year for each Convict, or eight thousand one hundred and sixty in all. But in the course of the month Convicts were permitted, when they had read one Book, to change it through the Librarian for another. The number of volumes read may be safely placed at two Volumes per month for each Convict, or thirteen hundred and sixty Volumes monthly among all of them, or sixteen thousand three hundred and twenty Volumes during the year. In addition to this, it may be stated that about fifty Convicts are reading, as they become sufficiently advanced, in the National School Books, and that every Convict is supplied with a copy of the Holy Scriptures, exhibiting a very large amount of useful, moral and even Religious reading by the Convicts, and suggesting a corresponding proportion of knowledge gained and good accomplished.

5. *Amount of Reading Among the Convict Women.*—During the year Library Books have been distributed twice a month, and sometimes oftener, among eighty-four convict Women, some of whom, however, were here only for a short time after the beginning of the year, and others for a like period before its close. Of these—

That could not read at all, there were	6
That could only read in the Spelling books	11
That read in the Bible only	9
That were able to read, and did read, the Library Books	58

The average daily number of convict Women may be placed at forty. Some of these have read nearly a Volume per week through the year. Absolute certainty cannot be attained upon this point, but undoubtedly the amount of reading among the convict Women was equal, on the average, to two Volumes per month each, eighty a month among all, and nine hundred and sixty Volumes during the year.

6. In conclusion, the good effect produced by the circulation and perusal of so many valuable Books cannot be easily appreciated, they having sown the seed of a rich and abundant harvest in future. They have communicated instruction to hundreds of men, and, independent of the intelligence conveyed, have afforded great satisfaction and contentment while reading them to the minds of these wretched men. They have given to them a better knowledge of their duty to themselves, to their families, to society, and to their God, and have assisted in fitting them for its fulfilment. Altogether the conviction seems irresistible that Libraries are calculated to perform most important functions in all Institutions for the reformation of fallen men, and it is to be hoped that the Chief Superintendent will not relax in his efforts until adequate Libraries are introduced into all the Prisons for reform, Penitentiaries, and to all the Jails of Canada.

7. Finally, it is gratifying to report the unanimity of feeling prevailing between the Roman Catholic Vicar-General and Protestant Chaplain in the selection of those Books, and in the desire and effort to make the Library a source of improvement, harmony and contentment among the Convicts; and to record how readily the Inspectors and Warden have endeavoured to promote the establishment of this Library, and the free and full circulation of these valuable Books.

KINGSTON, 1858. HANNIBAL MULKINS, *Chaplain.*

The following is a copy of the Letter addressed to the Warden of the Municipal Council of the Counties of York and Peel, urging that Body to provide a Prison Library, for the free use of the Criminals in the Counties' Jail:—

I have the honour to submit the following for your consideration and that of the Education Committee of the Council over which you preside:

In the interesting yet painful facts disclosed in the report to the Council by the Governor of the Jail of these Metropolitan Counties there is matter for the gravest reflection, particularly in regard to the state of education among the criminals. There is, however, one agreeable fact stated, and that is, that of the one thousand four hundred and sixteen criminals in Jail during the year 1845, eight hundred and forty-eight are reported by Mr. Allen, the Governor, as able to read.

2. Now although we may not be able to reach so unfortunate a class of persons by education, (even were the Council to appoint a School Master among them), owing to the age of the chief part of the criminals, still the Council can, under the authority of the School Act and the Library Regulations of this Department, establish a Branch Library in the Jail for the benefit of those who can read. So benevolent and appropriate an act on the part of the Council would, no doubt, effect great moral good, particularly among the younger criminals; and this Department will gladly aid the Council in the matter should it see fit to concur in this suggestion.

3. By means of a well-selected Library of appropriate and instructive books, many whose moral perceptions are not yet blunted, and whose life is not yet hardened by crime, might be reclaimed, a new bias might be given to their feelings and tastes, and a purer and nobler ambition might inspire some of those who are now only noted, more or less, in the annals of crime.

J. GEORGE HODGINS,

TORONTO, February 5th, 1856. *Deputy Superintendent of Education.*

This suggestion to the County Council was warmly seconded by many of the local Newspapers. Extracts from two of them are inserted herewith:—

The London (Upper Canada) *Herald* of the 7th of February, 1856, on the subject of Prison Libraries, remarks:—

"We gladly copy from the *Old Countryman* the following paragraph on the above subject: A most timely Letter has been addressed to the York Council by Mr. J. George Hodgins, Deputy Superintendent of Education for Upper Canada, on the lamentable state of ignorance of the inmates of the Counties' Jail, and suggesting that a Library should be established of appropriate and instructive Books for such as could read. The appeal to the Council has been answered by a grant for a Library and appendages of Twenty-five pounds* (£25)."

On this subject the *Niagara Mail* of the 27th of February, 1856, also remarks:

1. The County Council of York and Peel has set an example of enlightened humanity which ought to be followed by every other County Council in the Province. Much has been said and written, and very truly too, about the corrupting influences of a number of Prisoners confined together in a Gaol, where men only guilty of misfortune are associated with men guilty of crime. But little or nothing has been done to lessen the influences arising from this close and continued communication of Prisoners, which tends so strongly to make all of them worse men when they come out of, than when they enter, prison.

2. It is gratifying to be able to state that, on application having been made by the York and Peel County Council to the City Council of Toronto, that Body also appropriated the sum of Twenty-five pounds (£25) to this benevolent object.

3. It is with much pleasure that we refer to this, the first successful effort which has been made in Upper Canada towards the establishment of a Public Library in connection with the County Prison.

4. It is gratifying to know that the Municipal Council of the Metropolitan Counties of Peel and York have, at the suggestion of the Deputy Superintendent of Education for Upper Canada, appropriated the sum of Twenty-five pounds (£25) towards establishing a Prison Library in the County Jail, and that the Warden has written to the Toronto City Council to induce them to aid in the same benevolent object. It is also gratifying to know that the subject of Prison Discipline and Reformatory Education will shortly engage the attention of the Legislature, as indicated by the following paragraph in His Excellency's speech on opening the present Session of Parliament:—

"Your zeal in the cause of Education is known and appreciated by all the world. It is important to consider whether we cannot combine the reform of the juvenile offenders with the punishment of their crimes. At the very least, it is incumbent upon us to take care that such punishment does not in itself afford fresh opportunities for debasing the criminals and instructing them in vice."

Letter from Mr. Sheriff Thomas to the Reverend Egerton Ryerson.

I have at length prevailed upon the County Council of Wentworth to appropriate the sum of Fifty dollars ($50) to the purchase of Books for the County Gaol, and referring to a Circular from your Department under date of the 17th January, 1859, I have reason to hope that it may be in your power to aid the purchase of a Library for the Prisoners by a grant from the Educational Fund.

Hamilton. November 14th, 1862. E. Cartwright Thomas, *Sheriff.*

*See the pertinent remarks on the evils of the prevalent use of promiscuous Literature, by President Eliot, of Harvard University, on page 294 of the Eleventh Volume of the Documentary History of Education in Upper Canada.

From the Governor of the Jail of the United Counties of York and Peel.

In reply to a Circular from the Education Office, requesting me to furnish you with a report for 1858 of the operation and effect of the Library established in the Jail by your Department, I beg leave to say that, so far as the effects produced are concerned, I have nothing to add to my former report, videlicet: That the attention of the Prisoners being engaged while reading has produced a greater amount of order and decorum amongst them. The description of Books chiefly enquired for by the inmates of the Jail are those of a didactic, Historical, Biographical and light literary character. Works of a purely Religious nature are rarely sought for. I would here suggest to the Department of Public Instruction for Upper Canada, with all due deference, that hereafter care should be taken, in the choice of Books for Jail Libraries, to avoid the selection of so many Volumes of small size as has been the case with those on "Practical Life" in the Library for the Jail of these united Counties, for when the Books are so small and so numerous it is almost impossible to take proper care of them. Another reason, too, I have found to operate against their usefulness, and that is, no matter how entertaining or instructive its pages may be, the adults do not like the idea of reading a small Book. A good selection of duodecimas and octavos, interspersed with a few of smaller size, I am of opinion, is best suited for Jail Libraries. Our Library consists of a very large number of small Books, with a few of those which I think are of a size most suitable.

Toronto, January, 1858. George L. Allen, *Governor.*

From the Governor of the Oxford County Jail.

I had the honour to receive your Communication desiring me to furnish a report of the operation and effect of the Prison Library established in the Jail of this County for 1858. In reply, I am happy to bear testimony to the general usefulness of the Library in its effects upon the behaviour of the Prisoners, as exemplified in the daily routine of this Jail. In a rural County like Oxford, the class of Prisoners usually committed is for crimes that necessitate their being confined for an average of from one to three months, and, as they usually become tired after the first few days of the montonous life they are compelled to lead, Books are applied for, and the day Rooms are generally occupied by some of them reading to the others aloud. Although the first object they may have in view is merely amusement, nevertheless I am well convinced there must be future benefits derived by some who have never had the desire, or opportunity, to read. The books generally called for are History and Biography, Josephus being a general favourite, as well as the Histories of the native Countries of the Prisoners. The lives and labours of John Howard and Mrs. Fry are much read, but strictly Religious works, of which there are few in the Library, are seldom desired, which may be accounted for by the fact of Tracts being distributed every Sunday, of which the Prisoners have the use during the week. I think they are more useful than larger works, because they are more easily read, and the subjects of them, being more familiar and oftener changed, render them better suited to the capacities of the Prisoners, and, therefore, more easily comprehended. As I before observed, the benefits derived from a Prison Library are at once apparent in the behaviour of the Prisoners, as it diverts the mind of the morose and vindictive from contemplating and cultivating feelings of revenge and hatred to those who have sent them to prison; and for the thoughtless and reckless it, at least, causes them to behave better while confined, which circumstance alone has a tendency to strengthen the moral feelings, by accustoming them to self-control, may awaken in them a sense of the duty they owe to their fellowmen and to society when they obtain their freedom. There is every reason to believe that the use of the Library is calculated to prevent crime and vice from becoming more confirmed in the Criminal, because in this Jail—and, I have no doubt, in many others—where there can scarcely be any proper classification of Prisoners, it may be imagined

what the result would be of the commingling of the vile thoughts, feelings and experience of the depraved and vicious Criminal, with the perhaps innocent Prisoner, were it not that the teaching of elevated and refined minds comes in from the Library to show them the real pleasure they may enjoy by the practice of virtue and morality.

WOODSTOCK, Janury, 1858. GEORGE FORBES, *Governor.*

FROM THE CLERK OF THE COUNTY OF PETERBOROUGH.

Your Letter came to hand, expressing a desire to have a detailed report on the success and usefulness, or otherwise, of the Prison Library. In the summer of 1856 the Sheriff suggested to the County Council the necessity of procuring a few Books for the use of the Prisoners, that might be kept by the Gaoler as a kind of Circulating Library for the Prisoners. The Council placed the sum of $22 in the Sheriff's hands to provide the Books, which were selected by him for the use of the Prisoners. The Library is very small. The Gaoler reports that a number of the Prisoners seem to appreciate the privilege of having the Books to read, and has no doubt, if the assortment were larger, it would confer a great benefit on the Prisoners, some of whom have read the whole Library through in a short time. Several of the Prisoners cannot read, but such as have paid attention to reading have exhibited a more gentle and docile disposition, and an improved state of morality.

PETERBOROUGH, January, 1858. WALTER SHERIDAN, *County Clerk.*

FROM THE GOVERNOR OF THE ONTARIO COUNTY JAIL.

In reply to your enquiry respecting the Library furnished by the Education Office from the Public School Library Fund.

I have to state for your information that the Books are regularly applied for and eagerly read. I have also much pleasure in stating the results have been most satisfactory as we have now by far less noise and much better behaviour than formerly, which I attribute solely to the Prisoners having Books to occupy their time and attention. It is a common practice for one Prisoner to read aloud for the amusement (and, I hope, instruction,) of those who cannot read themselves, which class I find particularly desirous of availing themselves of the opportunities offered. In my opinion the Library is a valuable acquisition to our Jail, and no doubt it would prove so to others throughout the Province.

WHITBY, July 13th, 1858. JOHN S. SPROUL, *Governor of the Jail.*

NOTE.—Libraries have since been established in the Gaols of the Counties of Lambton, Wellington, Leeds and Grenville.

NOTE.—To every Canadian, (whether Colonist, or native born,) the foregoing statements will not only suggest matter for congratulation and hopefulness, but it will also incite to still greater activity in aiding in promoting the influence and advantages of Libraries among the prisoners in our Gaols.

The startling facts which the annual Gaol Returns of our chief Cities and Towns disclose, furnish matter for the gravest reflection. With all our exertions to sustain and extend the enlightened system of Education, which has already been established by the Legislature, there yet remain numbers of the population strangers to the blessings of education and to the elevating and ennobling influences of Books,—those priceless legacies of the great and good,—

"Whose ample page
Rich with the spoils of time,"

in Literature, Science and Art, History, Biography and Poetry, have accumulated in vain for them.

It is true we may not be able to reach many of our criminals by education, even were Schoolmasters to be appointed among them, (owing to the fact that they are generally beyond the age for that purpose,) but we may, by means of the Chaplain, the Prison Schoolmaster, and a well selected Library of instructive and appropriate Books, open the door for the return to rectitude, and honour, of many of the younger criminals whose moral perceptions are not yet blunted by continuous contact with vice, and whose lives are not yet hardened by crime. Such an influence might give a new bias to their feelings and tastes, and inspire with a purer and nobler ambition some of those who are now only noted in the annals of crime.

The continuous reacting influence of books is well known. It is perpetual, boundless and incalculable. Baxter wrote, and his pungent truths fell upon the mind of Doddridge, and awakened it to the service of God and mankind. Under this impulse Doddridge wrote his work, and it converted the soul and kindled the heart of Wilberforce. Wilberforce again wrote his View; and that was the means of Leigh Richmond's conversion. His Dairyman's Daughter has been the means of converting hundreds. In giving a book we may be lighting a train that may kindle other fires, which shall spread their influence until their blended light shall mingle with the splendors of the millennial morn.

This subject is worthy of the attention of County Councils, on which have been conferred by the Legislature ample power to establish such Public School and Prison Libraries, as they may judge expedient.*

From many places in which Public School Libraries have been established by the Department the most gratifying assurances have been received of their beneficial effect. As a sample, we may quote the following testimony from the City of Hamilton, the Local Superintendent of which, in a recent comprehensive and interesting Report to the Board of Trustees of that City, remarks:—

(1) The Library, an important feature of our School System, was established in the month of October, 1855, but was not opened for distribution until towards the close of that year. Its advantages are now very generally appreciated, and its influence for good felt throughout the entire City. There is no class in the community to whom a Library can be made more directly beneficial than to the Pupils attending our Schools. Their attention is so exclusively confined to their Text-Books and to their peculiar School Studies, that one of the greatest deficiencies observable among the Scholars of the higher classes in our School is the want of that ready and practical information which can be obtained only by an intelligent course of general reading. As the use of the Library is freely extended to all, and, as the selection of Books is frequently made with much judgment and discretion, it may be fairly hoped that they will promote a general acquaintance with Literature and Science, and, at the same time, improve the pupil's taste and enlarge his range of thought.

(2) The Library has been productive of much good in another way. Our Country has been deluged with every description of trash, in the shape of paper-covered novels and "light literature." These are sold in the Book-stores, vended around the street, and almost forced upon the purchaser in Steamboats and Railroad cars. . . . There can be no question that their effect is demoralizing to the last degree, and every philanthropist will hail with joy the development of a healthier tone of public reading. Now it may be reasonably expected that these Libraries, spread as they are over all the Country, and consisting of Books at once instructive and entertaining, will materially tend to improve the public taste and cultivate a desire for reading of a more elevating description. It is believed that such a result may be observed already, to some extent,

*The selection of Books made by the Department of Education under the designation of "Practice Life," is especially appropriate for Prison Libraries, consisting of Moral Tales and Stories.

in our City. The number of books drawn weekly from the Library has steadily increased, and that they are read with profit and advantage, at least by the Pupils, is evidenced by their increasing intelligence and avidity to read. Nor are the beneficial effects of the Library confined to the Scholars alone,—the Volumes taken from it being the magnets that hold many entire families grouped around the social fireside during the long evenings of Winter. Frequently an hour is thus rationally spent which would otherwise have been devoted to more objectionable pursuits.

CIRCULARS FROM THE CHIEF SUPERINTENDENT OF EDUCATION, 1856.

Circular to the Clerk of Each County, City, Town and Village Municipality in Upper Canada on the School Apportionment for 1856.

1. 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. This apportionment will be payable at this Office to the Agent of the Treasurer of your Municipality, on the First day of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and School Reports, have been transmitted to the Department.

2. I am happy to inform the Council of your Municipality, that I have been enabled this year, through the liberality of the Legislature, to add several thousand pounds to the School Apportionment over that of last year; I have, moreover, appropriated a few hundred pounds from the Poor School Fund, and divided it among those new and thinly settled Counties where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the Schools during the school year.

3. The statistics of school population, upon which the present year's apportionment is based, have been carefully corrected and revised in this Department. Many inequalities in the Apportionment have thus been removed, and all parts of the Province share in the Legislative Grant upon equal terms, and in accordance with the demands made upon each locality for school accommodation and construction.

4. I have not deducted the Apportionment to the Roman Catholic Separate Schools from each individual City, Town and Township, as was done last year, but I have reserved a special sum from which to make an apportionment direct to each School having a claim upon the Fund. This is a more equitable and satisfactory mode of apportioning the Grant, and it is one which, while it provides the legal apportionments to Separate Schools, does not so directly and materially lessen the resources of those Municipalities in which these Separate Schools happen to exist, as has been done in past years.

5. I trust that the exertions and liberality of your Council will be increased in proportion to the augmentation of the School Grant apportionment to your Municipality, and the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

Toronto, 18th June, 1856. Egerton Ryerson.

To the Local School Superintendents in the Various Municipalities of Upper Canada on Their School Returns and Statistics.

Parliament having called for certain Financial Returns relating to the Common Schools for Upper Canada, I will thank you to transmit, as quickly as possible, (unless you have already done so), your Annual Report of last year.

The Department will be happy to receive and consider any remarks which you may think proper to make on the past and present state of Education in your Township; or any suggestions which you may have to offer for the improvement of the General System and Superintendence of Schools, or in regard to Public School Libraries.

Toronto, March 6th, 1856. Egerton Ryerson.

GENERAL CIRCULAR TO REEVES OF TOWNSHIPS, TO CLERKS OF COUNTIES AND TO LOCAL SUPERINTENDENTS OF SCHOOLS, TRANSMITTING VARIOUS REPORTS AND DOCUMENTS FOR THE USE OF THE SCHOOLS.

I have the honour to transmit, herewith, for use of the Schools in your Municipality, the following Documents.

The Laws relating to Common Schools in Upper Canada, with the Forms and Regulations, etcetera. The duties of each Council and School Officer will be found on reference to the Index. The attention of the Council will be found is specially directed to the Twenty-fifth Section of the School Law, on page 58, and the note on page 55. A copy of this Pamphlet has already been sent to each School Corporation and Local Superintendent in Upper Canada.

The laws relating to Roman Catholic Separate Schools in Upper Canada (passed in 1855), and to Dissentient Schools in Lower Canada, arranged in parallel columns. The latter is not sent for any special purpose, but having been printed in this form for another object, a copy is sent, merely for your information on the subject. The law relating to Separate Schools for Protestants and Coloured people remains the same as that passed in 1850-53.

The Department Notices relating to the supply of the Public Schools with Maps, Apparatus and Public Library Books. The importance of supplying the Trustees and Teachers with these necessary and useful adjuncts in the great work of education, and the public with interesting and appropriate Books, will readily suggest itself to the Council and to each local Superintendent, without any more formal reference to the subject. The Department will, in terms of the "Notices" sent, add one hundred per cent. to any sums, not less than Five dollars, which the Council, or School Corporation, may appropriate to these objects.

Forms of Application for these School Requisites.

Various other pamphlets and catalogues are sent herewith.

I have also sent a further supply of School Registers, to be distributed as usual to the Schools, when required.

I have requested the County Clerk to forward these documents and Reports to the Local Superintendents without delay.

On their receipt the Local Superintendent will please distribute numbers (1) and (2) among the Common, Separate, and Grammar Schools, retaining one of each for himself. The blank Forms, numbers (3) and (4), should be distributed among the Common Schools *alone*. The Registers can be distributed to the Schools as heretofore.

The Chief Superintendent of Education has addressed a Circular to the various Municipalities in the Province on the expediency and propriety of their devoting, at least, a portion of their share of the Clergy Reserve Fund to the purchase of Maps, School Apparatus, and Public Library Books. The matter is one of the highest importance, and I shall rely on each Council and School Officer's co-operation in promoting so noble an object.

TORONTO, 20th November, 1856. J. GEORGE HODGINS, *Deputy Superintendent.*

CIRCULAR TO THE HEADS OF CITY, TOWN, TOWNSHIP AND VILLAGE MUNICIPALITIES IN UPPER CANADA, ON THE APPROPRIATION OF THE "CLERGY RESERVE FUND" OF THE MUNICIPALITY TO THE PURCHASE OF MAPS, GLOBES, APPARATUS AND LIBRARIES FOR THE PUBLIC SCHOOLS.

1. By the late settlement of the Clergy Reserve question, a considerable sum of Money is placed at the disposal of each Municipality in Upper Canada; and, I take the liberty of addressing to you, and to the Council over which you have been chosen to preside, a few words on the expenditure of the Clergy Reserve Moneys, which the Act of Legislature has placed under your control.

2. I desire, therefore, to submit to your favourable consideration whether the highest interests of your Municipality will not be best consulted by the application of the whole, or at least a part of that sum, for procuring Maps, Charts, Globes, etcetera, for your Schools, and Books of useful and entertaining Reading for all classes and ages in your Municipality. If you apply the money to "general purposes," it will amount to comparatively little, and the relief, or advantages, of it will scarcely be perceived, or felt. But, if you apply it to furnish your Schools with Maps, Globes, and Apparatus, and Libraries, you will not only confer a benefit which will be felt in future years, in all of your Schools, by all of your children, and by all classes of the population, without imposing a six pence Rate upon any one, but will double your resources for these most important purposes. The Legislative Grant for School Apparatus and Public Libraries is apportioned to each Municipality according to the amount provided in such Municipality for the same purpose. In applying your Clergy Reserve Money, therefore, to these purposes, you double the amount of it; and confer upon the rising generation and the whole community advantages which will be gratefully felt in all time to come, and develop intellectual resources, which, in their turn, will tell powerfully upon the advancement of the Country in knowledge, wealth and happiness.

3. Some Municipalities have anticipated what I now venture to suggest, by resolving to apply their share of the Clergy Reserve Funds to the purposes above mentioned. The first application I received was from a comparatively new and poor Township, whose share of the Fund in question amounted to Two hundred pounds; (£200); the whole of which the Council nobly determined to apply for procuring Maps for the Schools and Public Libraries for the Township, and sent a Deputation to Toronto to select the Books, Maps, etcetera. I had great pleasure in adding another Two hundred pounds, (£200), to their appropriation; and thus, every School in the Township is furnished with Maps and other requisites of instruction, and every family with Books for reading, and that without a farthing's tax upon any inhabitant. It is delightful to think of a Township whose Schools are thus furnished with the best aids to make them attractive and efficient, and whose families are thus provided, (especially during the long winter evenings), with the society of the greatest, best, and most entertaining men, (through their works,) of all Countries and ages. Several Cities, Towns, and other Township Municipalities have adopted a similar course, some of them appropriating larger sums than that which I have mentioned to the purchase of School Requisites and Libraries.

4. The voice of the people of Upper Canada has long been lifted up in favour of appropriating the proceeds of the sales of the Clergy Reserves to "Educational Purposes." Now that those proceeds are placed in their own hands, through their Municipal Representatives, it is as consistent as it is patriotic to carry out their often avowed wishes; and I know no way in which it can be done so effectually, as that, by which the amount of it may be, in the first place, doubled, and, in the second place, be so applied as to secure permanent benefit to every pupil and every family in each Municipality in Upper Canada. If the principal of the Fund were invested, and the interest accruing therefrom be annually applied, as I have taken the liberty to suggest, then ample means would be provided for supplying, in all future time, every School and every family in Upper Canada with the means of increasing the interest and usefulness of the one, and the intelligence and enjoyment of the other, to an indefinite extent, and that without even being under the necessity of levying a Rate, or imposing a Tax, for the purpose. Such an investment would be the proudest monument of the intelligence and large-heartedness of the grown-up population, and would confer benefits beyond conception upon the rising and future generations of the Country.

5. I have, heretofore, furnished each Municipal Council with a copy of the Catalogue of Books for Public Libraries, and I herewith transmit a copy of the Catalogue of Maps and other School Apparatus provided by this Department, together with the

printed blank Forms of Application; and I shall be happy to afford every aid and facility in my power, as well as the Apportionment above intimated, towards accomplishing an object, or rather objects, so noble in themselves, and so varied and permanent in their influence and advantages.

6. I will thank you to have the goodness to lay this Circular before your Municipal Council, and to let me know as early as convenient the decision of your Council on the subject which I have taken the liberty to bring under your notice, in order that I may know what Apportionments and provisions may be requisite to meet the Appropriations, and comply with the wishes of the various Municipalities.*

TORONTO, 15th November, 1856. EGERTON RYERSON.

THE EDUCATIONAL MUSEUM OF ONTARIO, 1857.

The Educational Museum and the Departmental Library, established, with the sanction of the Legislature in 1855-56, was formally opened to the Public in 1857. Doctor Ryerson addressed a Circular to each individual Member of the Legislature, inviting them to come and inspect the Objects of Art, Illustrations of Science and specimen of Agricultural Implements, etcetera, which had been classified and placed in position in the various Rooms of the Museum of the Department. He also wrote a Letter to the Heads of the Church of England and Presbyterian Synods, then meeting in Toronto, inviting the Members of these Synods to come and inspect the contents of the Museum. He stated that:—

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the System of Popular Education—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. It consists (1) of a collection of School Apparatus for Common and Grammar Schools; (2) of Models of Agricultural and other Implements; (3) of specimens of the Natural History of the Country; (4) Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English and French History; (5) also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, French, and especially of the Italian, Schools of Painting. The 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.

2. 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 desirable, even in England, that those who have not the opportunity, or means, of travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great Masters—an object no less desirable in Canada than in England. What I have done in this branch of Public Instruction is the result of a

*On receipt of this Circular by the Council of the United Counties of Northumberland and Durham, the Warden of the Council made the following recommendation on the subject to the Council:

"I beg respectfully to call your attention to the Letter of the Chief Superintendent of Education upon the subject of devoting the Clergy Reserve—or 'Upper Canada Municipalities' Fund'—appropriation to the purpose of Education. If the Township Municipalities would devote this annual appropriation for the purposes of establishing Free Schools, it would be the means of greatly diffusing education amongst the poorer classes of our people, promoting temperance, and lessening crime.

Cobourg, Nov. 27, 1856. H. J. RUTTAN, *Warden.*

small annual sum which, by the liberality of the Legislature, has been placed at my disposal, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and promoting Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum in connection with this Department. The Museum contains a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country; of Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of the most celebrated characters in English History; also copies of some of the works of the Old Masters of the Dutch, Flemish, Spanish, French, 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 I have not yet been able to prepare a Descriptive Historical Catalogue of them. What I have proposed and attempted is merely an appendage to the Department of Public Instruction, and a part of a projected Provincial School of Art and Design, as is carried out successfully on a more extensive scale in England, and as was contemplated and provided for in the erection of our Normal School Buildings.

On the several objects and advantages of this feature of our System of Public Instruction, and the importance which is attached to it in other Countries, I purpose to remark in my forthcoming Annual School Report.

TORONTO, 30th May, 1857. EGERTON RYERSON.