

FIRST REPORT
OF THE COMMITTEE ON EDUCATION.

TO THE HONORABLE THE COMMONS' HOUSE OF ASSEMBLY :—

The Committee to whom was referred the subject of Education and the School Lands, in discharge of their duty, and with a view of devising such means as in their opinion will tend to promote the general Instruction of the youth and Children of the Province, upon such a system as may be satisfactory to all classes of their fellow Subjects in Upper Canada ; beg most respectfully to Report :—

That on entering upon the subject of their inquiry they were forcibly struck with the uniform anxiety which has been manifested at all times by the Legislature and Provincial Authorities, for the establishment of a University. It formed part of the prayer of both Houses in their address to the King in 1797. It was strongly recommended by the Executive Government, the Judges, and Law Officers of the Crown, in 1798. In 1806, the Legislature, to shew that something more was, even then, required than Grammar Schools, did all that their limited means permitted, in providing a small apparatus for the instruction of youth in Physical Science, that they might enter the world with something more than a common District School Education. Such an institution was again noticed, most honorably, in 1820 ; and an earnest desire expressed by the Legislature, which knew best the wants of the Province, for its speedy establishment. In 1825, so many young men were found turning their attention to the learned professions, that the Executive Government thought that the establishment of a University could be no longer delayed without the greatest detriment to the Province, and therefore applied to His Majesty for a Royal Charter, which was granted in 1827, in terms as liberal, it is said, as the then Government would allow, but such as proved by no means satisfactory to your Honorable House.

Your Committee feel no disposition to inquire why the necessary modification of the Charter has not been made long ago, or why proper Buildings have not been erected, and the business of instruction in Literature and Science commenced, with a full understanding that the required alterations should take place ; but they cannot help lamenting the delay, since it has done irreparable injury to the youth of the Province.—Many have already suffered ; many are at present suffering ; and whatever measures are taken to accelerate the Establishment, many will be deprived forever of the advantages which the University might have opened to them.

Feeling the absolute necessity of such an Institution, and that every day's delay inflicts on the youth of this flourishing Colony an injury which allows of no remedy, and that there is little reason to expect that His Majesty's Government will either speedily or effectually arrange the modification of the Charter, your Committee recommend your Honorable House to take the matter into immediate consideration, and make such alterations in the said Charter as may be deemed fit and expedient.

In considering the necessary changes, the attention of your Committee was drawn to certain resolutions adopted by your Honorable House in 1829, comprising such alterations in the Charter as appeared requisite for perfecting the Institution, and rendering it, perhaps, the most efficient Seminary on this Continent.

Your Committee feel great satisfaction in stating, that after mature deliberation, they have come to the determination to recommend the same changes to the adoption of your Honorable House, with such slight variations as are requisite to secure certain great and permanent advantages. Your Committee determined from the first to recommend no alteration but what appeared necessary to render the University efficient ; and to show that they were directed by principles only, and not by any thing personal. In consequence, they do not propose to interfere in any appointment except that of Visitor, nor would they have made any change in this, had it not appeared inexpedient, that an office so important should be filled by one so frequently absent from the Province. One thing your Committee thought it material to keep in view, namely, that of preserving the character of the University as a Royal Institution, and the power and dignity which the Charter confers as emanating from the King, and which can be conferred in no other way ; and they request this may be kept in mind by your Honorable House when considering the Bill to be herewith submitted, since any alterations that might place these advantages in jeopardy would be purchased at a very dear rate.

Having thus stated the grounds on which your Committee have proceeded, it only remains for them to submit a Bill embodying the necessary alterations, taken chiefly from the Resolutions of 1829, and which emanates from a Committee of unquestionable ability ; presuming, at the same time, that your Honorable House is aware that under its present Charter the University of King's College is open to all Denominations of Christians, and that the Professors, excepting such as may be appointed Members of the College Council, may be of any Christian Denomination ; and that it excludes none from what may be considered the essential benefits of the University ; but your Committee leave the

Charter as far as possible in its present form, and have applied themselves to the removal of the objectionable parts by a distinct enactment, which they beg leave earnestly to recommend to the adoption of your Honorable House,

All which is respectfully submitted.

M. BURWELL,
CHAIRMAN.

*Committee Room, House of Assembly, }
21st day of November, 1832. }*

BILL REPORTED.

WHEREAS His late Majesty King George the Fourth was graciously pleased to issue his letters patent, bearing date at Westminster, the fifteenth day of March in the eighth year of His reign, in the words following;—

(Charter of King's College.)

And whereas certain alterations appear necessary to be made in the same in order to meet the desire and circumstances of the Colony, and that the said Charter may produce the benefits intended. Be it, &c. That for and notwithstanding any thing in the said Charter contained, after the said University shall be organized, upon any future appointment to the Office of Governor, Lieutenant Governor or Person administering the Government of the Province, such Governor, Lieutenant Governor, or Person administering the Government, shall not be, Ex-officio, Chancellor of the said University: but such person shall be Chancellor thereof as the Convocation of the said University shall elect; and that the Judges of the Court of King's Bench shall for and on behalf of the King, be visitor of the said College, in the place and stead of the Lord Bishop of the Diocese of Quebec for the time being, and that the President of the said University, on any future vacancy, shall be appointed by His Majesty, His Heirs and Successors, without requiring that he should be the incumbent of any Ecclesiastical office—And that the Members of the College Council including the Chancellor and President, shall be twelve in number, of whom the Speaker of the two houses of the Legislature of the Province and His Majesty's Attorney and Solicitor Generals for the time being, shall be four, and the remainder shall consist of the six senior Professors of arts and faculties of the said College; and in case there shall not at any time be six Professors as aforesaid in the said College, and until Professors shall be appointed therein, the Council shall be filled with Members to be appointed as in the said Charter is provided, except that it shall not be necessary that any Member of the College Council to be so appointed, or that any Member of the said College Council, or any Professor to be at any time appointed, shall be a Member of the Church of England, or subscribe to any Articles of Religion,—and further that no religious test or qualification be required or appointed for any person admitted or matriculated as scholars within the said College, or of persons admitted to any degree or faculty therein.

And whereas it is expedient that the Minor or Upper Canada College lately erected in the Town of York, shall be incorporated with and form an appendage of the University of King's College. Be it therefore, &c. That the said Minor or Upper Canada College shall be incorporated with and form an appendage of the University of King's College, and be subject to its jurisdiction & control.

And be it, &c. That the Principal of the said Minor or Upper Canada College shall be appointed by the King during His Majesty's pleasure, and that the said Principal shall ex-officio be a Member of the Council of the University of King's College.

And be it, &c. That the Vice-Principal and Tutors of the said College shall be nominated by the Chancellor of the University of King's College, subject to the approval or disapproval of the Council thereof.

And be it, &c. That it shall and may be lawful for the Chancellor of the said University for the time being to suspend or remove either the Vice-Principal or Tutors of the said Minor or Upper Canada College, provided that such suspension or removal be recommended by the Council of the said University, and the grounds of such suspension or removal recorded at length in the Books of the said Council.

**SECOND REPORT
OF THE COMMITTEE ON EDUCATION.**

TO THE HONORABLE THE COMMONS HOUSE OF ASSEMBLY:—

In submitting a second Report, Your Committee beg leave to state, that they are deeply impressed with the great responsibility which rests upon them in discharging the important trust com-

mitted to their management, and have felt the many difficulties which they have had to encounter in bringing it to such a result as would be at once useful and satisfactory. Sensible that the subject of Education is fraught with the most weighty and serious consequences to the future welfare of the Province, they have most anxiously and faithfully endeavoured so to direct their labours as to meet the just expectations which Your Honorable House manifested on their appointment; aware that little or nothing has been done for many years to extend the means of instruction, and to meet the increasing wants of our rapidly growing population; that our present system of District or Grammar Schools, excellent as it was at the time, and adequate as it may have been for a Colony containing only fifty thousand inhabitants is quite unfit, without material improvement for a population of nearly three hundred thousand.

That the situation of the Province in wealth and commerce, and in its demand for superior attainments in the various professions is very different from what it formerly was, and that unless opportunities are immediately furnished by the establishment of superior Schools for the instruction of our youth in the higher branches of Science, we must fall behind the age in which we live.—Your Committee after acquiring the best information within their reach, are not without hope that the plan which they are about to recommend to the adoption of Your Honorable House, taken in connexion with their former report, will present a system of Education which will be found to deserve the approbation of every friend of knowledge—to contain within itself the power of expansion so as to meet the wants of our extending settlements, and to place the Province in a situation as enviable for the means of instruction as it is for the freedom of its institutions and the fertility of its soil. It will be seen, that Your Committee aspire to much more than that of satisfying the wishes of their fellow subjects of the present generation—they aspire to cherish and promote the permanent and substantial interests of the Colony and the character and respectability of the people by whom it may be inhabited in all time to come.

With a view to the attainment of these most desirable objects, Your Committee in the first place agreed upon a list of Questions to be put to such persons as they might find it necessary to summon before them for examination; which Questions, together with the various answers, will be found in the Appendix to this Report, and in the opinion of Your Committee will afford to the country a fund of valuable information. These, with the many important documents in the Journals of Your Honorable House, with such other assistance as Your Committee have been able to glean from the practise of other countries, have been carefully considered, with a special view to the wants and wishes of this extensive, happy and prosperous Province, and have induced Your Committee to offer the following REPORT as the result of their deliberations.

That it appears to Your Committee from Documents before them, that the original appropriation, in order to raise a fund for promoting Education, consisted of 549,217 acres of land, and that by a recent order from His Majesty's Government, the University of King's College has been endowed with 225,273 acres, which appears to be in accordance with the prayer of the Legislature in 1797, the residue consisting of 323,944 or in round numbers 324,000 acres is at the disposal of the Provincial Parliament. In regard to any further deduction, for the support of Upper Canada College, Your Committee entertain no doubt that on a respectful representation to His Majesty's Government an endowment will be granted to that Seminary as a separate and Royal Gift exclusive of the School Lands originally set apart for the University and District Grammar Schools. It is indeed manifest from the spirit of the Letter of His Grace the Duke of Portland, that further grants would have been cheerfully made had they been requested and deemed necessary. And surely there is no reason to doubt but that His Majesty's present Government is as willing now as it was then to comply with any reasonable prayer of the Legislature for further appropriations for the Education of our now great and increasing population. And how can the Waste Lands of the Crown be more usefully disposed of than in promoting public instruction and establishing beneficial Institutions?

Your Committee, proceeding upon the reasonable assumption that 324,000 acres of land still remain at the disposal of the Legislature for the support of Grammar Schools in the several Districts throughout the Province, are of opinion, that their management, as well as the superintendence of all the District and Grammar Schools, might be usefully and conveniently placed under such a Board of Commissioners as is recommended in His Excellency's Speech from the Throne, and in the Report of the Executive Council of the 29th April 1831, with this material addition, that each District Board of Trustees for the several District Grammar Schools be incorporated with the General Board and communicate therewith by its Chairman or Secretary.

Your Committee feel the more confidence in recommending the establishment of such a Board, from observing that a General Board of Education or University of Regents, has for many years superintended all Grammar Schools and Academies in the State of New York, between Common Schools and Chartered Universities, at present about sixty in number, with the most beneficial results. Such a Board established in this Province, with similar powers, would virtually possess all the knowledge and experience of the several District Boards, from its communication with their Chairmen, and also, from the occasional attendance of their members at its meetings; and thus a deep interest in its proceedings and success would be diffused through the whole Province. Under

the superintendence of such a General Board, the improvements of District Grammar Schools would be equal and uniform, and when new Districts were formed, their Boards of Trustees would of course become members and correspondents of the General Board, and receive their share of the available funds.

Such Board should be restrained in the power and authority with which it may be entrusted, by such rules and regulations as the Legislature may from time to time deem meet and expedient. After ascertaining the quality and value of the Lands under its management, by careful inspection and examination, it might be ordered, that no portion should be sold under the average price of Crown and Clergy Reserves, which is at present about fifteen shillings per acre; a price which would be gradually increasing, as the School Lands are or ought to be equally good. That the capital arising from sales be invested in good securities, and the interest or annual income only expended. In this way a Grammar School fund will be gradually accumulated, and although it may not for some time be considerable, it cannot fail to be ultimately great; and it should be borne in mind, that public institutions of this kind, are for the benefit of posterity as well as the present generation, and can seldom be extensively available when first established.

As it has ever been the intention of the Legislature to establish a superior Grammar School in each District, to support which, these Lands offer the principal source, it would be a thousand pities, by too hasty sales, to render it inefficient; since a little precaution, from the wonderful rapidity with which the Province is advancing in wealth and population, would soon realize an annual revenue equal to every reasonable purpose.

If the Province, without detracting from the present income, would erect in each District a good substantial structure of stone or brick, after an approved model, so contrived, as besides convenient School Rooms, to admit of a Residence for the Head Master, with proper accommodations to enable him to keep Boarders, the plan suggested might become immediately efficient, and the accumulating fund would soon supply a salary for an additional Classical Master, and a Teacher of Mathematics; but if it should be found difficult to meet this expense in the present state of the Provincial Revenue, your Committee most respectfully submit that another mode presents itself for effecting the same thing, to which they do not anticipate any serious objection—and that is to make it imperative in the several Districts to erect such Buildings out of their own funds. This expenditure, as the School Houses would be all of the same form, need not exceed a specified sum, and for a purpose so necessary it would meet with general approbation, and would at the present time be scarcely felt by any District. It is an expense which they could well afford, and which they ought cheerfully to meet, and would greatly relieve the Provincial Revenue and School Fund.

It would be the duty of such General Board to come to some conclusion what the ultimate condition of such District Grammar Schools ought to be, that they might keep it always in view, so as to take care in their sales of Land to insure an increase fully adequate to their proposed objects.—In the mean time, to render the Board useful and efficient, it might be entrusted with an annual Grant to a certain amount, in aid of its revenue arising from interest on the money invested from the sale of Lands, to be expended in the salaries to additional Masters of District and Grammar Schools where required.

Were, for example, five thousand pounds per annum at the disposal of the Board, the deficiency between its income and this sum to be made up from the Provincial Revenue, such deficiency would lessen every year, and in a short time totally disappear, and so relieve the Province from all charge. Your Committee, in making this recommendation, are supported by authorities both in England and America.

It might also be advisable to invest the General Board with power to encourage Grammar Schools and Academies in populous towns and places on certain conditions, such as erecting proper Buildings—placing them under the superintendence of the Board, and adopting the system of instruction recommended, and by assigning to their Teachers reasonable salaries. In directing their attention to the principles upon which such Schools as they have been proposing to place under the General Board ought to be established, your Committee so strongly agree in opinion with one of the Gentlemen examined that they cannot do better than quote his answers.

1st.—A vigilant superintendence over both Masters and Scholars by a local Board of Trustees, is absolutely necessary—It may be wise and convenient to give the Head Master a seat at such Board, that its rules and regulations may be conveyed through him, and that in their adoption the Board may have the benefit of his judgment and experience.

2nd.—Such a system of Instruction as may meet the wants and wishes of the country ought to be chosen, and this will also be best digested and arranged by persons acquainted with the Province from long residence and observation.

3rd.—Some portion of the income of the Teachers should depend upon the prosperity of the Institution. In Universities where the higher branches are only taught, where few Students can be expected, and where fees are not always exacted, it is different; but in all inferior Schools and Seminaries, the Masters ought to have an immediate interest in their becoming flourishing.

4th.—A just system of discipline not confined to School hours or School grounds, but extending over the conduct of every Scholar at all hours and in all places while he continues at the Seminary—No severe punishments ought to be inflicted on any boy 'till after conviction on clear evidence and admitting the accused a full opportunity of defence. No weapon allowed for punishing that may injure, and corporal punishments except for immoral conduct discountenanced as much as possible, Your Committee are inclined to believe that if any Seminary punishments are frequent the cause is frequently to be attributed to the irritable disposition of the Master and his incapacity to teach—such Masters ought to be speedily removed, for no Teacher, whatever his abilities may be, is fit for the office of an Instructor who is not rather loved than feared by his pupils.

Your Committee having thus stated at some length what they consider the best plan for managing the School Fund, and for superintending and improving the District and Grammar Schools, and placing them on the most approved principles proceeded to reduce the same into the form of a Bill, which they present herewith and earnestly recommend to the adoption of Your Honorable House.

It was the intention of Your Committee here to have closed this communication and to have reserved for their next Report the information which they have obtained respecting Minor or Upper Canada College, but when once they came to the determination of embracing the District School of the Home District in their General Plan, it seemed to them more expedient to recommend that the Minor or Upper Canada College, should be incorporated with the University of King's College, and they have accordingly prepared certain clauses for that purpose to be added to the Bill which accompanied their first Report, now before Your Honorable House, for amending the Charter of that Royal Institution. Several powerful considerations have induced Your Committee to adopt this course.

1st.—The Legislature in thus disposing of Upper Canada College, will be acting in concurrence with its Founder; for it appears by the unanimous evidence before them, that it is, and has always been considered as an appendage to the University of King's College.

2nd.—The Inhabitants of the Home District will have no just cause of complaint, as they will in future have their own District School, affording to them the same advantages as the other Districts enjoy.

3rd.—In looking upon Upper Canada College as a Minor portion of the University, Your Committee are inclined to believe that a more classical system of studies may be sometimes required as a preparation for the higher branches of knowledge to be taught in King's College than is either useful or necessary at the District Schools.

4th.—That a greater strictness in Classical Literature may be a recommendation to some of the Inhabitants of this Province, and of our fellow-subjects from the Mother Country who are daily coming amongst us, and who very naturally entertain a preference for the methods practised in the Great Schools in England.

5th.—By continuing a strictly classical School and on the moderate terms of admission now in force, parents possess the freedom of choice between it and the District Schools.

6th.—Your Committee were moreover the more inclined to this arrangement as it relieved them from the necessity of proposing alterations in Upper Canada College, to which they felt a repugnance, because the rights of the present Masters 'till otherwise provided for, involves the enquiry with peculiar difficulties.

On the whole Your Committee think it for the advantage of the Province as filling a link in the great system of Education, that Upper Canada College should become part of the University—Should any modification be deemed necessary it will come better and with immediate effect from the Council of the University of King's College. More especially as His Excellency the Lieutenant Governor, who has manifested the greatest anxiety to promote the Education of the Youth of the Colony, is the founder of Upper Canada College, and as Chancellor of the University can with the more propriety judge of, and carry into execution such alterations as may be thought beneficial.

All which is most respectfully submitted.

M. BURWELL,
CHAIRMAN.

*Committee Room, Commons' House of }
Assembly, 13th December 1832. }*

APPENDIX
To the Second Report of the Committee on Education.

Examination of the HONORABLE JOHN B. ROBINSON, Chief Justice, and a Member of the
General Board of Education.

QUESTIONS.	ANSWERS.
<p>1st. What portion of School Lands were placed under the direction of the General Board of Education?</p>	<p>I think somewhere about two hundred and fifty thousand acres; but the Secretary of the Board can state it accurately from Official Documents.</p>
<p>2nd. What, in your opinion, would be the most judicious manner of managing the School Lands in future?</p>	<p>The first step I think should be to have the quality of the various allotments of Land ascertained, by actual examination of each tract; a division could then be made satisfactorily among the several Districts, and this division should be without regard to locality. I mean, for example, that of the Lands in the Midland District, each District should have its proportion—for it is only in this way that an equal distribution can be made, on account of the fluctuation in value, as new settlements arise, and from other causes. As to the management of these Lands, I am in favour of retaining them in hand, rather than of alienating them, unless indeed it be such portions of them as will bring a considerable price. I suppose the intention is, that from this resource a superior Grammar School shall be perpetually endowed in each District, and, when we see with what wonderful rapidity this Province is advancing, it would be a thousand pities to lose, by too hasty a sale, the certainty of the valuable endowment which these Lands will realize at no distant period, an endowment which cannot fail to increase with the increasing opulence of the country. I would take the liberty of suggesting, that the Legislature should either direct by an Act of their own, or through Commissioners to be appointed for that purpose, upon what scale the School or Academy of each District shall be established, prescribing a uniform system for each. If the Province, without detracting from the present endowment, would erect in each District a good substantial structure of stone or brick, so contrived as to admit hereafter of two wings, which would furnish additional Class Rooms, the resource which is to support the current expense of the Institution would be left untouched, and in a few years the Lands would supply a Salary for an additional Classical Master, and a Teacher of Mathematics.</p> <p>Whatever is designed to be the ultimate or most effective condition of these Schools, an estimate founded upon the charge of such an establishment might now be made, and I would at all events provide, that none of the Lands should be sold under such a price as that the interest of the purchase money of the whole endowment at that price would repay the charge of the Institution, as, for instance, two Classical Masters £200 each, besides what fees they may receive—one Mathematical Master at £200—one Teacher of Writing, Arithmetic, and the ordinary branches of an English Education at £150. This would require £750, and adding for library repairs and contingencies of all kinds £250 more, the sum required would be £1,000 annually—supposing each District to have 25,000 acres of Land, they ought to sell for fourteen shillings an acre, to produce the necessary endowment—and I would not therefore dispose of them for a less price—and would only increase the present establishment of the Schools, as the interest of the proceeds of sales would admit of it, unless temporary assistance can be procured in the mean time. As to the manner of vesting the Lands in Trustees, in order to their future management, I am not prepared to express any opinion at present—great care will be necessary to prevent their being the subject of jealousy and the cause of discontent. Perhaps it would be expedient to provide for a Board of Trustees for each District, not too numerous, and subject to the control of a General Board, of which all should be Members, so that each might in its District act as a Committee of the General Board.</p>
<p>3rd. Have the Board any connexion with Upper Canada College?</p>	<p>No further than that the Members who composed the Board have consented, at the request of His Excellency the Lieutenant Governor, to concur with His Excellency in giving whatever services they have it in their power to render towards advancing the prosperity of the Institution. These services can extend no further at present, than the offering suggestions and advice.</p>
<p>4th. Where is the District School of the Home District?</p>	<p>Before the Upper Canada College was founded, the District School of the Home District had been for several years incorporated with the Royal Grammar School—and the Master, in addition to his Provincial Salary of £100, received from the Crown an additional Salary as Teacher of the Royal Grammar School. When His Excellency the</p>

<p>5th. By what authority was the District School made part of Upper Canada College ?</p>	<p>Lieutenant Governor took measures for increasing the Royal Grammar School, or rather for converting it into a School or College of a very superior description, the same Gentleman who had conducted the Royal Grammar School, which was in fact the District School, was made Vice Principal, and his Scholars became Scholars in this enlarged Seminary. The price of Tuition was not increased, while the means of instruction were greatly augmented; and it was confidently expected, that the most liberal construction would be placed upon an arrangement which increased the advantages formerly enjoyed, and extended them to a much greater number. Since, however, dissatisfaction has been expressed at this arrangement, the Salary of a District School Master has not been drawn. The Trustees of the Home District School, at the time the change was made, concurred in it, and thought they were doing right, though perhaps some informality might be objected, if there was a desire to take exceptions.</p>
<p>6th. Are there any free Scholars in Upper Canada College ?</p>	<p>I am not aware that there are any.</p>
<p>7th. Were there not free Scholars in the District and Royal Grammar School; and have not the Laws provided for sending ten free Scholars to each of the District Schools ?</p>	<p>I think there were—but am not certain whether they were to be considered as being actually on the foundation of the District School or of the Royal Grammar School, which I know had a limited number of free Scholars on the foundation, by the arrangement of His Excellency Sir Peregrine Maitland.</p>
<p>8th. Is it usual to place French and Drawing Masters on the foundation of large Schools, and allow them salaries without any regard to the number of their Pupils ?</p>	<p>I believe it is not the usual course, but I am not particularly informed on this point. It was thought that instruction in French and in the rudiments of Drawing, would be a very important addition to the ordinary course of Education, and if these could be made parts of the general system of instruction, and taught to all without exception, a great general good would be attained. Whereas, if they were made to entail an additional charge for Tuition, some parents might be unable to avail themselves of the advantage, and others who were able, might, from a too rigid economy, dispense with it. For the sake of the youth of the Province, therefore, these branches were placed upon the footing on which they now are. I doubt whether it has answered well, and am sensible that the plan is subject to objections, but I thought it expedient at the time, and fully concurred in it.</p>
<p>9th. Are the inhabitants of York less able to pay for the instruction of their children in these branches than the people of the other Districts ?</p>	<p>I hope they are not less able; but it must be very well known, that the advantage is by no means confined to them, or even to the Inhabitants of the Province. Every such Institution must be placed somewhere: the Inhabitants of every other District, who live more than five miles from the District Town, can no otherwise avail themselves of the District School in their own District, than by sending their children from home to board in the District Town, which will not cost less than to board them in York, and yet I should think it was never imagined that the Legislature established the District Schools merely for the convenience of the people living in the District Towns. Upper Canada College, it is well known, owes its establishment to His Excellency the Lieutenant Governor, who can clearly have no local interests. The Inhabitants of York did nothing more than assist in giving effect to His Excellency's measures, and as one of these, I had no idea that the College would be regarded as established for the benefit of the Inhabitants of York, any more than the University of Oxford is looked upon as belonging to the people of Oxford, or Eton College to be maintained for the sake of the Inhabitants of Windsor.</p>
<p>10th. Does Upper Canada College appear to answer the purposes for which it was intended ?</p>	<p>I understood it to be principally intended to prepare the Youth of this Province to receive the instruction to be dispensed from King's College, the proposed University—this specific purpose it can of course not have answered; because the University has been checked in its very commencement; which I conceive has been exceedingly injurious to the Province.</p>
<p>11th. In what do you consider it defective as an Institution for pro-</p>	<p>I have thought the system pursued, not judicious in several respects, I mean as to the method of instruction. The discipline, I believe to be good and strictly observed. At the request of the Lieutenant Governor, I have on one or two occasions stated what I thought might be amended, in order that what was represented as amiss might be considered. I do not pretend to judge of the proper mode of conducting the details</p>

<p>QUESTION 11, <i>(continued.)</i></p> <p>moting the education of youth?</p> <p>12th. Does the income of the Master depend in any manner upon the number of his pupils?</p> <p>13th. Are the Masters responsible to any Board?</p> <p>14th. Upon what principles ought such a Seminary be established?</p>	<p>of a College, in other respects than such as are within the observation and experience of people generally.</p> <p>It does not.</p> <p>I cannot say precisely what the Masters may think in regard to their responsibility. At present, I look upon myself in no other light than as one of a number of Gentlemen whom His Excellency the Lieutenant Governor is pleased to consult in matters affecting the College. If those Gentlemen were to unite in a representation upon any essential point, and their right to interfere were denied—I take it for granted they would withdraw from a trust in which they could be no longer useful; because it is not to be expected, that any one would willingly be responsible, even in appearance, when he had in fact no control.</p> <p>In answer to any specific enquiries, I should be happy to give my opinion; but it would probably be of little value.</p>
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Examination of the **HONORABLE AND VENERABLE JOHN STRACHAN, ARCHDEACON OF YORK,**
and a Member of the General Board of Education.

QUESTIONS.	ANSWERS.
<p>1st. What portion of School Lands were placed under the direction of the General Board of Education?</p> <p>2nd. What, in your opinion, would be the most judicious manner of managing the School Lands in future?</p>	<p>The portion of School Lands placed under the direction of the General Board of Education, was 190,573 Acres, certain parcels of which have from time to time been sold, but the exact quantity I do not know; this, however, the Secretary will be able to state. It appears from the report of the Executive Council, that about 240,000 Acres, or nearly a moiety of the original reservation, will remain at the disposition of the Legislature. It also appears to me, from reference to the Duke of Portland's Letter, and the readiness it manifests to meet the wishes of the Legislature, that further grants would have been cheerfully given had they been deemed at the time necessary, and been requested. And we have no reason to doubt but that His Majesty's present Government will be as willing now as it was then to comply with any reasonable prayer of the Legislature for further appropriations for the education of our great and increasing population. And how can the waste Lands of the Crown be more usefully disposed of than in promoting public instruction and establishing beneficial Institutions.</p> <p>It is difficult for an inland Colony like this to get any large and beneficial establishments, except through the intervention of Land as the Provincial Revenue increases too slowly to allow for a long time of large appropriations.</p> <p>The management of the School Lands as well as the superintendence of all the District and Grammar Schools, might be conveniently and usefully placed under such a Board of Commissioners as we find recommended in His Excellency's Speech from the Throne, and in the Report of the Executive Council, with this addition, that each District Board of Trustees for the District School be incorporated with the General Board, and communicate therewith by its Chairman or Secretary.</p> <p>Were such a Board constituted a Corporation with powers similar to the General Board of Education or University of Regents in the State of New York, which has under its superintendence all Grammar Schools and Academies, between Common Schools and Chartered Universities, at present about sixty in number, the most beneficial results might be anticipated.</p> <p>Such a Board would virtually possess all the knowledge and experience of the several District Boards from its communication with their Chairman, and also from the occasional attendance of their Members at its meetings, and thus a deep interest in its proceedings and success would be diffused through the whole Province. Under the superintendence of such a General Board the improvements of District Schools would be equal and uniform, and when new Districts were formed their Board of Trustees would of course become Members and Correspondents of the General Board, and receive their share of the available funds.</p>

QUESTION 2,
(continued.)

Such General Board might be restrained in the exercise of its powers and authority as the Legislature might deem meet. After the Lands under its management had been carefully inspected and valued, it might be ordered that none should be sold under—per acre. That the capital rising from sales be invested in good securities, and the interest, or annual income, only expended. In this way a Grammar School fund will be gradually accumulated, and although it may not for some time be considerable it cannot fail to be ultimately great. Indeed the rapid increase of population will shortly render it productive; and it should be borne in mind, that public institutions of this kind are for the benefit of posterity as well as the present generation, and can seldom be extensively available when first established.

To give such a Board immediate efficacy it might be intrusted with an annual sum to a certain amount, to be expended in salaries to the Masters of District and other Grammar Schools, and such other aids as might make them more efficient, say, merely for illustration, four thousand pounds per annum—the deficiency between the income of the Board arising from interest of money from Lands sold, and this sum to be made up from the Provincial Revenue. The deficiency would lessen every year, and in a short time totally disappear and relieve the revenue from all charge. This has been the practice of the neighbouring States in like cases, and is still acted upon in many.

This General Board might also have power to encourage Academies established in populous towns and places by assigning salaries to their Teachers if placed under its superintendence—such for instance as the one at Saint Catharines and the one at Bath, and soon will similar institutions require aid at Bytown, Prescott, Belleville, Peterborough, Dundas, Ancaster and Amherstburgh, &c. &c.

The plan suggested would acquire uniformity and usefulness if it were made imperative, in the several Districts out of their own funds, and which they could well afford, to erect a substantial School House and residence for the head Master of the District School, with proper accommodations to enable him to keep Boarders, all to be built after an approved model, and not to exceed a specified sum. An expenditure for a purpose so necessary would scarcely be felt by the several Districts, an expense which they ought cheerfully to meet, and would greatly relieve the Provincial Revenue and School Fund, and bring the system proposed almost immediately into operation.

The General Board should meet four times in the year, on known and fixed days, with power to adjourn, that any of the Members, being Trustees in outer Districts, might attend it if they thought fit and could make it convenient.

3rd.
Have the Board any connexion with Upper Canada College?

The General Board of Education has attended to the fiscal arrangements respecting Upper Canada College, and given its advice when asked; but has never exercised any direct authority over that Institution.

4th.
Where is the District School of the Home District?

Many years ago, the District School was incorporated with the Royal Grammar School, under the same Teacher, and as it was supposed, with mutual benefit. Both were included in Upper Canada College, and from the best motives, though perhaps in a legal point of view, somewhat irregular. I certainly agreed in the hope of establishing a more efficient Seminary, but the moment measures arose about the District School, the Salary was no longer paid to Upper Canada College, and is I presume at the disposal of the Legislature.

5th.
By what authority was the District School made part of Upper Canada College?

6th.
Are there any free Scholars in Upper Canada College?

There were eight free Scholars at the Royal Grammar School, and I was anxious that they should be continued at Upper Canada College, but it was argued, and with some reason, that the fees were so small, that there was no necessity for admitting any altogether free. The Laws certainly provide for ten Scholars of superior talents, selected from the Common Schools, to be sent to the District School, but no District has, I believe, availed itself of this privilege, nor will till the School Fund or the Legislature assume the whole expense of such Scholars while they remain at the District School, in board and lodging as well as tuition. Such children are commonly of the poor class, who are unable to support the expense of boarding them from home. The whole expense in a free country like this, should be defrayed by the public, that promising boys, giving indication of high talent, though poor, might have an opportunity of cultivating their faculties, and if able and virtuous, taking a lead in the community.

7th.
Were there not free Scholars in the District and Royal Grammar School; and have not the Laws provided for sending ten free Scholars to each of the District Schools?

8th.
Is it usual to place French and

According to my experience and information, French and Drawing Masters are attached to Seminaries, but not placed with Salaries on the foundation. They are paid

<p>QUESTION 8, (continued.)</p>	<p>only by those who employ them. To this general practice there may be exceptions, but I consider it the most judicious, and it seems to work well.</p>
<p>Drawing Masters on the foundation of large Schools, and allow them salaries without any regard to the number of their Pupils?</p>	
<p>9th. Are the inhabitants of York less able to pay for the instruction of their children than the people of the other Districts?</p>	<p>Doubtless—but Upper Canada College is not exclusively for York—but for the District and the whole Province.</p>
<p>10th. Does Upper Canada College appear to answer the purposes for which it was intended?</p>	<p>One of the purposes which Upper Canada College was expected to answer namely, that of preparing Young Men for the University cannot be fulfilled as the University has been delayed. Under all the circumstances of its establishment, I am of opinion that it has answered the purposes for which it was intended as well as could have been reasonably anticipated.</p>
<p>11th. In what do you consider it defective as an Institution for promoting the Education of youth?</p>	<p>It must be the earnest wish of every lover of knowledge that an Institution so splendid as that of Upper Canada College should have no defects, I believe some that have been noticed are in the course of correction, and I am likewise of opinion that it is gradually improving and becoming more in accordance with the wants and wishes of the Country; any defects which may still remain will be removed so soon as its organization shall be fully completed, which has hitherto continued imperfect.</p>
<p>12th. Does the income of the Master depend in any manner upon the number of his Pupils?</p>	<p>I believe not.</p>
<p>13th. Are the Masters responsible to any Board?</p>	<p>The answer may be found in that to number three.</p>
<p>14th. Upon what principle ought such a Seminary to be established?</p>	<p>The question can only be answered on General Principles without reference to any particular School or Seminary, and I beg so to be understood.</p> <p>1st.—A vigilant superintendence over both Masters and Scholars by a Board of Trustees is absolutely necessary. It may be wise and convenient to give the head Master a seat at such Board, that its rules and regulations may be conveyed through him, and that in their adoption, the Board may have the benefit of his judgment and experience.</p> <p>2nd.—Such a system of Instruction as may meet the wants and wishes of the Country ought to be chosen, and this will also be best arranged by persons acquainted with the Province, from long residence and observation and not by strangers, that is by a Board constituted as above.</p> <p>3rd.—Some portion of the Income of the Teachers should depend upon the prosperity of the Institution, if they are diligent and do their duty the reputation of the Seminary will rise—the Scholars will increase and consequently their emoluments.—The portion of the Teachers' income which should depend upon their industry, that is, the number of their scholars in a new country like this, may not be easy to determine, perhaps a third may at present be sufficient—in a dense population a much larger proportion is common. In Universities where the higher branches are only taught, where few students can be expected and where no fees are perhaps exacted, the principle is different and a vigilant superintendence is all perhaps that can be applied.</p> <p>4th.—A just discipline not confined to School hours or School grounds, but extending over the conduct of every scholar at all times and in all places, while he continues at the Seminary: no severe punishment ought to be inflicted on any boy till after con-</p>

QUESTION 14, (continued.)	viction on clear evidence, and admitting the accused a full opportunity of defence, no weapon allowed for punishing that may injure, and corporal punishments, except for immoral conduct, discountenanced as much as possible. It is a maxim in the conduct of Education that if, in any Seminary or class, punishments are frequent, the cause is the ungovernable passions of the Master and his incapacity to teach—such Masters ought to be speedily removed by the Board; for no Teacher, whatever his abilities may be, is fit for the office of an Instructor who is not both loved and feared by his pupils.
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YORK, 26th NOVEMBER, 1832.

SIR,

I have the honor to enclose answers to the questions proposed to me by the Committee of the Honorable House of Assembly on the subject of Education.

In accordance with the request of the Committee expressed to me when before them on Saturday, I have entered much more into detail than I had intended, but the deep interest which I take in the subject of public instruction, made it a pleasure to me to meet their wishes.

I have the honor to be

Sir,

Your obedient humble Servant,

JOHN STRACHAN.

MARLON BURWELL, ESQUIRE, *Chairman* }
of the Select Committee on Education. }

Examination of the HONORABLE GEORGE H. MARKLAND, Member of and Secretary to the General Board of Education.

QUESTIONS.	ANSWERS.
1st. What portion of School Lands were placed under the direction of the General Board of Education?	About 540 thousand acres were originally set apart for the purposes of Education, of which about 225 thousand have been transferred to Government in lieu of the leased Crown Reserves with which King's College is endowed. About 190 thousand acres consisting of Blandford, Houghton, Middleton, Southwold, Yarmouth, Westminster, in the London District, Seymour in the Newcastle District, and Sheffield in the Midland District, have been placed under the more immediate control of the Board, for realizing a fund for practical purposes.
2nd. What, in your opinion, would be the most judicious manner of managing the School Lands in future?	As sales must be made, instalments received and deeds be prepared, after the payments are completed, it will be necessary to place the lands within the control of a Board of Commissioners or of a single Commissioner in order to have the business transacted. The amount received should be paid to the Receiver General half yearly, with an account in detail of receipts during the period. Whether the Agent should not be allowed to execute the deed; in fee, as in the case of the King's College Grants, is worthy of consideration, as it would much facilitate the completion of the transactions.
3rd. Have the Board any connexion with Upper Canada College?	They are the Trustees of that Institution.
4th. Where is the District School of the Home District?	The District School is not in operation. It was for some time attached to the College of Upper Canada, but has since been withdrawn; and I believe the salary remains untouched.
5th. By what authority was the District School made part of Upper Canada College?	By the authority of the Lieutenant Governor and the Board.
6th. Are there any free Scholars in Upper Canada College?	There are not any free scholars.
7th. Were there not free Scholars in	The law did provide for sending ten free scholars to each of the District Schools, and there were free scholars in the District School.